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| **Dinnington First School – PSHE Long Term Plan**  The school values are embedded in the curriculum  **Dinnington ROCKS R**esilience **O**pen to new experiences **C**ommunity Spirit **K**indness **S**uccess  **Learn, Enjoy, Succeed Together**  *This long term plan is based on the* ***PSHE association scheme of work*** *and complies with RSE draft guidance*    PSHE should be an integral part of the curriculum delivered weekly and on-going.  It may also respond to needs and contextual situations as they arise in class. | | | | | | | | | | | |
|  | **Autumn (22-36 & 30-50 months)** | | | **Spring (30-50 months)** | | | | **Summer (30-50 & 40-60 months)** | | | |
| **Nursery** | **Making Relationships** | **Self Confidence &**  **Awareness** | **Managing feelings &**  **behaviours** | **Making Relationships** | **Self Confidence &**  **Awareness** | **Managing feelings & behaviours** | | **Making Relationships** | | **Self Confidence &**  **Awareness** | **Managing feelings & behaviours** |
| Interested in others’ play and starting to join in.  **KINDNESS**  Seeks out others to share experiences.  **COMMUNITY/OPEN TO NEW EXPERIENCES**  Shows affection and concern for people who are special to them.  **KINDNESS**  May form a special friendship with another child.  **KINDNESS** | Separates from main carer with support and encouragement from a familiar adult.  **RESILIENCE**  Expresses own preferences and interests.  Can select and use activities and resources with help.  **RESILIENCE** | Seeks comfort from familiar adults when needed.  Can express their own feelings &  respond to the feelings and wishes of others.  **KINDNESS**  Aware that some actions can hurt or harm others.  Showsunderstanding and cooperates with boundaries/routines.  Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.  Growing ability to distract self when upset  **RESILIENCE** | Can play in a group, extending/elaborating play ideas.  **COMMUNITY**  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  **SUCCESS** | Enjoys responsibility of carrying out small tasks.  **RESILIENCE**  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing, and will communicate freely about own home and community.  Shows confidence in asking adults for help. | Can usually adapt behaviour to different situations.  **RESILIENCE** | | Initiates conversations and attends to and takes account of what others say.  **SUCCESS** | | Welcomes and values praise for what they have done.  Confident to speak to others about own needs | Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  Begins to accept the needs of others. Can take turns and shares with support from others.  **KINDNESS**  Can usually tolerate delay when needs are not immediately met, understands wishes may not always be met.  Aware of the boundaries set, and of behavioural expectations in the setting. |
|  | **Key knowledge in the EYFS are repeated until children know more and remember more.** | | | | | | | | | | |
|  | **Autumn (30-50 & 40-50 months)** | | | **Spring (40-60 months & Goal)** | | | | | **Summer** **(40-60 months & Goal)** | | |
|  | **Making Relationships** | **Self Confidence & Awareness** | **Managing feelings &**  **behaviours** | **Making relationships** | **Self Confidence & Awareness** | | **Managing feelings & behaviours** | | **Making Relationships** | **Self Confidence & Awareness** | **Managing feelings & behaviours** |
| **Reception** | Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  **KINDNESS**  Initiates conversations, attends to and takes account of what others say.  Takes steps to resolve conflicts with other children.  **COMMUNITY**  Explains own knowledge and understanding, and asks appropriate questions of others. | Confident to talk to other children when playing, and will communicate freely about own home and community.  **RESILIENCE**  Confident to speak to others about own needs, wants, interests and opinions. | Can usually adapt behaviour to different situations.  Aware of the boundaries set, and of behavioural expectations in the setting.  **COMMUNITY**    Beginning to be able to negotiate and solve problems without aggression.  **RESILIENCE**  Understands that own actions affect other people.  **KINDNESS** | Explains own knowledge and understanding, and asks appropriate questions of others.  **SUCCESS**    Children play co-operatively, taking turns with others  **KINDNESS**  Form positive relationships with adults and  other children. | They are confident to speak in a familiar group, will talk about their ideas.  They work as part of a group or class, and understand and follow the rules  **COMMUNITY**  Children are confident to try new activities  **OPEN TO NEW EXPERIENCES** | | Understands that own actions affect other people (environment)  **COMMUNITY** | | They take account of one another’s ideas about how to oganise their activitiy.  They show sensitivity to others’ needs and feelings.  **KINDNESS**  To form positive relationships with adults and other children. | Children are confident to btry new activities.  **OPEN TO NEW EXPERIENCES**  Children to say why they like some activities more than others.  To say when they do and do nt need help.  **RESILIENCE** | Children talk about how they and others show feelings.  To talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable.  **KINDNESS**  Children to adjust their behaviour to different situations and take changes of routine in their stride.  **RESILIENCE** |

