

PSHE (incl RSE) Long Term Plan 2024 - 25

Archbishop Runcie CE First School



Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God’s love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

Intent	Implementation	Impact and Next Steps
<p>At Archbishop Runcie CE First School, PSHE is not just a weekly lesson but is an integral part of everything we do. It is represented in conversations between children, between staff, demonstrated in corridors, delivered through Worship, modelled by all and linked closely to the school's vision, values, mission and ethos. This ensures a core knowledge of personal, social, health and relationships education that goes beyond basic statutory entitlements into children being prepared for life beyond this school, ensuring that children are good citizens, forming safe, meaningful relationships with others, inspiring and transforming their minds and hearts.</p> <p>We use Kapow which covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. Epitomised by our Pauline epistle, our school value of love underpins all of our PSHE teaching. Through our curriculum, children at Archbishop Runcie are supported to feel safe, to know what to do if they do not feel safe and are knowledgeable about key PSHE and RSE topics.</p>	<p>Through weekly PSHE lessons, children explore and unpick complex themes at a child-friendly level, using Kapow primary scheme. This consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.</p> <p>EYFS:</p> <ul style="list-style-type: none"> ● Self-regulation ● Building relationships ● Managing self <p>Key stage 1 and 2:</p> <ul style="list-style-type: none"> ● Families and relationships ● Health and wellbeing ● Safety and the changing body ● Citizenship ● Economic wellbeing <p>Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.</p> <p>In addition, key learning is shared with parents, both through topic webs and regular communication (e.g. newsletters) to help embed messages both in school and at home.</p> <p><u>Family and Relationships</u></p> <p>Children learn how to form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes. Within the relationships strand, teachers talk explicitly</p>	<p>We believe that children leave Archbishop Runcie confident in themselves and fully prepared for the next steps in their school journey and the wider world. Children will know their role in society and will responsible future citizens, able to contribute positively to their community, whether it be through social, environmental or career-driven decisions.</p> <p>Children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.</p> <p>Children will be empowered to make important decisions about themselves and the relationships they maintain. They will recognise and apply the British Values of Democracy, Rule of Law, Respect, Tolerance and Individual Liberty. Children understand the protected characteristics and strive for equality within their community and the wider world; being thoughtful and inclusive, recognising and celebrating differences within themselves and others.</p>

We give children the key skills and attributes to navigate this ever-changing world, both online and offline.

to children about the features of healthy relationships with families and friends. We explicitly teach children what a healthy relationship looks like and help them to understand where to get help if needed (linked to domestic violence). Children learn what friendship is, what family means to them, and who can support them. Children also learn the importance of inclusion. We link these discussions to our whole-school No Outsiders belief.

Health and wellbeing

Within health and wellbeing, teachers discuss the importance looking after their mental and physical health, including healthy eating, relaxation techniques, sun safety, immunisation facts, the risks of smoking or vaping and the benefits of sleep.

Safety and the changing body

Children learn how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty. For additional information, please see our RSE Policy which can be found on our school website under Personal Development. [Archbishop Runcie C of E First School - Personal Development \(eschools.co.uk\)](https://www.eschools.co.uk/first-school-personal-development)

Citizenship

Teachers discuss human rights and the rights of the child, democracy, diversity and community and protecting the environment, embedding Fundamental British Values to ensure that all of our children are prepared for life in modern Britain today.

Economic wellbeing

Children learn how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for


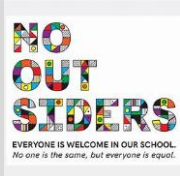

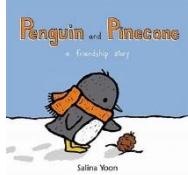
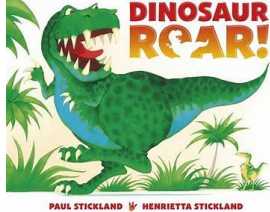
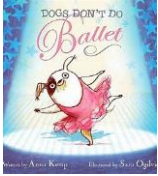
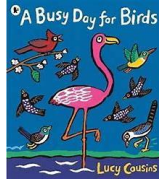
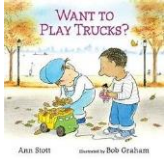
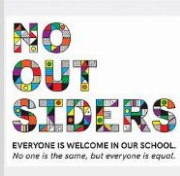

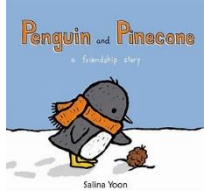
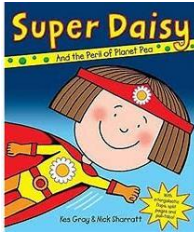
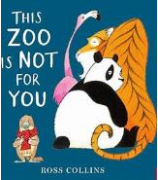
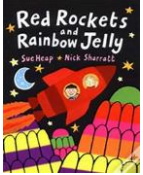

	growing, nutrition, teeth, diet and lifestyle. All learning is kept in scrapbooks which progress with the class through the school. This ensures that prior learning is embedded and built upon throughout the children's time in school.	
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*Sp	Opportunity for spiritual development
*Mo	Opportunity for moral development
*So	Opportunity for social development
*Cu	Opportunity for cultural development




