

PSHE RE: Primary Long-Term Plan – Semi-Formal

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Things we are good at	Encountering: Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. Foundation: Describe ourselves — recognising that there is self and there are others.
Autumn 2	Self-Care, Support and Safety	Taking care of ourselves	Encountering: Respond to stimuli about the people who look after us. Foundation: Identify people who look after us and help us to take care of ourselves.
Spring 1	Changing and Growing	Baby to adult	Encountering: Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. Foundation: Identify some of the differences between a baby, child and adult.
Spring 2	Healthy Lifestyles	Healthy Eating part 1	Encountering: Respond to different stimuli about what it means to be 'healthy'. Foundation: Identify foods that we like and dislike to eat.
Summer 1	The World We Live In	Respecting differences between people	Encountering: Respond to stimuli with awareness and curiosity about the physical differences between people. Foundation: Identify simple differences and similarities between people.
Summer 2	The World We Live In	Bambino Project	Identify the seven Key Employability Skills. Understand why they are important to all pupils. Identify the range of learning contexts in which they practice the seven Key Skills at school. Identify the range of learning contexts in which they practice the seven Key Skills at school and home.

PSHE RE: Primary Long-Term Plan – Semi-Formal

Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Kind and unkind behaviours	Encountering: Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means. Foundation: Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others’ bodies or feelings is wrong.
Autumn 2	Self-Care, Support and Safety	Keeping safe	Encountering: Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. Foundation: Describe some simple ways we can help keep ourselves physically safe in school.
Spring 1	Managing Feelings	Identifying and expressing feelings	Encountering: Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings. Foundation: Describe different kinds of feelings we may have experienced; those we like and those we don’t like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened.
Spring 2	Changing and Growing	Dealing with touch part 1	Encountering: Respond with interest to stimuli about different kinds of daily physical contact we experience. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. Foundation: Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.
Summer 1	Healthy Lifestyles	Taking Care of physical health part 1	Encountering: Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. Foundation: Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep.
Summer 2	The World We Live In	Jobs people do	Encountering: Respond to stimuli about the different jobs adults in school do. Foundation: Identify some different jobs that people we know do.

PSHE RE: Primary Long-Term Plan – Semi-Formal

Planning Year 3

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Playing and working together	<p>Encountering: Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of ‘good listening’. Respond to ‘taking turns’ as modelled by both adults and peers.</p> <p>Foundation: Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school.</p>
Autumn 2	Self-Care, Support and Safety	Trust	<p>Encountering: Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p> <p>Foundation: Identify trusted adults in school. Recognise things we would call ‘personal’ and things we would call ‘private’. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried.</p>
Spring 1	Changing and Growing	Different types of relationships part 1	<p>Encountering: Respond to stimuli about some of the different kinds of relationships there are within families.</p> <p>Foundation: Give examples of different types of relationships. Identify the people who make up our family.</p>
Spring 2	Healthy Lifestyles	Keeping well part 1	<p>Encountering: Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p> <p>Foundation: Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>
Summer 1	The World We Live In	Rules and Laws	<p>Encountering: Respond to stimuli or adult modelling about the things we are allowed to do in school.</p> <p>Foundation: Give some simple examples of things we are allowed/not allowed to do in school (rules).</p>
Summer 2	The World We Live In	Bambino Project	Identify the seven Key Employability Skills. Understand why they are important to all pupils. Identify the range of learning contexts in which they practice the seven Key Skills at school. Identify the range of learning contexts in which they practice the seven Key Skills at school and home.

PSHE RE: Primary Long-Term Plan – Semi-Formal

Planning Year 4

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	People who are special to us	Encountering: Respond with anticipation to stimuli depicting people who are special to us. Foundation: Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Recognise what is meant by 'family'.
Autumn 2	Self-Care, Support and Safety	Keeping safe online Part 1	Encountering: Respond with curiosity to adult modelling of different ways that people communicate with each other. Foundation: Describe some ways that we use to communicate, including online.
Spring 1	Managing Feelings	Managing strong feeling's part 1	Encountering: Respond to stimuli about some of the different ways we can communicate our feelings and needs to others. Foundation: Identify some different ways of communicating feelings and needs to others.
Spring 2	Changing and Growing	Dealing with touch part 2	Encountering: Respond with interest to stimuli about different kinds of daily physical contact we experience. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. Foundation: Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.
Summer 1	Healthy Lifestyles	Healthy Eating part 2	Encountering: Respond to different stimuli about what it means to be 'healthy'. Foundation: Identify foods that we like and dislike to eat.
Summer 2	The World We Live In	Taking care of the environment	Encountering: Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them. Foundation: Identify simple ways in which we may take care of people and/or animals.

