



HIGHER FAILSWORTH PRIMARY SCHOOL



Personal, Social, Emotional & Economics (PSHE)

Subject Leader: Mrs S Burns

RESPECT TEAM





Our Approach to PSHE at Higher Failsworth Primary School

Intent

At Higher Failsworth Primary School, the aim of PSHE is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We wish to ensure that all children are prepared for adult life by supporting their physical, emotional and moral development. We wish for all children to gain accurate knowledge, develop their own values and attitudes and develop the skills that they need to grow into happy, confident and successful adults. We wish for all pupils to listen carefully, discuss and share opinions freely without judgement, knowing that everyone has a right to their opinion. We wish for all children to develop an understanding of the skills, concepts and attitudes necessary in order to become active and productive citizens of the local and global community. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be.

Implementation

In our school we choose to deliver Personal, Social, Health Education using My Happy Mind scheme for the PSHE curriculum and the use of Kapow to support the RSE curriculum. Within this children learn through different modules. These are 'Meet the Brain', 'Celebrate', 'Appreciate', 'Relate' and 'Engage'. Children learn about Citizenship, Economic Awareness, Family and relationships, Safety and the changing body, Identity, Health and wellbeing, and Transition.

Impact

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding and tolerance of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We value mental health and community as core drivers within our PSHE curriculum. Pupils are encouraged to take part in a wide range of activities and experiences contributing fully to the life of their school and communities. Through the school council, each year group has the opportunity to have their say in decision making through their school representative. We encourage the children to fundraise for a variety of different charities local, national and international based chosen by the school council. The children learn what voting is and exercise their right to vote.

PSHE - Threshold Concepts

<u>Health and Wellbeing</u>	<u>Relationships</u>	<u>Wider World & Being a Responsible Citizen</u>	<u>Sex and Relationship Education</u>
<ul style="list-style-type: none"> ● Health ● Risks/Safety ● Rules ● Mental Health ● Drugs ● Alcohol ● Smoking 	<ul style="list-style-type: none"> ● Relationships ● Identity ● Bullying ● Feelings ● Divorce ● Balanced lifestyle 	<ul style="list-style-type: none"> ● Economic ● Citizenship ● Environment ● Rights and Responsibilities ● Discrimination ● Media 	<ul style="list-style-type: none"> ● Growing up & changing ● Friends, families and relationships ● Keeping myself healthy & safe ● Feelings & emotions





PSHE - My Happy Mind in the EYFS

Children in Nursery will learn:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. **(Engage)**
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.**(Celebrate, Relate)**
- Show more confidence in new social situations. **(Celebrate, Relate)**
- Play with one or more other children, extending and elaborating play ideas.**(Celebrate, Relate, Engage)**
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. **(Celebrate, Relate)**
- Increasingly follow rules, understanding why they are important.**(Relate)**
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.**(Relate)**
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **(Meet your Brain)**
- Understand gradually how others might be feeling. **(Meet your Brain, Relate)**
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing

Children in reception will learn:

- See themselves as a valuable individual. **(Celebrate)**
- Build constructive and respectful relationships. **(Relate)**
- Express their feelings and consider the feelings of others. **(Meet your Brain, Relate)**
- Show resilience and perseverance in the face of challenge. **(Engage)**
- Identify and moderate their own feelings socially and emotionally. **(Meet your Brain)**
- Think about the perspectives of others. **(Relate)**
- Manage their own needs:
 - Personal hygiene.
 - Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity.
 - healthy eating.
 - toothbrushing.
 - sensible amounts of 'screen time'.
 - having a good sleep routine.
 - being a safe pedestrian