Across all year groups	Weeks 1 – 8	Weeks 9 - 15	Weeks 16 - 23	Week 24 - 30	Week 31 - 36	Weeks 37 - 39
Why this, why now?	All year groups have a focus on families and relationships to develop effective relationships within their class.	All year groups follow the same areas of Families and relationships, Health and wellbeing, Safety and the changing body, Citizenship and Economic wellbeing.				Focus on water and rail safety to provide children with information on how to stay safe during the summer holidays
Ongoing teaching	Routines of new classroom Lining up expectations on the yard, in the classroom and in the lunch hall Handwashing	Ensuring children understand why it is important to be appropriately dressed for colder weather			Importance of Sun safety and staying hydrated in warmer weather	Transitions - Expectations for new class
Pupil voice	Pupil Survey questionnaire		Pupil voice - PSHE curriculum	Whole class Three Houses		Pupil Survey questionnaire

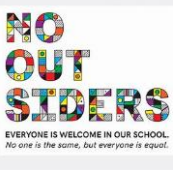

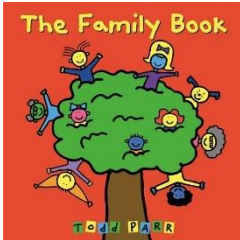
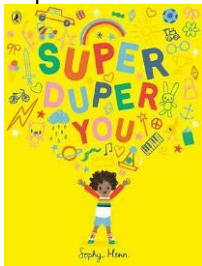


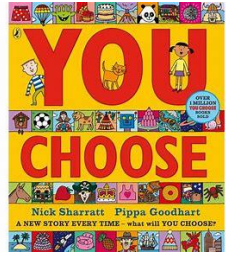
EYFS

Nursery	Weeks 1 - 12			Weeks 13 - 25			Weeks 26 - 38		
	Self-Regulation My Feelings	Managing Self Developing Independence	Building Relationships Special relationships	Self-Regulation Listening and following instructions	Managing Self Taking on Challenges	Building Relationships Developing Friendships	Self-Regulation Regulating my behaviour	Managing Self Wellbeing	Building Relationships My Family and Friends
Lesson progression/ activities	Settling and attachment Making new friends Routines and understanding boundaries within the classroom and behaviour expectations School values			Emotions What makes me smile			We are all different, we are all friends Changes		
SMSC	*Sp/*Mo/*So			*Sp/*So			*Sp/*Mo/*So/*Cu		
Self-Regulation	I grow in independence and do things for myself. I can wait my turn, when an adult is there to remind me, when I want to play on equipment. I can choose what I want to do and find resources I need when playing. I select and use resources with support.			I can take turns when I play simple games in a small group with an adult e.g. snap or a game of skittles. I can tolerate delay when my needs are not immediately met. I can tell you how I am feeling.			I usually adapt my behaviour to changes in routine or different social situations. I am willing to participate in a wide range of activities. I select and use resources independently. I follow rules and understand why they are important.		
Managing Self	I can use the bathroom with support but may still have the odd toileting accident. I need help to wash my hands. I can find my coat peg with support.			I am independent in my toileting and understand the need to look after my own personal hygiene i.e. I can use a tissue if needed. I can put on my own coat. I can push myself out of my comfort zone and try new experiences			I can put on my socks and shoes and I am beginning to fasten my coat with some support. I can use a knife and fork. I can say what makes me happy or sad.		

Building relationships	<p>I begin to develop friendships with other children When it is on my own terms, I can engage in simple pretend-play and talk to others as I play. I join in play with other children and initiate play with others. I know who my teachers are and will seek them out if I need help.</p>		<p>I actively seek out other children to play with and form friendships with other children. I keep play going by responding to what others say or do.  Pol-Ed – How can I play nicely with others?</p>		<p>I understand how to take turns as well as how to share. I play with one or more children extending and elaborating play ideas. I can talk about my family and friends and why they are special to me.</p>	
Specific Vocabulary to teach	<p>Tier 2 – friend, teacher, love Tier 3 – independent, determination</p>		<p>Tier 2 – emotions, support, friendship Tier 3 – hygiene</p>		<p>Tier 2 – rules, special adapt Tier 3 – routine</p>	
No Outsiders book Cycle 1 	<p>The Colour Monsters by Anna Llenas </p>	<p>Penguin and Pinecone by Salina Yoon </p>	<p>Dinosaur Roar by Paul Stickland </p>	<p>Dogs Don't Do Ballet by Anna Kemp </p>	<p>A Busy Day for Birds by Lucy Cousins </p>	<p>Want to play trucks? by Ann Stott </p>
No Outsiders book Cycle 2 	<p>The Colour Monsters by Anna Llenas </p>	<p>Penguin and Pinecone by Salina Yoon </p>	<p>Super Daisy by Kes Gray </p>	<p>This Zoo is not for you by Ross Collins </p>	<p>Red Rocket, Rainbow Jelly by Sue Heap and Nick Sharratt </p>	<p>10 Little Pirates by Mike Brownlow </p>