PSHE RE: Primary Long-Term Plan – Semi-Formal

Planning Year 5

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Getting on with others Part 1	Encountering: Respond to stimuli about different feelings we or others may experience. Foundation: Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.
Autumn 2	Self-Care, Support and Safety	Public and private	Encountering: Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own. Foundation: Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.
Spring 1	Changing and Growing	Different types of relationships part 2	Encountering: Respond to stimuli about some of the different kinds of relationships there are within families. Foundation: Give examples of different types of relationships. Identify the people who make up our family.
Spring 2	Healthy Lifestyles	Taking Care of physical health part 2	Encountering: Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. Foundation: Demonstrate or communicate an example of taking care of our bodies (e.g., skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep.
Summer 1	The World We Live In	Belonging to a community	Encountering: Respond to stimuli about the different groups we belong to (e.g., family, school, clubs, faith). Foundation: Identify some different groups that we may belong to (e.g., family, school, clubs, faith).
Summer 2	The World We Live In	Bambino Project	Identify the seven Key Employability Skills. Understand why they are important to all pupils. Identify the range of learning contexts in which they practice the seven Key Skills at school. Identify the range of learning contexts in which they practice the seven Key Skills at school and home.

PSHE RE: Primary Long-Term Plan – Semi-Formal

Planning Year 6

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Getting on with others Part 2	Encountering: Respond to stimuli about different feelings we or others may experience. Foundation: Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.
Autumn 2	Self-Care, Support and Safety	Keeping safe online Part 2	Encountering: Respond with curiosity to adult modelling of different ways that people communicate with each other. Foundation: Describe some ways that we use to communicate, including online.
Spring 1	Managing Feelings	Managing Strong Feelings part 2	Encountering: Respond to stimuli about some of the different ways we can communicate our feelings and needs to others. Foundation: Identify some different ways of communicating feelings and needs to others.
Spring 2	Changing and Growing	Changes at puberty	Encountering: Respond with curiosity to adult prompting of the names for body parts and changes of puberty. Foundation: Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).
Summer 1	Healthy Lifestyles	Keeping well part 2	Encountering: Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).
Summer 2	The World We Live In	Money	Encountering: Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money. Foundation: Recognise money (e.g., coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).

HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections,

for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Strand	Component	Planning Year and Term
Self-Awareness	Things we are good at	PY1 Autumn 1
	Kind and unkind behaviours	PY2 Autumn 1
	Playing and working together	PY3 Autumn 1
	People who are special to us	PY4 Autumn 1
	Getting on with others part 1	PY5 Autumn 1
	Getting on with others part 2	PY6 Autumn 1
Self-Care, Support and Safety	Taking care of ourselves	PY1 Autumn 2
	Keeping safe	PY2 Autumn 2
	Trust	PY3 Autumn 2
	Keeping safe online	PY4 Autumn 2

	Public and Private part 1	PY5 Autumn 2
	Public and Private part 2	PY6 Autumn 2
Managing Feelings	Identifying and expressing feelings	PY2 Spring 1
	Managing strong feeling's part 1	PY4 Spring 1
	Managing strong feeling's part 2	PY6 Spring 1
Changing and Growing	Baby to adult	PY1 Spring 1
	Dealing with touch part 1	PY2 Spring 2
	Dealing with touch part 2	PY4 Spring 2
	Different types of relationships part 1	PY3 Spring 1
	Different types of relationships part 2	PY5 Spring 1
	Changes at puberty	PY6 Spring 2
Healthy Lifestyles	Healthy Eating part 1	PY1 Spring 2
	Healthy Eating part 2	PY4 Summer 1
	Taking care of physical health part 1	PY2 Summer 1
	Taking care of physical health part 2	PY5 Spring 2
	Keeping well part 1	PY3 Spring 2
	Keeping well part 2	PY6 Summer 1
The World I Live In	Respecting differences between people	PY1 Summer 1
	Jobs people do	PY2 Summer 2
	Rules and laws	PY3 Summer 1
	Taking care of the environment	PY4 Summer 2
	Belonging to a community	PY5 Summer 1
	Money	PY6 Summer 2

In addition, The Talentino Bambino package will be incorporated to develop the 7 key employability skills. This project will be included on the PSHE RE plan for key stages 1 and 2 for pupils on the Bridge and Formal pathways.

The content used in this Long-term plan has been taken from the PSHE Association SEND curriculum