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|  | **Autumn** | | | **Spring** | | | **Summer** | | |
| **Health and Wellbeing** | | | **Relationships** | | | **Living in the Wider World** | | |
| **Healthy Lifestyles** | **Growing and Changing** | **Keeping Safe** | **Feelings and Emotions** | **Healthy Relationships** | **Valuing Difference** | **Rights and Responsibilities** | **Environment** | **Money** |
| **Year 1** | I know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).(H1)  I know about basic personal hygiene routines and why these are important. (H6/7) | I can recognise what I am good at and set simple goals. (H3)  **SUCCESS**  I know how it feels when there is change or loss. (H5)  **RESILIENCE**  Lucinda and Godfrey – First Day at School (4 sessions) | I know that household products, including medicines, can be harmful if not used correctly. (H11)  I know how to ask for help if I am worried about something.  (H13/14/15) | I can recognise how other people are feeling. (R1)  **KINDNESS**  I can share my own feelings with others. (R1) | I know the importance of not keeping secrets that make me feel uncomfortable, anxious or afraid. (R3)  I can name special people in my life. (R9)  **COMMUNITY** | I can share my views and opinions with others. (R5)  I know the importance of respecting the differences and similarities between people. (R8)  **KINDESS** | I know the class rules and why they are important. (L1/2)  **COMMUNITY**  I know that everybody is unique. (L8)  I know the ways we are the same as other people. (L9) | I know how to look after the local environment. (L5)  **KINDNESS** | I know where money comes from and what it is used for. (L6/7)  **RESILIENCE**  I know about spending and saving money. (L6/7)  I know how to keep money safe. (L6/7) |

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|  | **Autumn** | | | **Spring** | | | **Summer** | | |
|  | **Health and Wellbeing** | | | **Relationships** | | | **Living in the Wider World** | | |
|  | **Healthy Lifestyles** | **Growing and Changing** | **Keeping Safe** | **Feelings and Emotions** | **Healthy Relationships** | **Valuing Difference** | **Rights and Responsibilities** | **Environment** | **Money** |
| **Year 2** | I know how to make healthy choices. (H2)  **RESILIENCE**  I can identify different kinds of feelings. (H4)  I can use simple strategies to manage my feelings. (H4)  **SUCCESS**  Lucinda and Godfrey – The Smell Monster (4 sessions) | I can recognise what I am good at and set simple goals. (H3)  **SUCCESS**  I know about growing, changing and becoming more independent. (H8/9)  **OPEN TO NEW EXPERIENCES**  I can use the correct names for the main parts of the body of boys and girls. (H10) | I know about rules for keeping safe (in familiar and unfamiliar situations). (H12)  **RESILIENCE**  I know how to ask for help if I am worried about something. (H13/14/15)  **COMMUNITY**  I know about privacy in different contexts. (H16) | I know about different types of behaviour and how this can make others feel. (R2/R4/R12)  **KINDNESS**  I know that bodies and feelings can be hurt. (R11) | I know how to listen to others and play cooperatively.  (R6/7)  **COMMUNITY**  I know about appropriate and inappropriate touch. (R10)  I know that hurtful teasing and bullying is wrong. (R13/14)  I know what to do if teasing and bullying is happening. (R13/14) | I can share my views and opinions with others. (R5)  **COMMUNITY**  I know the importance of respecting the differences and similarities between people. (R8)  **KINDNESS** | I know the class rules and why they are important. (L1/2)  I know the importance of respecting the needs of ourselves and others. (L3)  **KINDNESS**  I know about groups and communities that they belong to. (L4)  I know about the people who work in their community. (L10)  **COMMUNITY**  I know how to get their help, including in an emergency. (L10)  **RESILIENCE** | I know how to look after the local environment. (L5)  **KINDNESS** | I know where money comes from and what it is used for. (L6/7)  **RESILIENCE**  I know about spending and saving money. (L6/7)  I know how to keep money safe. (L6/7) |