Reception	Weeks 1 - 6	Weeks 7-12	Weeks 13 - 19	Weeks 20 - 25	Weeks 26 - 31	Weeks 32 - 37
	Self-Regulation My Feelings	Building Relationships Special relationships	Managing Self Taking on Challenges	Self-Regulation Listening and following instructions	Building Relationships My Family and Friends	Managing Self My Wellbeing
SMSC	*Sp/*So	*Sp/*So/*Cu	*Sp/*Mo/*So	*Sp/*So	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So
Lesson progression/ activities	Lesson 1 – Identifying my feelings Learning how to identify feelings and associating feelings with different colours.	Lesson 1 – My family Discussing families, why we love ours and understanding that all families are valuable and special.	Lesson 1 - Why do we have rules? Learning to understand why rules are important, why we have them through activities and games, which allows children to implement and follow rules.	Lesson 1 - Simon Says Learning the importance of listening carefully by playing recall games.	Lesson 1 - Festivals Thinking about the perspective of others in the class and learning how different beliefs celebrate special times.	Lesson 1 – What is Exercise? Learning the importance of exercise and exploring how exercise affects different parts of the body.
	Lesson 2 – Feeling Jars Using their understanding of feelings, children create feeling jars and use them to identify and express their feelings.	Lesson 2 – Special People Identifying people who are special to us through discussion and drawing and thinking about what it means to be a valued person.	Lesson 2 – Building Towers Learning to understand the importance of persistence in the face of challenge through teamwork activities, developing confidence in their own ability to solve problems.	Lesson 2 – Listening to a Story Listening attentively to a story; answering questions and retelling parts of a story.	Lesson 2 – Sharing Understanding why sharing is important	Lesson 2 – Looking after ourselves Understanding why it is important to be able to take care of oneself.


	<p>Lesson 3 – Coping Strategies Explore coping strategies to help regulate emotions and identifying how characters with a story might be feeling.</p>	<p>Lesson 3 – Sharing Learning the importance of sharing with others and strategies for doing so, through role play and discussion.</p>	<p>Lesson 3 – Team Den Building Learning to work together as a team to overcome challenges and communicating effectively with others to build a den.</p>	<p>Lesson 3 – Pass the Whisper Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.</p>	<p>Lesson 3 – What makes a good friend? Understanding the characteristics of a good friend.  Pol-E – How can I be a good friend?</p>	<p>Lesson 3 – Being a safe pedestrian Exploring what it means to be a safe pedestrian.</p>
	<p>Lesson 4 – Describing Feelings Learning the appropriate vocabulary to describe different emotions.  Pol-Ed – What can I do if I'm feeling big emotions?</p>	<p>Lesson 4 – I am unique Learning to see themselves as valuable individuals and understanding that it is a positive thing to enjoy and like different things to others.</p>	<p>Lesson 4 – Grounding Learning 'grounding' coping strategies and how to use them in different situations.</p>	<p>Lesson 4 – Obstacle Race Following instructions or actions and persevering when things get difficult.</p>	<p>Lesson 4 – Being a Good Friend Learning the importance of supporting others by being kind.</p>	<p>Lesson 4 – Pol-Ed - Who are the Police and how do they help us? </p>
	<p>Lesson 5 – Facial Expressions Explore different facial expressions and identifying the different feelings they can represent.</p>	<p>Lesson 5 – My Interests Explore how they see themselves as individuals, through discussion, drawing and sharing their interests in pairs, small groups, and as a class.</p>	<p>Lesson 5 – Team Races Exploring the importance of perseverance in the face of challenge through team races.</p>	<p>Lesson 5 – Blindfold Walk Learning to follow instructions involving several ideas or actions and giving simple instructions.</p>	<p>Lesson 5 – Teamwork Understanding the importance of perseverance in the face of challenge.</p>	<p>Lesson 5 _ Eating Healthy Explore what it means to be healthy.</p>

	<p>Lesson 6 – Creating a calm corner Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour socially and emotionally.</p>	<p>Lesson 6 – Similarities and Differences Explore diversity through activities and discussion about similarities and differences and understanding that we are all unique.</p>	<p>Lesson 6 – Circus Skills Through resilience and perseverance, children discover how to face and complete challenges when learning circus skills.</p>	<p>Lesson 6 – Treasure Hunt Learning to listen and respond to phrases and instructions.</p>	<p>Lesson 6 – Celebrating Friendship Planning a party to celebrate the special friendships within the class.</p>	<p>Lesson 6- A rainbow of Food Understanding the importance of healthy food choices and what a balanced diet is.</p>
Specific Vocabulary to teach	Tier 2 – emotions, feelings Tier 3 – expressions	Tier 2 – family, hobbies, different, similar Tier 3 – diversity	Tier 2 – rules, challenge, teamwork Tier 3 – persistence	Tier 2 – listening, team, instruction Tier 3 – persevere	Tier 2 – celebration, support, turn-taking Tier 3 – festival	Tier 2 – exercise, relaxation, health Tier 3 – pedestrian
Educational Visits/Enhancements						Road Safety Team to talk about Pedestrian Safety Visit from a Police officer
<p>No Outsiders book</p> 	<p>The Colour Monsters by Anna Llenas</p> 	<p>The Family Book by Todd Parr</p> 	<p>Super Duper You by Sophie Henn</p> 	<p>Hello, Hello by Brendan Wenzel</p> 	<p>Blue Chameleon by Emily Gravett</p> 	<p>You Choose by Nick Sharratt and Pippa Goodheart</p> 


