

PSHE Long Term Plan

Archbishop Runcie CE First School



Vision

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. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

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.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be on your guard; stand firm in the faith; be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

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>In conjunction with externally accredited schemes (e.g. PSHE Association), the school then embeds this through discrete, regular, explicit teaching. 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>We teach within the breadth and ambition of the national Curriculum for PSHE which aims to ensure that all pupils thrive.</p> <p>We give children the key skills and attributes to navigate this ever-changing world, both online and offline.</p>	<p>Through weekly PSHE lessons, children explore and unpick complex themes at a child-friendly level, using PSHE Association's enquiry-based approach and RSE guidance.</p> <p>PSHE is effectively taught through a 'spiral programme' within Archbishop Runcie, where the learning is organised into a series of recurring themes which children experience every year. These themes are:</p> <ul style="list-style-type: none"> • Relationships • Healthy and wellbeing • Living in the wider world <p>At each encounter, the level of demand increases and learning is progressively deepened.</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>Relationships</u></p> <p>Within the relationships strand, teachers talk explicitly to children about the features of healthy relationships with families and friends. 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.</p> <p><u>Health and wellbeing</u></p> <p>Within health and wellbeing, teachers discuss the importance of staying both mentally and physically healthy. Children learn how to keep clean, make healthy food choices and the importance of</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 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>

good hygiene and exercise. Teachers ensure children are also taught the importance of staying mentally healthy.

Living in the wider world

Living in the wider world gives children the foundational skills to navigate life outside of school. Children learn about money, what jobs and careers people have, and how to look after the world through making positive environmental choices.

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.

Nursery	Autumn Term	Spring Term	Summer Term
Specific vocabulary to teach	routines boundaries expectations turn taking	feelings smile actions affect care	differences same friendship celebration special
Lesson Progression	Settling and attachment Making new friends Routines and understanding boundaries within the classroom and behaviour expectations	Emotions What makes me smile Feeling safe online and at school/home	We are all different, we are all friends Changes

Reception	Autumn Term		Spring Term		Summer Term	
Specific vocabulary to teach	routine feelings same	friends take turns friendly falling out	unique qualities	responsible impact recycle	differences culture tradition religion country	transition change preparation reflect achieve
Lesson Progression	Starting School Feelings Getting to know you games	Friendships Getting on and falling out	Aspirations Diversity	Responsibility Looking after our planet	The Wider World Different Cultures	Transitions Personal journeys

Year 1	Autumn Term		Spring Term		Summer Term	
PSHE	What is the same and different about us? No Outsiders	Who is special to us?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?	What helps us stay healthy?
RSE		<ul style="list-style-type: none"> - that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 		<ul style="list-style-type: none"> - where to get advice e.g. family, school and/or other sources. - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 		<ul style="list-style-type: none"> - the characteristics and mental and physical benefits of an active lifestyle.
No Outsiders/books	Be Who You Are – Todd Parr	One Dad, Two Dads, Brown Dad, Blue Dad – Johnny Valentine	It's A No Money Day – Kate Milner		Dinosaurs and All That Rubbish – Michael Foreman	
National Curriculum Coverage (PSHE Association)	PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	PoS refs: L4, R1, R2, R3, R4, R5	PoS refs: L10, L11, L12, L13	PoS refs: H33, H35, H36, R15, R20, L5	PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	PoS refs: H1, H5, H6, H7, H10, H37
Specific vocabulary to teach	Everybody Individual Unique Special Strengths	Special people Caring Feelings	Money Spending Saving	Respect Help Privacy Safety	Wellbeing Environment	Health Healthy eating Physical activity
Lesson Progression	How do we know we are growing?	Which groups do we belong to?	What are the different forms money comes in?	Who looks after us?	What needs do we share and how are they met?	What can we do to be healthy?
	How are we the same and different?	How are families different?	Where does money come from?	What does it mean to be safe?	How do our needs change as we grow?	Who helps us to stay healthy?

	How can we respect other people's bodies? (PANTS rule).	How do these groups and families make us feel special?	Where can we safely keep our money?	What rules are there to keep us safe?	What responsibilities do we have?	How do we keep clean at home/at school?
	What are we good at?	How can we make others feel special and cared for?	Where and why do people spend money?	What do we need to do if we feel unsafe?	What can we do to look after our environment?	What things can we do when we feel good and healthy?
	What makes us special?		Why do people save money?	What can I share and what should I keep private?		

Year 2	Autumn Term		Spring Term		Summer Term	
PSHE	What makes a good friend?	What is bullying? No Outsiders	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
RSE	<ul style="list-style-type: none"> - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<ul style="list-style-type: none"> - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 		<ul style="list-style-type: none"> - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<ul style="list-style-type: none"> - what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> - that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
No Outsiders/books	This Zoo Is Not For You – Ross Collins	Along Came a Different - Tom McLaughlin	Amazing – Steve Antony			Ruby's Worry – Tom Percival
National Curriculum Coverage (PSHE Association)	PoS refs: R6, R7, R8, R9, R25	PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25		PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27
Specific vocabulary to teach	Cooperating Qualities Friendship	Bullying Teasing Respect	Roles Careers Interests Strengths	Asking for help Safety Emergency Unsafe Danger Hazard	Hygiene Dental health Sun safety Healthy diet	Communication Feelings Mindfulness Positivity
Lesson Progression	What qualities make a good friend?	What is the definition of bullying?	Why do people have different jobs?	What jobs do people have to help us stay safe?	What does it mean to be 'healthy'?	How can we describe different feelings?
	How does it feel to be kind to others?	How can we support ourselves and others when being teased or bullied?	How do people use the internet and digital device in their jobs?	How can we stay safe at home?	How can we make healthy choices about sleep and exercise?	What do our bodies feel like when we feel hurt or uncomfortable?

