PSHE Curriculum Framework: Whole school Long Term Plan

The school has chosen 6 key themes which are colour coded to give an 'at a glance' overview and to demonstrate the spiral curriculum and how it develops over the Nursery and infant years. Many areas in the PSHE/RRS curriculum will be covered incidentally as subjects arise within the class environment. The Rights Respecting Schools agenda runs through our curriculum.

Rights and responsibilities

Money

Health

Feelings and Friendship

Safety and Risk

Identity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Who am I?** *Ourselves topic - we are all different and we are all special, making relationships and playing with others, the importance of sleep.* ***Articles 3&7*** **Which foods are good for me?** *Healthy eating, snack time, lunch boxes, gaining an understanding about the importance of healthy foods for good physical health including dental health.* ***Articles 11, 6 & 24***	**How do I feel today?** *Recognising our feelings and emotions and developing our ability to self-regulate. Beginning to understand the importance of sleep and hygiene on how we feel. Beginning to understand the feelings of others and how we can impact on them, developing self-confidence and self-awareness.* ***Article 12***	**Who helps to keep us safe?** *Understanding who we can ask for help from, becoming aware of people in society who help us eg police, nurses and fire officers.* *Learning the importance of, and the rules for, road safety.* ***Article 31***	**Where do vegetables come from?** *Developing an understanding of how healthy foods and exercise keep us in good physical health* **How much does is cost?** *Role play in a shop/garden centre using coins* ***Article 31***	**How do I stay safe online?** *Beginning to understand the different uses of technology and how to stay safe when using technology* ***Articles 28, 29 & 19***	**How do I behave near a road?** *Developing an understanding of the importance of staying safe and using appropriate behaviour near a road.* ***Articles 27 & 9*** **Where am I going next?** *Self-confidence and self-awareness, relationships and managing own feelings*
Reception	**How do I behave and how do I feel?** *Making relationships, developing confidence, managing own feelings and behaviour, developing learning strategies. Becoming aware of the feeling of being lonely. Developing awareness of how sleep affects our feelings* **How do I stay safe in my environment?** *Safety in school, walking in the village, at Forest school, road safety, how to talk to adults we don't know. Online safety. Looking after the environment.*	**What do I need to do to help me stay healthy?** *Healthy eating, wellbeing and mental health (feelings). Dental health. Hygiene routines* ***Articles 24 & 27.*** **What do I celebrate?** *Similarities and differences in how and why we celebrate, looking at different religions and different festivals, what is important to us* ***Articles 14 & 15***	**How can I stay safe?** *Safety in the home and discussions on feeling safe, safety online and reinforcement of the rules and ways to stay safe, including time limits for accessing technology.* *NSPCC pants video.* *How to resist pressure to do things we do not want to do.* ***Article 17***	**Look what I can do?** *Building confidence via storyboxes, sharing resources with others and supporting others including celebrating their achievements* ***Articles 28 & 29***	**How do I stay safe in different environments?** *School trips safety, developing core strength and physical exercise.* *Road safety* ***Article 31***	**How can I pay for it?** *Role play in shops, buying from the Yr 2 enterprise day.* *Spending money on a trip.* **Who will I be learning with next?** *Transitions into Yr 1, supporting friendships, developing self-confidence*
Year 1	**How do we decide how to behave?** *Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt* *Caring friendships, how to manage when things are difficult, features of a good friend* *Respectful relationships, the roles different people play eg family and friends* ***Article 13***	**How do we feel?** *Different kinds of feelings; strategies to manage feelings; change and loss* *What to do if you feel lonely* *Mental well-being, the importance of sleep. Safe people to talk to both at home and at school.* ***Article 12***	**How do we keep safe?** *Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help, how to talk to adults we don't know.* *Healthy eating including a visit form the local dentist* *Physical health and fitness and the importance of exercise* *Online relationships and time limits for using technology* *Being safe including the NSPCC pants video* *Road safety* *What to do if there's an accident or emergency and how to ask for help eg dial 999.* ***Articles 36 & 37***		**What can we do with money?** *Where money comes from; spending; saving; keeping money safe* Maths work *Jobs people do to earn money* *Strengths needed for different jobs* ***Articles 28 & 29*** **How can I help myself and others stay healthy?** *Basic first aid, health and prevention and correct us of medicines* *Staying safe in the sun* ***Articles 24 & 27***	**What makes us special?** *Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities, what are we good at and what do we enjoy.* *Families and people who care for me including different types of families and common features*
Year 2	**How can we help?** *Group and class rules and why they are important; respecting own and others' rights and needs; privacy; managing when things are difficult; looking after the environment and caring for living things* *Respectful relationships, the roles different people play eg family and friends* ***Articles 14, 13 & 23***	**What is bullying?** *Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens; caring friendships and mental well being.* *Safe people to talk to at school and at home.* *How to resist pressure to do something unsafe.* ***Article 15***	**How can we be healthy?** *Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices; the importance of sleep; physical health and fitness; healthy eating; things people can put into their bodies or onto their skin and how these can affect how they feel; basic First Aid; identifying people who love and care for them and what they do.* ***Articles 24 & 7***	**What is the same and different about us?** *Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups; different types of families and their commonalities* ***Articles 2, 14 & 15***	**How do we show our feelings?** *Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings; how people's bodies can change due to their feelings* **Article 15**	**How can we keep safe in different places?** *Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency; NSPCC pants video; sun safety; road safety; safe time limits for the use of technology.*