

FAIRWAYS PSHE LONG TERM PLAN

Background: Our PSHE planning model has been designed in accordance with our school's core values: Respect, Responsibility and Perseverance. The plan outlines learning opportunities for each year group organised under specific question-based focus areas. PSHE learning opportunities are also delivered as part of whole-school theme weeks, which are highlighted at the end of the document. Our PSHE plan covers all statutory requirements, drawing on the PSHE Association Programme of Study as guidance, and it also covers areas that are responsive to our local context and the specific needs of the learners in our care. It continually builds on children's prior learning and understanding.

Colour coding:

Cross-curricular subject links

Book links (that we have in school)

Book links (that we don't currently have in school)

Relationships and Sex Education (RSE)

Yasmine and Tom links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave? Setting a personal goal. Class rules and responsibilities. Working together and understanding others' needs and opinions. (Book Link: <i>Giraffes can't Dance</i>) Valuing themselves. How to make good choices.	How can we look after each other and the world? Naming and recognising feelings. Staying healthy (physical, emotional and basic hygiene routines) PE link People and animals need to be looked after and cared for. Their responsibilities in and out of the classroom. What can harm the local and global environment.	Who helps to keep us safe? Computing e:safety link People have different roles in the community to help them and keep them safe. Understand what jobs they do. How can they keep safe in familiar and unfamiliar situations (including how to cross the road safely). Household products (including medicines) can be harmful. (Book Link: <i>Harry and the Robots</i>). How to respond to adults they don't know. What to do if they feel unsafe or worried for themselves or others. How to get help if there is an accident and someone is hurt (including dialling 999 in an emergency and what to say).		How do we feel? Making and keeping friends. (Book Link: <i>Mr Big, Hector and Hummingbird</i>) Feeling cared and loved for. Good and bad feelings and how to cope with these. (Book link: <i>The Great Big Book of Feelings, Frog is frightened</i>) Understanding what upsets them and how they might upset others.	Who is special to us? Recognise that they are important and special. (Book Link: <i>Small Saul</i>) Understand what their family or people who are special to them do to make them feel loved and cared for. Respecting similarities and differences between people and families (Book link: <i>The New jumper</i>). Know communities they belong to (e.g. family, school, clubs etc.). (Book Link: <i>Home</i>) Managing changes – transition to a new year.

Yasmine and Tom links	Lesson 1: Introducing Yasmine and Tom.	Lesson 2: Friendships and feelings.				Lesson 3: Different families.
Year 2	What makes a good learner? Group and class rules and why they are important. Working together. (Book Link: Two Monsters, The Crayon Box that talked) Set simple goals. Identify their gifts and talents – what makes them special? Develop the skill of persevering (Book link: Clever sticks, Little by little)	What helps us grow and stay healthy? Things that keep their bodies and minds healthy (activity, rest, food, sleep). Science and PE links Hygiene routines (including dental hygiene and the effects of eating too much sugar). How sunshine helps their bodies grow and how to keep safe in the sun. That medicines (including vaccinations and immunisations) can help people to stay healthy. <u>Money</u> : Why do we have money? How do people spend money? Needs versus wants.	What makes a good friend? What is a good friend? (Book Link: Bear, bird and frog) How to recognise when they feel lonely and what they could do about it. Valuing difference. (Book link: We're all Wonders) Resolve arguments. Bullying is wrong and what to do about bullying.	What is the same and different about us? Growing and changing and being more independent. Belonging to different groups. <u>RSE</u> : Growing and changing, differences between boys and girls, gender stereotypes, naming body parts.	How do we recognise our feelings? Recognising, naming and describing different kinds of feelings. What helps them to feel good or to feel better. Different types of friends, including grown-ups. Ways to manage big feelings and when to ask for help (The Huge Bag of worries). Dealing with change and loss. Good and bad secrets.	How can we keep safe in different places? Rules for keeping safe in different places including at home and online. Computing e:safety link How to resist pressure to do something. People who work in the community; asking for help; including in an emergency. Identify hazardous substances. Explore substances and situations that are safe and unsafe.
Yasmine and Tom links	Lesson 4: My brilliant body.	Lesson 5: Keeping clean and taking care of myself.		Lesson 6: Naming body parts.		Lesson 7: Keeping safe.
Year 3	What keep us safe? Importance of school rules for health and safety. Working collaboratively. People who help us stay safe and how to get help in an emergency. Recognising hazards that may cause harm or injury and how they can reduce the risk. Physical contact and that their body belongs to them and should not be touched or hurt without their permission. Online safety. Computing e:safety link <u>RSE</u> : To explore touch, personal space and acceptable physical contact.	How can we be a good friend? What makes a positive friendship. Managing difficulties within a friendship. Recognising when someone might be feeling lonely and having strategies to include them. Recognising bullying and knowing how to respond and ask for help. Standing up for themselves, including peer pressure. (Book Link: Good Night stories for rebel girls)	What makes a community? Know that they belong to different groups and communities e.g. friendship, faith, clubs, classes/year groups. Recognise diversity in families. What is meant by a diverse community and how can they be respectful to all members of our community. Their responsibilities, rights and duties at home; in school and the local environment. Self-awareness - how their actions affect themselves and others. (Book Link: Don't call me special) Exploring values. (Book Link: We are all born free)	How can we describe our feelings? Explore a wider range of feelings in themselves and others, including anger and embarrassment. Explore feelings associated with change and loss. (Book Links: Badger's parting gift , Here I am) Recognise similarities and differences between them. (Book Link: Picnic in the Park)	What makes a healthy lifestyle? What makes a balanced lifestyle (including diet, physical activity, good quality sleep). Hygiene routines (including oral hygiene). How to be emotionally well and how to seek help if they aren't. How, when and where to ask for help about having a healthy lifestyle.	What jobs would we like? What is meant by stereotypes. What it means to be enterprising. Gifts and talents (Book Link: Good Night stories for rebel girls) Setting targets and overcoming barriers. <u>Money</u> : Keeping track of their money, saving and spending.