	When have we given others support or encouragement?	How can we identify and respect differences and similarities between people? (No Outsiders lesson plan)	What are our strengths and interests?	How can we stay safe outside? (Road safety)	Why is it important to keep clean?	How can we discuss our feelings with others?
	How can we work cooperatively with others?	Who can we turn to if are feeling worried about teasing or bullying?	What jobs would we like to have and why?	How do we respond safely to adults we don't know?	How can we keep safe in the sun?	How can we be mindful?
	What are some ways we can resolve with our friends?			What do we do if we feel unsafe or worried?	How can we stay mentally healthy?	

Year 3	Autumn Term		Spring Term		Summer Term	
PSHE	How can we be a good friend?	What keeps us safe?	What are families like? No Outsiders	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
RSE	<ul style="list-style-type: none"> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<ul style="list-style-type: none"> - the importance of permission-seeking and giving in relationships with friends, peers and adults. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how information and data is shared and used online. - that people sometimes behave differently online, including by pretending to be someone they are not. - how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 		<ul style="list-style-type: none"> - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<ul style="list-style-type: none"> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
No Outsiders/books			Who's In A Family? – Robert Skutch	Silence Seeker – Ben Morley Can I Join Your Club? – John Kelly and Steph Laberis		
National Curriculum Coverage (PSHE Association)	PoS refs: R10, R11, R13, R14, R17, R18	PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	PoS refs: R5, R6, R7, R8, R9	PoS refs: R32, R33, L6, L7, L8	PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	PoS refs: H1, H2, H3, H4, H7, H8, H13, H14
Specific vocabulary to teach	Empathy Actions Consequences Inclusion	Safety Consent Personal information Hazards Responsibility	Families Positive relationships Personal boundaries	Communities Diversity Identity Difference Welcome	Dental/oral hygiene Influence Healthy choices	Habits Quality sleep Balanced lifestyle Wellbeing

		Passwords		Valued Belonging Refugee		
Lesson Progression	Why are friendships important?	Who does our body belong to?	Who makes up our family?	What groups and communities do we belong to?	What is a healthy diet?	How does physical activity benefit our body?
	How can we build good friendships?	What are dangerous substances?	How are families different?	What is a 'diverse community'? (British Values)	How can we make good choices about what we eat and drink?	How does physical activity benefit our mind?
	What is the best way to resolve issues in friendships?	What can we do in an emergency?	How do we show we care?	Why do some people have to leave their homes?	Why should we look after our bodies and teeth?	How can we be active on a daily and weekly basis?
	How can we seek support when a friendship is making us unhappy?	How can we stay safe online?	Who can we speak to if our family relationships are making us feel unhappy or unsafe?	How do we respect and welcome others from a different group or community? (No Outsiders lesson plan)	How can we have good oral hygiene?	Why should we have a good night's sleep?
Road safety lesson						

Year 4	Autumn Term		Spring Term		Summer Term	
PSHE	What strengths, skills and interests do we have?	How do we treat each other with respect? No Outsiders	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
RSE	- the importance of self-respect and how this links to their own happiness.	<ul style="list-style-type: none"> - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. - the conventions of courtesy and manners. - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<ul style="list-style-type: none"> - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<ul style="list-style-type: none"> - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 		<ul style="list-style-type: none"> - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - where and how to report concerns and get support with issues online.
No Outsiders/books	My Strong Mind – Niels van Hove	The Diddle That Dummed – Kes Gray		Transgender agenda – Introducing Teddy – Jessica Walton		
National Curriculum Coverage	PoS refs: H27, H28, H29, L25	PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	PoS refs: H17, H18, H19, H20, H23	PoS refs: H31, H32, H34	PoS refs: L4, L5, L19, R34	PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15

(substantive knowledge)						
Specific vocabulary to teach	Strengths Self-esteem Self-worth Target setting Resilience Growth mindset	Rights Responsibilities Personal boundaries Discrimination	Managing feelings Change Loss/grief Support	Puberty Hygiene routines Physical and emotional changes Transitions	Resources Sustainability Environment Choices Charities	Risks Safety Personal information Passwords Responsibility
Lesson Progression	What are our personal qualities?	What is respect? (British Values)	How do we recognise our feelings?	How do we grow and change? How can we have good hygiene?	How do our everyday choices affect the environment?	What is 'risk'?
	What is self-esteem and self-worth?	What rights and responsibilities do we have? (British Values)	How can we manage our feelings in every day life?	How do our emotions change as we get older?	How can we tackle key environmental problems?	How can we stay safe in the local environment?
	How can we set goals for ourselves?	How can be polite and respectful to others?	What happens if we experience loss, grief or change?	What are gender roles and how can we challenge them?	Why buy Fairtrade?	What is peer pressure?
	How can we manage mistakes and set-backs?	How can we help others feel they belong? (No Outsiders lesson plan).	Where do we look for support or advice?	What do we mean by consent?	How can we show care/concern to people?	What laws, rules and restrictions exist to keep us safe?
		How should we behave online?			How can we show care/concern to animals?	What are online risks and how can we keep safe online?