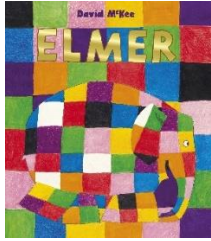
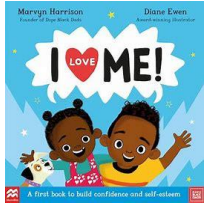
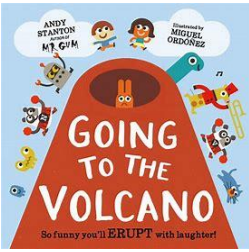
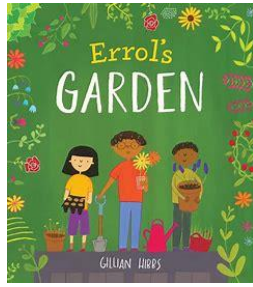
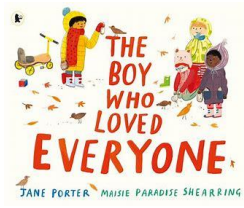
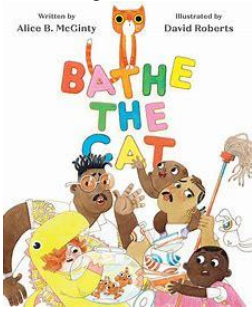
Key Stage 1



Year 1	Week 1 - 7	Week 8 - 15	Week 16 - 23	Week 24 - 29	Week 30 - 35	Weeks 36 - 39
	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition Lessons/Contextualised Safeguarding
SMSC	*Sp/*Mo/*So	*Sp/*Mo/*So	*Sp/*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu
Lesson progression/ activities	Lesson 1 – What is a family? To understand that families look after us. *Sp	Lesson 1 – Understanding my emotions To describe feelings and develop simple strategies for managing them	Lesson 1 – Adults in school To know how to respond to adults in a safe and familiar context	Lesson 1 – Rules To begin to understand the importance of rules.	Lesson 1 – What is money? To discover what money is and how it helps us.	Transition Lesson – Strengths and transition Children think about their individual strengths and new skills they have to prepare for their move from Year 1 to Year 2.
	Lesson 2 – What are Friendships? To begin to understand the importance and characteristics of positive friendships.	Lesson 2 – What am I like? To recognise and celebrate their strengths and set simple but challenging goals	Lesson 2 – Adults outside of school To understand how to respond to adults in a range of situations.	Lesson 2 – caring for others: Animals To understand that animals have different needs and how to care for them.	Lesson 2 – Keeping money safe? To consider ways to keep coins safe.	Railway Safety - Watch Arlo's Live Read, educate your young people about the importance of staying safe on the railway and join the Rail Safe Friendly Programme. https://learnliveuk.com/ks1-primary-school-safety-talk/


	<p>Lesson 3 – Recognising other people’s emotions To recognise how others show feelings and how to respond.</p>	<p>Lesson 3 – Ready for bed To understand the benefits of physical activity and rest</p>	<p>Lesson 3 – Getting lost To understand what to do if you get lost.</p>	<p>Lesson 3 – The needs of others To begin to understand the needs of babies and young children.</p>	<p>Lesson 3 – what is a bank? To recognise the purpose of banks and building societies.</p>	<p>Water Safety – Complete the RNLI Water Safety Passport which teaches children four key lessons: <ol style="list-style-type: none"> 1. Stop and think. 2. Stay together. 3. Float. 4. Call 999 or 112. RNLI water safety education resource: Water Safety Passport activity</p>
	<p>Lesson 4 - Working with others To begin to understand how friendships can make us feel. *Sp</p>	<p>Lesson 4 – Relaxation To know how to relax in different ways</p>	<p>Lesson 4 – Making an emergency phone call To know what an emergency is and how to make a phone call if needed.  Po-Ed – What is 999?</p>	<p>Lesson 4 – Similar, yet different To begin to recognise ways in which we are the same and different to other people.</p>	<p>Lesson 4 – Saving and spending To begin to understand the differences between spending and saving money.</p>	
	<p>Lesson 5 – Friendship Problems To begin to understand that friendships can have problems but we can overcome them.</p>	<p>Lesson 5 – Handwashing and personal hygiene To begin to understand how germs are spread and how we can stop them spreading</p>	<p>Lesson 5 – Appropriate contact To begin to understand the difference between acceptable and unacceptable physical contact</p>	<p>Lesson 5 - Belonging To understand the range of groups people belong to.</p>	<p>Lesson 5 – Jobs in school To identify the different job roles adults have in school.</p>	

	<p>Lesson 6 - Healthy Friendships To begin to understand that being friendly to others makes them feel welcomed and included.</p>	<p>Lesson 6 – Sun Safety To begin to understand the risks associated with the sun.</p>	<p>Lesson 6 – Safety with substances To begin to understand what is safe to put into or onto our bodies.</p>	<p>Lesson 6 – Democratic decisions To begin to understand how democracy works.</p>	<p>Lesson 6 jobs out of school To identify and describe different jobs.</p>		
	<p>Lesson 7 – Gender Stereotypes To identify the different job roles adults have in school. and what is meant by a stereotype.</p>	<p>Lesson 7 - Allergies To begin to understand allergies</p>	<p>Lesson 7 – Safety at home To understand that there are dangers at home and how these can be avoided.</p>				
		<p>Lesson 8 - People who keeps us healthy To understand that there are people in the local community who help to keep us healthy.</p>	<p>Lesson 8 – people who help keep us safe To understand that there are people in the local community who help to keep us safe  Pol-Ed – What do the Police do?</p>				
<p>End point (Also see progression and skills document)</p>	<p>To know how families can be different, the characteristics and impact of positive friendships;</p>	<p>To understand personal qualities, strategies to manage feelings, the impact of sleep and</p>	<p>To understand how to respond to adults in different situations; distinguishing appropriate and</p>	<p>To understand the importance of rules and consequences of not following them; caring for the needs of babies, young</p>	<p>To understand what money is and where it comes from, how to keep cash safe, the function of banks</p>	<p>To understand how to stay safe around the railway line and whilst near water.</p>	

	learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	children and animals; exploring our similarities and differences and an introduction to democracy.	and building societies, spending and saving and some job roles in and out of school.	
Specific Vocabulary to teach	Families and Relationships Tier 2 – behaviour, problem, care Tier 3 – stereotype	Health and Wellbeing Tier 2 –ill, germs. qualities, relax Tier 3 – allergy	Safety and the Changing Body Tier 2 – emergency, medicine, role, trust Tier 3 – hazards	Citizenship Tier 2 – responsibility, vote, unique Tier 3 – democracy	Economic Wellbeing Tier 2 – bank, cash, safe, save Tier 3 – value	Transition Tier 2 – strengths, skills Tier 3 - transition
Educational Visits/Enhancements/ careers cross curric links				NSPCC - Pants are private	Visit form Dogs Trust or NSPCA Different occupations	Visit from RNLI


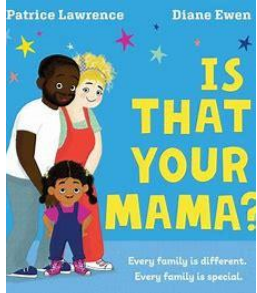
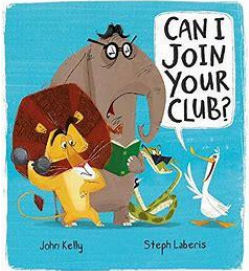
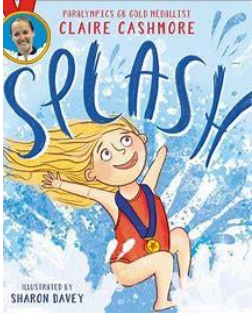
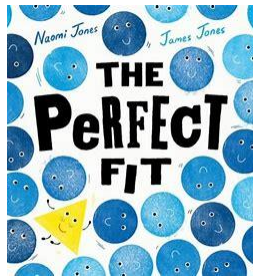
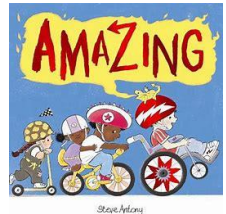
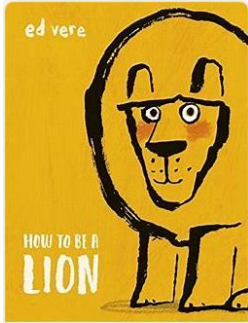
<p>No Outsiders book</p> 	<p>Elmer by David McKee</p> 	<p>I love me by Marvyn Harrison and Diane Ewen</p> 	<p>Going to the Volcano by Andy Stanton</p> 	<p>Erol's Garden by Gillian Hibbs</p> 	<p>The boy who loved everyone by Jane Porter and Maisie Paradise Shearing</p> 	<p>Bathe the cat by Alice B McGinty and David Roberts</p> 
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Year 2	Weeks 1 - 7	Weeks 8 - 14	Weeks 15 - 23	Weeks 24 - 30	Weeks 31 - 36	Weeks 37 - 39
	<p>Families and Relationships</p>	<p>Health and Wellbeing</p>	<p>Safety and the Changing Body</p>	<p>Citizenship</p>	<p>Economic Wellbeing</p>	<p>Transition Lessons/Contextualised Safeguarding</p>
<p>SMSC</p>	<p>*Sp/*Mo/*So</p>	<p>*Sp/*So/*Cu</p>	<p>Sp/*Mo/*So</p>	<p>*Sp/*Mo/*So/*Cu</p>	<p>*Sp/*Mo/*So/*Cu</p>	<p>*Sp/*Mo/*So/*Cu</p>
<p>Lesson progression/ activities</p>	<p>Lesson 1 – Families offer stability and love To begin to understand the role of the family in their lives  Pol-Ed – How do I share family worries?</p>	<p>Lesson 1 – Experiencing different emotions To describe a range of feelings and develop simple strategies for managing them</p>	<p>Lesson 1 – Introduction to the internet To understand what the internet is and how it can help us</p>	<p>Lesson 1 – Rules beyond school To understand the importance of rules  Pol-Ed – Why have rules in different places?</p>	<p>Lesson 1 – Where does money come from? To explore the ways people receive money.</p>	<p>Transition Lesson – Change Children will begin to understand that change can cause mixed feelings. Lesson to help them with their transition to Year 3, and the changes that may come with this move.</p>