Yasmine and Tom links		Lesson 4: What makes a good friend?	Lesson 5: Families and getting on with our families.			Lesson 2: Gender stereotypes and aspirations.
Year 4	What strengths, skills and interests do we have? How to recognise personal qualities and individuality. Develop their self-worth by identifying positive things about themselves. How their personal attributes, strengths, skills and interests contribute to their self-esteem. Set goals. How to manage when there are set backs, learn from mistakes and reframe unhelpful thinking.	How do we treat each other with respect? Recognise a range of feelings in themselves and others. How to maintain positive relationships. The right to privacy and knowing when a secret should be kept and when to tell. That everyone should feel included, respected and not discriminated against and how to respond if they witness or experience discrimination or exclusion. Develop strategies to resolve disputes and differences.	How do we grow and change? Physical changes that happen at puberty. How puberty can affect emotions and feelings. How personal hygiene routines change during puberty. How to ask for advice or support about growing and changing. Describing intensity of feelings to others, including mood swings. Managing complex emotions and feelings (including times of loss, grief and change). Different types of relationships (friends, families, civil partnerships, marriage) and what makes a healthy relationship. (Book Link: King and King, Mum and Dad Glue) Emotional health – strategies to look after their emotional well-being and know who they can talk to. RSE: The human lifecycle, learn basic facts about puberty (Book Link: Hair in funny places), explore how puberty is linked to reproduction.	How can we keep safe and manage risk? Recognise, predict, assess, and manage risk in familiar situations and the local environment (including safe and unsafe touch). Persuasion and pressure – how to manage peer and other influence, not agreeing to keep secrets, when it’s ok to break confidence. How to report concerns. That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law. Online safety Computing e:safety link Identify the people who can help them to stay healthy and safe.	What is diversity? Difference and diversity of people living in the UK. Working cooperatively. Values and customs of people around the world. How to show compassion to others. Recognising and challenging prejudice. (Book Link: The Whisperer, Nick Butterworth) Equal opportunities and discrimination.	
Yasmine and Tom links	Lesson 3: Me, myself and I.		Lesson 7: Body care.	Lesson 6: My personal and private body parts and keeping safe.		
Year 5	How can I embrace change and make positive choices? Having high aspirations and setting personal goals. What makes a balanced lifestyle? Managing feelings e.g. anger, embarrassment and staying happy. (Book Link: Sad Book, Michael Rosen) Drugs – how they can affect health and wellbeing, legal and illegal drugs, why people choose to use them, that drug use can become a habit for some people, organisations that can help, how to	What decisions can people make with money? How people make decisions about spending and saving money and what influences them. How to keep track of money so people know how much they have to spend or save. How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans). How to recognise what makes something ‘value for money’ and	How can we keep ourselves safe? Keeping safe with my friends and in my local environment. Computing e:safety link About the different types of relationships people have in their lives. Safe and unsafe touch. How friends and family communicate together; how the internet and social media can be used positively. How knowing someone online differs to knowing someone face to face. How to recognise risk in relation to friendship and keeping safe. About the type of content that is safe to share online. How to respond if a friendship is making them feel worried, unsafe or uncomfortable.	What makes up a person’s identity? Recognise and respect similarities and differences between people and what they have in common with others. There are a range of factors that influence a person’s identity (e.g. ethnicity, faith, culture, gender, hobbies, likes/dislikes). Understand that stereotypes exist and that they are not always accurate and can negatively influence behaviours and attitudes towards others. Know how to challenge	What jobs we would like? (Fairground Enterprise Day) That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. That some jobs are paid more than others and some may be voluntary (unpaid). About the skills, attributes, qualifications and training needed for different jobs. That there are different ways into jobs and careers, including college,	