PSHE - My Happy Mind: Meet the brain

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p style="text-align: center;">Meet Your Brain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> ●Where their brain is in their body and what it looks like. ●That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A -P, Hippocampus, Amygdala and Prefrontal Cortex. ●That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. ●That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. ●That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity 	<p style="text-align: center;">Meet Your Brain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> ●More about what their brain looks like and that it is fully grown by the age 6. ●That our brain helps us to make good decisions and remember what we have learnt. ●That the Amygdala causes them to Flight, Fight or Freeze. ●Children will be asked to reflect and think of examples of how they use each of Team H-A-P. ●That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them. ●How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity 	<p style="text-align: center;">Meet Your Brain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How to focus their mind to help them train their brain. • Learn about Team H-A-P and their roles in more detail. • How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. • Why our Amygdala behaves the way it does and how evolution has shaped how it works. • How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice. • About Neurons and Neural Pathways and the role they play in learning. • How to look after their brains to help them to be at their best. 	<p style="text-align: center;">Meet Your Brain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to. • How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. • How the Amygdala reacts to real and perceived danger. • About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down. • About the brain's structure and how neurons carry messages to create Neural Pathways. • How Neural Pathways help us to form habits. • More about how to look after their brains and what happens if we don't. They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly. 	<p style="text-align: center;">Meet Your Brain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> ●The difference between their brain and mind. ●More detail about each part of the brain and why they work the way they do. ●How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. ●About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. ●About how to more intentionally look after their brains to keep them healthy. ●About the hormones in their brain and how they can manage them, including Dopamine and Cortisol. 	<p style="text-align: center;">Meet Your Brain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> ●About a growth mindset and self-regulation techniques in times of stress. ●To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. ●To train their brain and how it grows each time. ●About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act. ●About calming their amygdala when facing stressful thoughts or having a tough time. ●How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies. ●How to re-frame scary challenges to become exciting opportunities.



PSHE - My Happy Mind: Celebrate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •What Character Strengths are and how they make us unique and special. •About the 5 Character Strengths and what they mean:1.Love and Kindness2.Bravery and Honesty3.Exploring and Learning4.Teamwork and Friendship5.Love of Life and our World •How the best way to learn more about your strengths is to notice them. •That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. •That it is nice to tell other people when they use their strengths, as it makes them feel good 	<p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •About the same 5-character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. •That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. •What Neuroplasticity is and how we can grow our strengths if we practice using them. •About how to recognise the strengths in themselves. •How to think about which strengths they would like to grow or use more 	<p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •Scientists discovered that we all have 24 Character Strengths but in different amounts. <p>We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets.</p> <ul style="list-style-type: none"> •That half of our character is set by genetics and the other half from our experiences. •That our character can grow based on our experiences, just like their brains do with Neuroplasticity. •Why it is important to spot strengths in others and how they can be used. •That strengths can help them to approach difficult situations. •When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy. 	<p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That Scientists have discovered that we all have 24-Character Strengths, but in different amounts. • Why Strength Spotting is so powerful and how the best way to learn about strengths is by noticing them. •How when we spot strengths over and over, we will build Neural Pathways to create a habit. • That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them. • That Team H-A -P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best. 	<p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •How the 24-Character Strengths are organised into 6 key virtues. •Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. •That Strength Spotting shows children how strengths can be used in different ways. •That they still have all 24 strengths, but when they use their Top 5 Team H-A -P feels at its best. •How they can move their strengths around and grow strengths by practising them through Neuroplasticity. •That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory. They will learn that when faced with a similar situation, they can remember how that strength can help. •How Strength Spotting can help Team H-A -P feel happy as when we use our strengths, Dopamine gets released, and we feel confident. They will also learn that using our strengths can help them manage their Cortisol levels 	<p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • What their top strengths are based on completing an official survey which will rank their strengths from 1-24. • More about what each of the 24 strengths means and how they help them each day. • How to grow their strengths to help them transition and overcome challenges • How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment.



PSHE - My Happy Mind: Appreciate

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p style="text-align: center;">Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •What Appreciate means, what types of things we Appreciate, and how we show Appreciation. •That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude. •How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. •How Happy Breathing exercises help to remind us to appreciate the things we might forget. •By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. •That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together 	<p style="text-align: center;">Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •That being thankful or having Gratitude are other words for appreciating. •What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude; themselves, others, and experiences. •That when we show Gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. •That Team H-A-P loves it when we Appreciate ourselves, so it is important to be kind to ourselves and others. •How being grateful for ourselves can be hard and Happy Breathing can help us. 	<p style="text-align: center;">Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. •That the more they show gratitude, the easier it is - like Neuroplasticity. •How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. •That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A -P work together. •How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. •How when they appreciate themselves and feel good about their strengths, they will use them even more. •They can use Characters' Strengths to appreciate others too. 	<p style="text-align: center;">Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •How they can develop an Attitude of Gratitude at home and school. •How to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. •That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. •How giving gratitude can help us get through tough times, and when they can see everything they are grateful for it, it makes the problems we face a little easier to manage. 	<p style="text-align: center;">Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •What appreciation means and think of ways to show appreciation to others. • What they should focus on when thinking about Gratitude. They will explore 3 questions to help them develop deeper levels of Gratitude. •Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. •How Gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A -P happy and the Amygdala calm. •That when we regularly give and receive Gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. •That the more we think about Gratitude, the stronger the Neural Pathways get and the easier it becomes. •That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. •That often the hardest category to think about Gratitude in is ourselves 	<p style="text-align: center;">Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •How gratitude can help them think about all they have in their lives to be thankful for. •How to build their resilience by looking at when their bucket is full vs when their bucket is empty. •How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress. •To establish a new perspective on how gratitude can help them to build resilience when they face tough times