	<p>Lesson 2 – Families are all different To begin to understand the range of families they may encounter now and in the future</p>	<p>Lesson 2 – Being active To understand the benefits of physical activity</p>	<p>Lesson 2 – Communicating online To understand how to stay safe when using the internet.</p>	<p>Lesson 2 – Our school environment To understand ways to look after the school environment</p>	<p>Lesson 2 – Exploring needs To identify basic needs essential for healthy growth.</p>	<p>Railway Safety - Watch Arlo's Live Read, educate your young people about the importance of staying safe on the railway and join the Rail Safe Friendly Programme. https://learnliveuk.com/ks1-primary-school-safety-talk/</p>
	<p>Lesson 3 – Other peoples' feelings To recognise how others show feelings in different ways and how to respond.</p>	<p>Lesson 3 – Relaxation: breathing exercises To use breathing exercises to relax</p>	<p>Lesson 3- Secrets and surprises To begin to understand the difference between secrets and surprises</p>	<p>Lesson 3 – Our local environment To recognise the role people play in looking after the environment (link to metro lines)</p>	<p>Lesson 3 – Exploring wants To consider how people decide what they want.</p>	<p>Water Safety – Lesson 1 Royal Life Saving Society To understand there are dangers in and around water, to be prepared and stop and think about the dangers water may have. Water Safety Lesson Plans for 5-7 year olds: PSHE Royal Life Saving Society UK (RLSS UK)</p>
	<p>Lesson 4 - Unhappy friendships To begin to understand that some friendships might make us feel unhappy and how to deal with this.  Pol-Ed – What if my friends are making me feel sad?</p>	<p>Lesson 4 – Steps to success To understand their strengths and set themselves achievable goals</p>	<p>Lesson 4 – Appropriate contact: My private parts To begin to understand the concept of privacy and the correct vocabulary for body parts</p>	<p>Lesson 4 – Job roles in our local community To begin to understand the roles people have in the community</p>	<p>Lesson 4 – Bank cards and accounts To explore how bank accounts and cards help with managing money.</p>	



	<p>Lesson 5 – Introduction to manners and courtesy To begin to understand the conventions of courtesy and manners</p>	<p>Lesson 5 – Developing a growth mind-set To identify strategies to help overcome barriers or manage difficult emotions.</p>	<p>Lesson 5 - Appropriate contact: My private parts are private To understand safe and unsafe touches</p>	<p>Lesson 5 – Similar yet different – my local community To recognise similarities and differences between people in the local community</p>	<p>Lesson 5 – My skills and talents To identify my skills and talents.</p>	
	<p>Lesson 6 – Change and Loss To begin to understand how loss and change can affect us</p>	<p>Lesson 6 – Healthy diet To understand what it means to have a healthy diet</p>	<p>Lesson 6 – My personal boundaries To understanding what personal boundaries are and how to show respect for the personal boundaries of others.</p>	<p>Lesson 6 – School Council To begin to understand how democracy works in school</p>	<p>Lesson 6 – Everyone is welcome To describe how to make others feel included.</p>	
	<p>Lesson 7 – Gender stereotypes: Careers and jobs To develop an understanding of stereotypes and how these might affect job/career choices.</p>	<p>Lesson 7 – Looking after our teeth To understand ways of looking after our teeth.</p>	<p>Lesson 7 – Road Safety To understand ways to keep safe on and near roads (link to heavy good vehicles and the industrial estate near school)</p>	<p>Lesson 7 - Giving my opinion To understand ways to share an opinion</p>		
			<p>Lesson 8 – Crossing roads safely To understand ways to keep safe on and near roads</p>			


			Lesson 9 – Staying safe with medicine To begin to understand how to stay safe with medicines			
End point	To understand that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	To understand the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	To understand safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	To understand rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	To understand where money comes from, how to look after money, how we use money and looking at careers and jobs.	To understand how to stay safe around the railway line and whilst near water.
Specific Vocabulary to teach	Families and Relationship Tier 2 – manners, emotions, respect Tier 3 – stereotype	Health and Wellbeing Tier 2 – diet, goal, strengths, exercise Tier 3 – growth mindset	Safety and the changing body Tier 2 – medicine, private, secret, surprises Tier 3 – consent	Citizenship Tier 2 – opinion, identity, volunteer Tier 3 – election	Economic Wellbeing Tier 2 – bank account, withdraw, debit card Tier 3 – transaction	Transition Tier 2 – change, feelings Tier 3 - transition


Enrichment/cross curric/careers			Links to computing	NSPCC – Speak out Local job roles	School council visit	
No Outsiders book 	Is that your Mama? By Patrice Lawrence and Diane Ewan 	Can I join your club? By John Kelly and Steph Laberis 	Splash by Claire Cashmore 	The perfect fit by Naomi Jones and James Jones 	Amazing by Steve Antony 	How to be a Lion by Ed Vere 


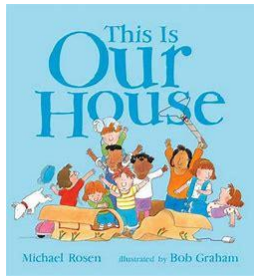
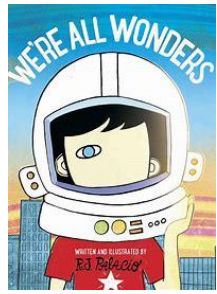
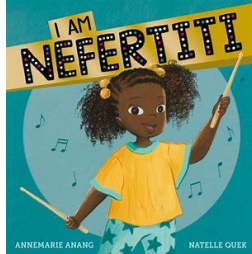
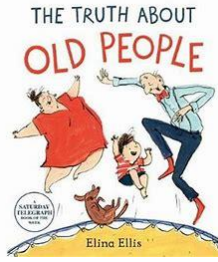
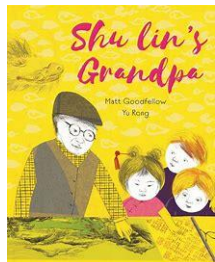
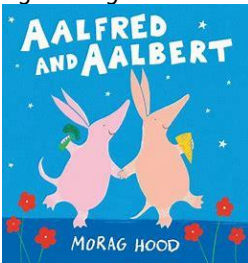
Key Stage 2