	ask for help from a trusted adult if they have any concerns or worries about drugs.	what this means to them. That there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions.	How to ask for help and advice and respond to unwanted pressure, inappropriate contact or concerns about safety. Safety in an accident or emergency How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. That if someone has experienced a head injury, they should not be moved. When it is appropriate to use basic first aid and the importance of seeking adult help. The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.	stereotypes and assumptions about others. Discrimination and what to do if someone is being discriminated against. (Book Links: Boy in a dress , The Arrival , The Diddakoi) Class, deprivation (Book Link: Meltem’s journey – refugee diary , The unforgotten coat)	apprenticeships and university. How people choose a career/job and what influences their decision, including skills, interests and pay. How to question and challenge stereotypes about the types of jobs people can do. How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions. RSE: Talking about puberty, emotional and physical changes for boys and girls. Explore the impact of puberty on the body and the importance of personal hygiene.
Yasmine and Tom links			Lesson 2: Online and offline friendships. Lesson 3: Friendships and secrets. Lesson 4: Friendships and pressure. Lesson 5: Keeping safe. Safe and unsafe touch. Lesson 6: Keeping safe. Online images.		Lesson 7: Changes at puberty. Lesson 8: Periods (menstruation). Lesson 9: Wet dreams and masturbation.
Year 6	How can I make sense of the wider world and make a positive contribution to it? (History link – WWII and the Holocaust) Recognise their individuality and personal qualities, strengths, skills and achievements (Book Link: Wonder). Understand that choices have consequences (Book Link: Macbeth). Identity – the communities they belong to and what constitutes their identity (Book Link: A story like the wind). Why and how laws are made. Taking part in making and changing rules. Understanding democracy – what it is, how it works and why it is important. (Book Link: I am Malala) Importance of human rights and the rights of the child. (Book Link: Captain Coram , Good Night Mr Tom , Anne Frank’s Diary) Discrimination and their responsibility to step in. (Book Link: Amelia to Zora) How the media influences them and how to develop their digital resilience (Computing e:safety link). E.g. that information can be		How can we stay healthy as we grow? How mental and physical health are linked. How positive friendships and being involved in activities such as clubs and community groups support wellbeing. How to make choices that support a healthy, balanced lifestyle (e.g. how to plan a healthy meal, how to stay physically active, how to maintain good dental health, how to benefit from and stay safe in the sun, how any why to balance time spent online, how sleep contributes to a healthy lifestyle, how to manage the influence of friends and family). That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit. How legal and illegal drugs can affect health and how to manage situations involving them. How to recognise early signs of physical or mental ill-health and what to do about this, including who to speak to in and outside school. That health problems, including mental health problems,		What will change as we become more independent? Different types of relationships (including romantic or intimate). What makes a positive relationship? Appropriate physical contact (e.g. understanding what consent is). That people who are attracted to and love each other can be of any gender, ethnicity, faith. How puberty relates to growing from childhood to adulthood. About the reproductive organs and process. How growing up and becoming more independent comes with increased opportunities and responsibilities. How friendships may change as they grow and how to manage this. How to manage change (including moving to secondary school) and how to ask for help and support regarding growing up and changing.

	manipulated and invented online and how to evaluate the reliability of content; recognise suspicious or unsafe content; how to respond to and, if necessary, report information viewed online which is upsetting, frightening or untrue; how to respond to unwanted peer pressure.	can build up if they are not recognised, managed, or if help is not sought early on. That anyone can experience mental ill-health and to discuss concerns with a trusted adult. That mental health difficulties can usually be resolved or managed with the right strategies and support.	RSE: Puberty and reproduction, conception and pregnancy, positive and negative ways of communicating in a relationship, physical and emotional behaviour in relationships.
Yasmine and Tom links	Lesson 14: Equality and the Law		Lesson 10: Making babies – sexual intercourse. Lesson 12: Making babies – pregnancy and birth. Lesson 13 – Identify prejudice.

Whole school ‘Theme Weeks’ to support the teaching of core aspects of the PSHE curriculum

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Anti-bullying week	Save Our Planet week	Healthy Living week