PSHE - My Happy Mind: Relate

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p style="text-align: center;">Relate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways. • How their character strengths help them get along with others and learn that it is okay that we are all different. • What Active Listening is. <p>What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues.</p> <ul style="list-style-type: none"> • That Happy Breathing can help them if they have big emotions when falling out with friends 	<p style="text-align: center;">Relate</p> <p>Children will learn:</p> <p>That we Relate to different people in different ways and that different people Relate differently, too.</p> <ul style="list-style-type: none"> • How their Character Strengths can help them get along with other people. <p>They will learn that we all have different strengths, which is okay.</p> <ul style="list-style-type: none"> • That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. • How to spot the characteristics of a good friend and recognise this in themselves. • How to Actively Listen and why this helps them to get along with others. <p>They will look at what happens if they don't Actively Listen and how this can affect their ability to get along with others.</p> <ul style="list-style-type: none"> • That Team H-A -P feels happy when we Actively Listen because we are using all parts of the team. • How to 'Stop, Understand and Consider' and why it is important to do this before responding. • How Happy Breathing can help them with friendship issues by keeping them calm 	<p style="text-align: center;">Relate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. <p>That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.</p> <ul style="list-style-type: none"> • That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. • That the more they practise seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. • That we normally choose our friends because of their character. • That we all see things from different perspectives; friends can help us solve problems by approaching them differently. • How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. • That when we listen to friends, they will know that we care for them 	<p style="text-align: center;">Relate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. • When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. • That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. • Why it is important to show gratitude to their friends when they help. • That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. • That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. • That it is also important for them to talk to friends too. 	<p style="text-align: center;">Relate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • What their top 5 strengths are and which virtue they fall under. • That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. • That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A -P happy, calm and relaxed. • That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. • That friends can help solve problems, and it is important to show Gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. • Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships. 	<p style="text-align: center;">Relate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How gratitude can help them think about all they have in their lives to be thankful for. • How to build their resilience by looking at when their bucket is full vs when their bucket is empty. • How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress. • To establish a new perspective on how gratitude can help them to build resilience when they face tough times.



PSHE - My Happy Mind: Engage

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p style="text-align: center;">Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •What engage means and what types of things they can engage in. •That when they engage in something and feel happy, they can do the activity better. •That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. •How to set a class goal using the 3 steps. •That setting goals and achieving them can make Team H-A-P happy too. •That just because they can't do something straight away, it doesn't mean they won't be able to in the future. 	<p style="text-align: center;">Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •When they feel good, they do good. •Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. •The 3 steps to set a goal and practice setting goals as a class. •How Happy Breathing can help when goals are tricky 	<p style="text-align: center;">Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals. 	<p style="text-align: center;">Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That to engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals 	<p style="text-align: center;">Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead. •How to recognise their concerns and define strategies to overcome them. •How they can use their strengths to leverage the opportunities that they are excited about. •How to create goals around leveraging and practising the tools they have learned as they progress through to high school 	<p style="text-align: center;">Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> •How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead. •How to recognise their concerns and define strategies to overcome them. •How they can use their strengths to leverage the opportunities that they are excited about. •How to create goals around leveraging and practising the tools they have learned as they progress through to high school.