Year 3	Weeks 1 – 8	Weeks 9 - 15	Weeks 16 - 23	Week 24 - 30	Week 31 - 36	Weeks 37 - 39
	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition Lessons/Contextualised Safeguarding
SMSC	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So	*Sp/*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu
Lesson progression/ activities	Lesson 1 – Healthy Families To understand that families love and support each other but sometimes problems can occur	Lesson 1 – My healthy diary To understand and plan for a healthy lifestyle including physical activity, rest and diet	Lesson 1 – First Aid: Emergencies and calling for help To understand the role I can take in and emergency situation.	Lesson 1 – Rights of the child To begin to understand the UN convention on the rights of the child	Lesson 1 – How can we pay for something? To understand the different ways to pay for things and why people might choose them	Transition Lesson – Coping Strategies To understand that as they get older, the number of opportunities and responsibilities they


	and help is available if needed		 Pol-Ed – What are emergency services?			have are likely to increase as situations change, and that this is a good thing.
	Lesson 2 – Friendship conflict To understand that friendships have ups and downs and that problems can be resolved	Lesson 2 – Relaxation To perform a range of relaxation stretches	Lesson 2 – First Aid: Bites and stings To understand how to help if someone has been stung or bitten.	Lesson 2 – Rights and responsibilities To understand the responsibilities of both children and adults to help all children benefit from their rights	Lesson 2 – Budgeting To understand how to put together a budget	Railway Safety - Watch Rail safety video educate your young people about the importance of staying safe on the railway and join the Rail Safe Friendly Programme. Network Rail primary school safety talk – Learn Live (learnliveuk.com)
	Lesson 3 – Friendship conflict versus bullying To begin to understand the impact of bullying  Pol-Ed – How can I share my worries?	Lesson 3 – Wonderful me To understand the different aspects of my identity	Lesson 3 - Be kind online To understand the importance of being kind online and what this looks like.	Lesson 3 – Recycling To understand the environmental benefits of recycling	Lesson 3 – Understanding our feelings about money To recognise that money has an impact on how we feel	Water Safety – Making Safe Choices To understand how to have fun near the water but remain safe. RNLI water safety education resource: Making Safe Choices activity



	<p>Lesson 4 - Effective communication To listen and communicate effectively</p>	<p>Lesson 4 – My superpowers To identify my own strengths and begin to see how they can affect others</p>	<p>Lesson 4 – Cyberbullying To understand that cyberbullying involves being unkind online.</p>	<p>Lesson 4 – Local community groups To understand the groups which make up the community</p>	<p>Lesson 4 – Impact of spending To begin to recognise how ethics can influence our spending decisions</p>	
	<p>Lesson 5 – Learning who to trust To understand why trust is an important part of positive relationships</p>	<p>Lesson 5 – Resilience breaking down barriers To break down barriers into smaller, achievable goals</p>	<p>Lesson 5 – Fake emails To understand that not all emails are genuine</p>	<p>Lesson 5 – Charity To understand that charities care for others and how people can support them</p>	<p>Lesson 5 – Career quest To understand that there are a range of jobs available and to think about what job they might want to do</p>	
	<p>Lesson 6 – Respecting differences in others To begin to understand the differences between people and why it is important to respect these differences</p>	<p>Lesson 6 – Communicating my feelings To recognise when to give consent</p>	<p>Lesson 6 – Making choices To understand the choices people can make and those which are made by others.</p>	<p>Lesson 6 – Local democracy To begin to understand how democracy works in the local area</p>	<p>Lesson 6 – Can anyone be anything? To understand that there are stereotypes in the workplace and these should not limit people’s career aspirations.</p>	
	<p>Lesson 7 – Stereotyping gender To recognise that stereotypes are present in everyday life</p>	<p>Lesson 7 – Diet and Dental health To understand the benefits of healthy eating and dental health</p>	<p>Lesson 7 – Influences To begin to recognise who and what can influence our decisions</p>	<p>Lesson 7 – Rules To understand why we have rules and the consequences of breaking rules at school and home  Pol-Ed – What is the law and why do we have it?</p>		


	<p>Lesson 8 – Stereotyping age To recognise that stereotypes exist based on a number of factors</p>		<p>Lesson 8 – Keeping safe out and about To develop an understanding of safety on or near roads. (link to heavy goods vehicles and the industrial estate near school and safety on the metro lines)</p> <p> Pol-Ed – How can we keep safe on the road?</p>			
End point	To understand how to resolve relationship problems; effective listening skills and about non-verbal communication. To understand the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	To understand that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; To understand identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	To understand how to: call the emergency services; respond to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	To understand children’s rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	To understand how to create a budget and learn about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.	To understand how to stay safe around the railway line and whilst near water.

Enrichment/cross curric/careers			First Aid Training Links to computing Safety works		Visit from local charity	
Specific Vocabulary to teach	Family and relationships Tier 2 – bullying, communicate, stereotype, trust Tier 3 – empathy	Health and Wellbeing Tier 2 – balance, identity, barriers, belonging Tier 3 – resilience	Safety and the changing body Tier 2 – casualty, influence, allergic Tier 3 – anaphylaxis	Citizenship Tier 2 – charity, law, consequence, council Tier 3 – United Nations (UN)	Economic Wellbeing Tier 2 – budget, profession, fair trade Tier 3 – continuum, assumption	Transition Tier 2 – opportunities, responsibility, cope Tier 3 - strategies
No Outsiders book 	This is our house by Michael Rosen 	We're all wonders by RJ Palacio 	I am Nefertiti by Annemarie Anang and Natalie Quek 	The Truth about old people by Elina Ellis 	Shu Lin's Grandpa by Matt Goodfellow and Yu Rong 	Aalfred and Aalbert by Morag Hood 