PSHE - Health and Wellbeing (1/2) - Physical Health and Mental Wellbeing



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Road safety - How to cross the road safely</p> <p>Fire safety - To know what to do in an emergency, to know who can help us and what to say.</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> Know what it means to be healthy and why it is important Know ways to take care of themselves on a daily basis Know about basic hygiene routines, e.g. hand washing Know about healthy and unhealthy foods, including sugar intake Know about physical activity and how it keeps people healthy Know about different types of play, including balancing indoor, outdoor and screen-based play Understand about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors Understand how to keep safe in the sun 	<p>Anti-Bullying week - varies year to year depending on focus.</p> <p>Physical Health and Wellbeing:</p> <ul style="list-style-type: none"> Know routines and habits for maintaining good physical and mental health Understand why sleep and rest are important for growing and keeping healthy Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies Understand the importance of, and routines for, brushing teeth and visiting the dentist Know about food and drink that affect dental health Know how to describe and share a range of feelings Know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others Know when and how to ask for help, and how to help others, with their feelings 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> Know about the choices that people make in daily life that could affect their health Be able to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) Know what can help people to make healthy choices and what might negatively influence them Know about habits and that sometimes they can be maintained, changed or stopped Know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally Understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health Know about the things that affect feelings both positively and negatively Understand strategies to identify and talk about their feelings Know about some of the different ways people express feelings e.g. words, actions, body language Be able to recognise how feelings can change overtime and become more or less powerful 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> Be able to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally Know what good physical health means and how to recognise early signs of physical illness Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary Know how to maintain oral hygiene and dental health, including how to brush and floss correctly Understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> Understand how sleep contributes to a healthy lifestyle Understand healthy sleep strategies and how to maintain them Know about the benefits of being outdoors and in the sun for physical and mental health Understand how to manage risk in relation to sun exposure, including skin damage and heat stroke Understand how medicines can contribute to health and how allergies can be managed Know that some diseases can be prevented by vaccinations and immunisations Understand that bacteria and viruses can affect health Know how they can prevent the spread of bacteria and viruses with everyday hygiene routines Recognise the shared responsibility of keeping a clean environment 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> Know that mental health is just as important as physical health and that both need looking after Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support Understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing Know positive strategies for managing feelings Understand that there are situations when someone may experience mixed or conflicting feelings Know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available Able to identify where they and others can ask for help and support with mental wellbeing in and outside school Know the importance of asking for support from a trusted adult Know the changes that may occur in life including death, and how these can cause conflicting feelings Understand that changes can mean people experience feelings of loss or grief Understand the process of grieving and how grief can be expressed Know strategies that can help someone cope with the feelings associated with change or loss Identify how to ask for help and support with loss, grief or other aspects of change Know how balancing time online with other activities helps to maintain their health and wellbeing Know strategies to manage time spent online and foster positive habits e.g. switching phone off at night Know what to do and whom to tell if they are frightened or worried about something they have seen online

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> ● Understand how rules can help to keep us safe ● Know why some things have age restrictions, e.g. TV and film, games, toys or play areas ● Understand basic rules for keeping safe online ● Know whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> ● Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines ● Understand how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' ● Able to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger ● Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products ● Know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel ● Understand how to respond if there is an accident and someone is hurt ● Know whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> ● Know how to identify typical hazards at home and in school ● Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen ● Understand about fire safety at home including the need for smoke alarms ● Know the importance of following safety rules from parents and other adults ● Understand how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ● Understand the importance of taking medicines correctly and using household products safely ● Recognise what is meant by a 'drug' ● Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing ● Be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects ● Able to identify some of the risks associated with drugs common to everyday life ● Understand that for some people using drugs can become a habit which is difficult to break ● Know how to ask for help or advice 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ● Able to identify when situations are becoming risky, unsafe or an emergency ● Able to identify occasions where they can help take responsibility for their own safety ● Know to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour ● Know how to deal with common injuries using basic first aid techniques ● Understand how to respond in an emergency, including when and how to contact different emergency services 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ● Know how to protect personal information online ● Identify potential risks of personal information being misused ● Know strategies for dealing with requests for personal information or images of themselves ● Identify types of images that are appropriate to share with others and those which might not be appropriate ● Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be ● Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others ● Know how to report the misuse of personal information or sharing of upsetting content/ images online ● Know the different age rating systems for social media, T.V, films, games and online gaming ● Understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play ● Know the risks and effects of different drugs ● Know the laws relating to drugs common to everyday life and illegal drugs ● Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs ● Know the organisations where people can get help and support concerning drug use ● Know how to ask for help if they have concerns about drug use ● Understand about mixed messages in the media relating to drug use and how they might influence opinions and decisions



PSHE - Relationships

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Feelings (Zippy) To recognise feeling sad, angry and annoyance, jealous and nervous and identify ways to cope with these feelings.</p> <p>Communication (Zippy)</p> <ul style="list-style-type: none"> ● To recognise effective and ineffective ways of expressing how they feel. To improve their ability to listen to other people. To be able to ask for help. To be able to say what they want to say <p>Relationships -</p> <ul style="list-style-type: none"> ● To keep their friends. ● To be able to cope with loneliness and rejection. To be able to resolve conflict with friends. <p>Families (Zippy)</p> <ul style="list-style-type: none"> ● To identify their own special people, what makes them special and how special people should care for one another. ● To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people look after them. 	<p>Bullying (Zippy)</p> <ul style="list-style-type: none"> ● To recognise a good solution. ● To be able to deal with situations involving bullying. ● To be able to resolve conflicts especially when they are angry. ● To be able to help others resolve conflicts. <p>Feelings (Zippy)</p> <ul style="list-style-type: none"> ● To understand that change and loss are part of everyday experiences. ● To understand that death is a normal part of life and improve their ability to cope with situations involving grief and loss. ● To be able to talk about death and loss. ● To understand that change and loss can have positive effects. <p>(Zippy)</p> <ul style="list-style-type: none"> ● To be able to use different coping strategies. ● To be able to help others cope with different situations. ● To be able to use a variety of different coping strategies in different situations. ● To recognise that there are different types of families 	<p>Feelings (Apple)</p> <ul style="list-style-type: none"> ● To identify and talk about difficult feelings and identify coping techniques for difficult feelings. ● To practice generating and choosing solutions which can help to cope with difficult feelings and situations for themselves and others. ● To identify how others feel and generate solutions to help them. <p>Communication (Apple)</p> <ul style="list-style-type: none"> ● To develop skills to be a good listener. ● To strengthen children’s abilities to say what they want to say and to practice what they want to say in difficult situations ● To practice the skill of empathy developing strategies for coping with difficulties and good communication <p>Friendship (Apple)</p> <ul style="list-style-type: none"> ● To consider the qualities that are important in a friend and understand what they want from a friendship ● To improve their ability to cope with loneliness and rejection. ● To be able to cope with problems in their friendships and how to make friends. 	<p>Solving Problems (Apple)</p> <ul style="list-style-type: none"> ● To find ways to calm down and find ways to a good solution. ● To agree rules about bullying and to produce a class contract/agreement. ● For children to see themselves as part of a group, to identify what they want for their class and to think about working collaboratively. ● To practice the skill of empathy, developing coping strategies and asking for help in difficult situations. <p>Changes (Apple)</p> <ul style="list-style-type: none"> ● To understand that changes are a part of life and that we can adapt to new circumstances. ● To practice how to help themselves feel better in situations that cannot be changed. ● To help children cope with loss and to see that there are ways to make themselves and others feel better. ● To generate coping strategies such as family break-up <p>Moving Forward (Apple)</p> <ul style="list-style-type: none"> ● To be able to cope with disappointment. ● To be able to express their worries and practice helping others to cope with anxiety 	<p>Emotions (Passport)</p> <ul style="list-style-type: none"> ● To help children identify, appreciate and value their differences and similarities. ● To be able to identify, name and talk about their own emotions, and to understand that we can sometimes feel different emotions at the same time. ● Able to identify and then communicate our recognition of the emotions that someone else is feeling. ● Able to understand and acknowledge that a person can feel more than one emotion at the same time, and that these emotions can sometimes be contradictory. <p>Relationships (Passport)</p> <ul style="list-style-type: none"> ● Able to identify and evaluate coping skills which are focused on actions as well as those which are focused on emotions. ● Able to learn how to offer, ask for and accept help. ● Able to understand how to make and keep friends. ● Able to understand our reactions when we have to deal with rejection, abandonment and disappointment, and to identify coping strategies for dealing with these situations. <p>Difficult Situations (Passport)</p> <ul style="list-style-type: none"> ● Able to identify our reactions and coping skills in frustrating situations or in situations where we do not get our own way. ● Can identify stress and how it feels inside, and to identify coping skills for dealing with it. ● Able to identify and practise different coping skills in situations that involve conflict. 	<p>Fairness, Justice and What is Right (Passport)</p> <ul style="list-style-type: none"> ● Able to identify feelings in unfair and unjust situations ● Able to recognise our coping skills in these situations and to ● learn new ones. ● To identify ways to react to bullying and, together, to be able to prevent situations ● involving bullying. ● To identify our emotions when ● dealing with injustice and to find coping skills for dealing with these situations. <p>Change and Loss (Passport)</p> <ul style="list-style-type: none"> ● Able to explore the consequences of change, our reactions to change, and to learn coping strategies for dealing with it. ● To identify our reactions to death and to learn strategies for coping with it. ● To learn how to help a friend dealing with grief or loss. ● To understand the difference between situations we can change and those we cannot.