Year 4	Weeks 1 - 8	Weeks 9 - 15	Weeks 16 - 23	Weeks 24 - 29	Weeks 30 - 35	Weeks 35 -39
	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition Lessons/Contextualised Safeguarding

SMSC	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So	*Sp/*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So
Lesson progression/ activities	Lesson 1 – Respect and manners To develop understanding of courtesy and manners in a range of situations	Lesson 1 – Looking after our teeth To understand how we can look after our teeth	Lesson 1 – Internet safety: Age restrictions To understand that age restrictions are designed to protect us	Lesson 1 – What are human rights? To begin to understand the Human Rights convention  Pol-Ed – How can I be a responsible citizen?	Lesson 1 – Navigating feelings about money To recognise factors influencing value for money	Transition Lesson – Setting Goals To create goals and challenges that they want to set themselves before entering Year 5 (Middle School)
	Lesson 2 – Healthy friendships To begin to understand the physical and emotional boundaries in friendships	Lesson 2 – Relaxation: Visualisation To understand what relaxation feels like	Lesson 2 – Share aware To understand the benefits and risks of sharing material online	Lesson 2 – Caring for the environment To understand how reusing items benefits the environment	Lesson 2 – Keeping money safe To understand the importance of monitoring money.	Railway Safety - Watch Rail safety video educate your young people about the importance of staying safe on the railway and join the Rail Safe Friendly Programme. Network Rail primary school safety talk – Learn Live (learnliveuk.com)
	Lesson 3 – How my behaviour affects others To understand that my behaviour can have an impact on others	Lesson 3 – Celebrating mistakes To develop a growth mindset and understand that mistakes are useful	Lesson 3 – First Aid: Asthma To understand how to help someone with asthma	Lesson 3 – Community To understand the role of groups in the wider community	Lesson 3 – looking after money To describe different ways of keeping money safe.	Water Safety – Spot the Dangers To understand how to spot hazards within the water and think about ways to make it safe. RNLi water safety education resource: Spot The Dangers activity

	<p>Lesson 4 - Bullying To understand the impact of bullying and the responsibility of bystanders to help</p> <p> Pol-Ed – What is Bullying?</p>	<p>Lesson 4 – Meaning and purpose: My role To identify my own strengths and begin to see how they can affect others</p>	<p>Lesson 4 – Privacy and secrecy To develop understanding of privacy and the difference between secrets and surprises</p>	<p>Lesson 4 – Contributing To understand the contribution groups make to a community</p>	<p>Lesson 4 – Influences on career choices To understand how different factors can influence career choices</p>		
	<p>Lesson 5 – Stereotypes: Gender To explore stereotypes in fictional characters and think about how these might influence us</p>	<p>Lesson 5 – My happiness To identify what's important to me and to take responsibility for my own happiness</p>	<p>Lesson 5 – Consuming information online To understand that not all information on search engines is valuable</p>	<p>Lesson 5 - Diverse communities To understand the value of diversity in a community</p>	<p>Lesson 5 – Changing career To explain why people can have more than one career in their life.</p>		
	<p>Lesson 6 – Stereotypes: Disability To recognise that stereotypes can relate to a number of factors</p> <p> Pol-Ed- What is discrimination?</p>	<p>Lesson 6 – Emotions To understand a range of emotions</p>	<p>Lesson 6 – Growing up To recognise that change is part of growing up</p>	<p>Lesson 6 – Local councillors To develop an understanding of the role of local government</p>	<p>Lesson 6 – Workplace equality To identify and challenge stereotyping in the workplace.</p>		
	<p>Lesson 7 – Families in the wider world To begin to understand that families are very varied, in this</p>	<p>Lesson 7 – Mental health To begin to understand what mental health is and who can help if I need it</p>	<p>Lesson 7 – Introducing puberty To recognise the physical differences between children and adults</p>				

	country and across the world					
	Lesson 8 – Change and loss To explore how we can help following a bereavement		Lesson 8 – Tobacco To begin to understand the risks of smoking and vaping and the benefits of being a non-smoker  Pol-Ed – What is the issue with addiction?(Vaping/smoking)			
End point	To understand that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	To develop emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	To understand the importance of online safety and the benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco/vaping and how to help someone with asthma.	To understand about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	To understand choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.	To understand how to stay safe around the railway line and whilst near water.

Enrichment/cross curric/careers			Links to computing Safety works		Visit from a local councillor Career aspirations	
Specific Vocabulary to teach	Family and relationships Tier 2 – authority, boundaries, bystander Tier 3 – bereavement	Health and Wellbeing Tier 2 – mental health, skill, visualise Tier 3 – fluoride	Safety and the changing body Tier 2 – asthma, private, tobacco, vape Tier 3 – genitals	Citizenship Tier 2 – authority, diversity, environment Tier 3 – cabinet	Economic Wellbeing Tier 2 – statement, security, password Tier 3 – perspective	Transition Tier 2 – goal, change Tier 3 - achievement
No Outsiders book 	Remixed by Arree Chung 	Red: a crayon's story by Michael Hall 	When sadness comes to call by Eva Eland 	Julian is a mermaid by Jessica Love 	My beautiful voice by Joseph Coelho and Alison Colpoys 	My brother George by Kelly and Zoey Allen 