PSHE - Wider World & Being a Responsible Citizen (1/3) - “Belonging to a Community”

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● Recognise that there are examples of rules in different situations, e.g. class rules, rules at home, rules outside ● Understand that different people have different needs ● To know how we care for people, animals and other living things in different ways ● To know how they can look after the environment, e.g. recycling 	<ul style="list-style-type: none"> ● Understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups ● Understand about different rights and responsibilities that they have in school and the wider community ● Understand how a community can help people from different groups to feel included ● Recognise that they are all equal, and ways in which they are the same and different to others in their community ● To understand that people and other living things have different needs and that they have responsibilities to meet them. ● Know how to recognise the difference between needs and wants 	<ul style="list-style-type: none"> ● Know the reasons for rules and laws in wider society ● Understand the importance of abiding by the law and what might happen if rules and laws are broken ● Know what human rights are and how they protect people ● Be able to identify basic examples of human rights including the rights of children ● Know that they have rights and also responsibilities ● Know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn ● Understand the importance of the Rights of the Child and why they are needed and how they would feel if they didn't have it. 	<ul style="list-style-type: none"> ● Understand the meaning and benefits of living in a community ● Recognise that they belong to different communities as well as the school community ● Know about the different groups that make up and contribute to a community ● Know about the individuals and groups that help the local community, including through volunteering and work ● Understand how to show compassion towards others in need and the shared responsibilities of caring for them ● To understand that the Rights of the Child covers people for survival, development, protection and participation. 	<ul style="list-style-type: none"> ● Know how resources are allocated and the effect this has on individuals, communities and the environment ● Understand the importance of protecting the environment and how everyday actions can either support or damage it ● Know how to show compassion for the environment, animals and other living things ● Understand the way that money is spent and how it affects the environment ● Able to express their own opinions about their responsibility towards the environment ● To recognise the importance of the Rights of the Child and its impact on different groups and why. 	<ul style="list-style-type: none"> ● Know what prejudice means ● Able to differentiate between prejudice and discrimination ● Know how to recognise acts of discrimination ● Know strategies to safely respond to and challenge discrimination ● Know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups ● Understand how stereotypes are perpetuated and how to challenge this ● To identify which Rights of the Child are the most important to them and why. ● To identify the Rights of the Child that are important to children in other countries and why.



PSHE - Wider World & Being a Responsible Citizen (2/3) - “Media Literacy & Digital Resilience”

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● To know how and why people use the internet ● To know the benefits of using the internet and digital devices ● To know how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> ● Know the ways in which people can access the internet e.g. phones, tablets, computers ● Recognise the purpose and value of the internet in everyday life ● Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos ● Understand that information online might not always be true 	<ul style="list-style-type: none"> ● Understand how the internet can be used positively for leisure, for school and for work ● Recognise that images and information online can be altered or adapted and the reasons for why this happens ● Know strategies to recognise whether something they see online is true or accurate ● Be able to evaluate whether a game is suitable to play or a website is appropriate for their age-group ● Know how to make safe, reliable choices from search results ● Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<ul style="list-style-type: none"> ● Understand that everything shared online has a digital footprint ● Know that organisations can use personal information to encourage people to buy things ● Recognise what online adverts look like ● Be able to compare content shared for factual purposes and for advertising ● Know why people might choose to buy or not buy something online e.g. from seeing an advert ● Understand that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> ● Able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise ● Know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased ● Understand that some media and online content promote stereotypes ● Know how to assess which search results are more reliable than others ● Recognise unsafe or suspicious content online ● Know how devices store and share information 	<ul style="list-style-type: none"> ● Know the benefits of safe internet use e.g. learning, connecting and communicating ● Know how and why images online might be manipulated, altered, or faked ● Know how to recognise when images might have been altered ● Understand why people choose to communicate through social media and some of the risks and challenges of doing so ● Know that social media sites have age restrictions and regulations for use ● Understand the reasons why some media and online content is not appropriate for children ● Know how online content can be designed to manipulate people’s emotions and encourage them to read or share things ● Know about sharing things online, including rules and laws relating to this ● Understand how to recognise what is appropriate to share online ● Know how to report inappropriate online content or contact



PSHE - Wider World & Being a Responsible Citizen (3/3)- “Money and Work”

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● Know that everyone has different strengths, in and out of school ● Understand how different strengths and interests are needed to do different jobs ● Know about people whose job it is to help us in the community ● Know about different jobs and the work people do 	<ul style="list-style-type: none"> ● Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments ● Understand how money can be kept and looked after ● Understand about getting, keeping and spending money ● Know that people are paid money for the job they do ● Understand how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> ● Know about jobs that people may have from different sectors e.g. teachers, business people, charity work ● Understand that people can have more than one job at once or over their lifetime ● Know about common myths and gender stereotypes related to work ● Know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM ● Know about some of the skills needed to do a job, such as teamwork and decision-making ● Recognise their interests, skills and achievements and how these might link to future jobs ● Know how to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> ● Know how people make different spending decisions based on their budget, values and needs ● Understand how to keep track of money and why it is important to know how much is being spent ● Understand about different ways to pay for things such as cash, cards, e-payment and the reasons for using them ● Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<ul style="list-style-type: none"> ● Able to identify jobs that they might like to do in the future ● Know about the role ambition can play in achieving a future career ● Know how or why someone might choose a certain career ● Understand what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values ● Understand the importance of diversity and inclusion to promote people’s career opportunities ● Understand about stereotyping in the workplace, its impact and how to challenge it ● Know that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> ● Know the role that money plays in people’s lives, attitudes towards it and what influences decisions about money ● Know about value for money and how to judge if something is value for money ● Understand how companies encourage customers to buy things and why it is important to be a critical consumer ● Understand how having or not having money can impact on a person’s emotions, health and wellbeing ● Understand common risks associated with money, including debt, fraud and gambling ● Know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk ● Know how to get help if they are concerned about gambling or other financial risks

PSHE - Sex and Relationship Education

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> • To recognise and compare the main external parts of the bodies of humans. • To know that animals, including humans, grow and reproduce. • That humans and animals can produce offspring and these grow • To understand that boys and girls can both do the same task and enjoy the same things. 	<ul style="list-style-type: none"> • To recognise that men and women are different and know the names of the external parts of the human body including agreed names for sexual parts (breasts, penis and vagina). • To recognise similarities and differences between themselves and others and treat others with sensitivity. • To understand and learn the PANTS rules. • To know which body parts are private. • To know the difference between appropriate and inappropriate touch • To understand that they have the right to say “no” to unwanted touch • To start thinking about who they trust and who they can ask for help 	<ul style="list-style-type: none"> • Able to define domestic violence and abuse • To reassure children that domestic violence and abuse happens in many families and it is not their fault • To recognise potential risks to the safety of self and others from people and situations • To identify safe coping strategies • Understand about the changes that take place in the human life cycle • Be aware of similarities and differences in different people • Understand what families are • Develop an understanding of different types of relationships and diverse nature of families 	<ul style="list-style-type: none"> • Know that adulthood brings changes to lifestyles • Understand that rights also bring responsibilities • Understand that adulthood will bring changes for the better and worse • Appreciate similarities and differences in adult lifestyles • Body language - Understand that we can experience a wide range of feelings including feelings we can't fully explain • Understand the meaning of body language and how this can relay our emotions to others • Attraction and Love - Understand what it means to be attracted to someone and how this is more than having a friend • Consider the meaning of love 	<ul style="list-style-type: none"> • To understand the way the body changes during puberty. • Know the names for male and female sex organs • Understand that different organs have different functions • To know how both boys and girls bodies will change at puberty • Understand the facts about menstruation 	<ul style="list-style-type: none"> • To understand what a healthy and unhealthy relationship looks like • Know about the range of human variations regarding puberty • Understand the physical and emotional changes that happen at puberty • Understand the process of conception • Understand the process of making love, conception and birth • Understand that changes at puberty affect bodily hygiene • Begin to accept responsibility for their personal cleanliness



PSHE - EYFS Long Term Plan

	<u>Autumn: Health and Wellbeing</u>		<u>Spring: Living in the Wider World</u>		<u>Summer: Health and Wellbeing</u>	
	<u>M.H.M Autumn 1 - Core theme 1</u>	<u>M.H.M Autumn 2 Core theme 2</u>	<u>M.H.M Spring 1 Core theme 3</u>	<u>M.H.M Spring 2 Core theme 4</u>	<u>M.H.M Summer 1 Core theme 5</u>	<u>Summer 2</u>
	<p><u>Meet your brain</u> Self-Regulation ELG Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Building Relationships ELG Children at the expected level of development will: Work and play cooperatively and take turns with others;</p> <p>Show sensitivity to</p>	Celebrate		<p><u>Relate</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self ELG Children at the expected level of development will:</p>	<p><u>Engage</u> Self-Regulation ELG Children at the expected level of development will: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Managing Self ELG Children at the expected level of</p>	



PSHE - KSI Long Term Plan

<u>Autumn: Core theme 1. Health and wellbeing</u>		<u>Spring: Core theme 2. Relationships</u>		<u>Summer: Core theme 3. Living in the wider world</u>	
<u>M.H.M Autumn 1</u>	<u>M.H.M Autumn 2</u>	<u>M.H.M Spring 1</u>	<u>M.H.M Spring 2</u>	<u>M.H.M Summer 1</u>	<u>M.H.M Summer 2</u>
<p><u>Meet your brain</u> <u>Links: Exploring feelings</u></p>	<p><u>Celebrate</u></p>	<p><u>Appreciate</u> <u>Links: Me and my family</u> <u>Fabulous Friendships</u></p>	<p><u>Relate</u> <u>Links: Me and my family</u> <u>Fabulous Friendships</u></p>	<p><u>Engage</u></p>	<p><u>PANTS</u> <u>Links: Keeping safe</u></p>
<p><u>Meet your brain</u> <u>Links: Exploring feelings</u></p>	<p><u>Celebrate</u></p>	<p><u>Appreciate</u> <u>Links: Me and my family</u> <u>Fabulous Friendships</u></p>	<p><u>Relate</u> <u>Links: Me and my family</u> <u>Fabulous Friendships</u></p>	<p><u>Engage</u></p>	<p><u>PANTS</u> <u>Links: Keeping safe</u></p>

PSHE - LKS2 Long Term Plan

	<u>Autumn 1 - Core theme 1</u> <u>Health and Wellbeing</u>	<u>Autumn 2 - Core theme 2</u> <u>Relationships</u>	<u>Spring - Core theme 3</u> <u>Living in the wider world</u>		<u>Summer 1</u> <u>Living in the wider world</u>	<u>Summer 2</u> <u>Health and wellbeing</u>
<u>Year 3</u>	<p><u>MHM</u> <u>Meet the brain</u> Links: Getting along with our families</p>	<p><u>MHM</u> <u>Celebrate</u></p>	<p><u>MHM</u> <u>Appreciate</u> Links: Getting along with our families</p>	<p><u>MHM</u> <u>Relate</u> Links: Families in the wider world Friendship Ups and Downs</p>	<p><u>MHM</u> <u>Engage</u> Citizenship Economic awareness</p>	<p>RSE - Safety and the changing body Transition</p>
<u>Year 4</u>	<p><u>MHM</u> <u>Meet the brain</u> Links: Getting along with our families</p>	<p><u>MHM</u> <u>Celebrate</u> Links: All about me</p>	<p><u>MHM</u> <u>Appreciate</u> Links: Getting along with our families</p>	<p><u>MHM</u> <u>Relate</u> Links: Families in the wider world Friendship Ups and Downs Identity and Respect</p>	<p><u>MHM</u> <u>Engage</u> Citizenship Economic awareness</p>	<p>RSE - Safety and the changing body Transition</p>



PSHE - UKS2 Long Term Plan

	<u>Autumn 1 - Core theme 1</u> <u>Health and Wellbeing</u>	<u>Autumn 2 - Core theme 2</u> <u>Relationships</u>	<u>Spring - Core theme 3</u> <u>Living in the wider world</u>		<u>Summer: Health and Wellbeing</u>
<u>Year 5</u>	<u>MHM</u> <u>Meet the brain</u>	<u>MHM</u> <u>Celebrate</u>	<u>MHM</u> <u>Appreciate</u> Links: Friendships on and offline	<u>MHM</u> <u>Relate</u> Links: Friendships on and offline Identity and Respect Discrimination and the Law	<u>MHM</u> <u>Engage</u> Citizenship Economic awareness
<u>Year 6</u>	<u>MHM</u> <u>Meet the brain</u>	<u>MHM</u> <u>Celebrate</u>	<u>MHM</u> <u>Appreciate</u> Links: Friendships on and offline	<u>MHM</u> <u>Relate</u> Links: Friendships on and offline Identity and Respect Discrimination and the Law	<u>MHM</u> <u>Engage</u> Citizenship Economic awareness