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|  | **Autumn** | | | **Spring** | | | **Summer** | | |
|  | **Health and Wellbeing** | | | **Relationships** | | | **Living in the Wider World** | | |
|  | **Healthy Lifestyles** | **Growing and Changing** | **Keeping Safe** | **Feelings and Emotions** | **Healthy Relationships** | **Valuing Difference** | **Rights and Responsibilities** | **Environment** | **Money** |
| **Year 3** | I know what makes up a balanced diet. (H3)  I know about opportunities I have to make my own choices about food. (H3)  **OPEN TO NEW EXPERIENCES**  I know about what influences my choices about food. (H3)  I know what a habit is. (H16)  I know how habits can be hard to change. (H16) | I can recognise my achievements and set personal targets for the future. (H5)  **SUCCESS**  I can identify a wider range of feelings, both good and not so good.(H6/7)  I know that people can experience conflicting feelings at the same time. (H6/7)  I can describe my feelings to others. (H6/7)  **COMMUNITY**  Lucinda and Godfrey – The Birthday Party (4 sessions) | I know the importance of school rules for health and safety. (H15)  **COMMUNITY**  I know how to get help in an emergency. (H15)  **RESILIENCE**  I know about people who help us to stay healthy and safe. (H23) | I know about different types of behaviour and how this can make others feel. (R1)  **KINDNESS**  I know that bodies and feelings can be hurt. (R1) | I know how to listen to others and play cooperatively. (R11)  **COMMUNITY**  I know about appropriate and inappropriate touch. (R2/4)  I know that hurtful teasing and bullying is wrong. (R2/4)  I know what to do if teasing and bullying is happening. (R2/4) | I can share my views and opinions with others. (R14/18)  **SUCCESS**  I know the importance of respecting the differences and similarities between people. (R14/18) | I know the class rules and why they are important. (L1)  I know the importance of respecting the needs of ourselves and others. (L1)  I know about groups and communities that they belong to. (L9/10)  I know about the people who work in their community. (L9/10)  **COMMUNITY**  I know how to get their help, including in an emergency. (L9/10) | I know how to look after the local environment. (L7)  **KINDNESS** | I know where money comes from and what it is used for. (L16)  I know about spending and saving money. (L16)  **RESILIENCE**  I know how to keep money safe. (L16) |

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|  | **Autumn** | | | **Spring** | | | **Summer** | | |
|  | **Health and Wellbeing** | | | **Relationships** | | | **Living in the Wider World** | | |
|  | **Healthy Lifestyles** | **Growing and Changing** | **Keeping Safe** | **Feelings and Emotions** | **Healthy Relationships** | **Valuing Difference** | **Rights and Responsibilities** | **Environment** | **Money** |
| **Year 4** | I know what makes a ‘balanced lifestyle’. (H1/2)  I know about making choices in relation to health. (H1/2)  **OPEN TO NEW EXPERIENCES**  I know drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco). (H17)  I know how the spread of infection can be prevented. (H12) | I can recognise my achievements and set personal targets for the future. (H5)  **SUCCESS**  I know the changes that happen at puberty. (H18)  Lucinda and Godfrey – Telling Someone (4 sessions) | I know how to keep safe in the local environment. (H21)  **RESILIENCE**  I know how to keep safe online. (H22/25) | I know about the concept of keeping something confidential or secret. (R9)  **RESILIENCE**  I know when I should or should not agree to keep a secret. (R9)  I can recognise and manage dares. (R15) | I know the difference between acceptable and unacceptable physical contact. (R8)  I know how to respond to unacceptable physical contact. (R8)  I know how to solve disputes and conflict. (R12)  **KINDNESS** | I know how to listen and respond respectfully to a wide range of people. (R10)  **COMMUNITY**  I can share my points of view. (R10) | I can discuss and debate issues concerning health and wellbeing. (L1)  I can appreciate difference and diversity (people living in the UK). (L11)  **COMMUNITY**  I know about the values and customs of people around the world. (L12) | I know about the sustainability of the environment across the world. (L15)  **KINDNESS** | I understand the role of money. (L13)  I know ways of managing money (budgeting and saving). (L13)  **RESILIENCE**  I understand the words ‘interest’ and ‘loan’. (L14) |

No Outsiders books will be used regularly throughout the academic year and embedded into the curriculum.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** |
| **Rec** | LO: to say what I think | LO: to understand that it is OK to like different things | LO: to make friends with someone different  **KINDNESS** | LO: to understand that all families are different **COMMUNITY** | LO: to celebrate my family |
| **Year 1** | LO: to like the way I am | LO: to play with boys and girls  **COMMUNITY** | LO: to recognise that people are different ages | LO: to understand that our bodies work in different ways. | LO: to understand that we share the word with lots of people  **KINDNESS** |
| **Year 2** | LO: To understand what diversity is **COMMUNITY** | LO: to understand how we share the world | LO: to understand what makes someone feel proud | LO: to feel proud of being different  SUCCESS | LO: to be able to work with  everyone in my class |
| **Year 3** | LO: to understand how difference can affect someone | LO: to understand what discrimination means | LO: to find a solution to a problem  **RESILIENCE** | LO: Use strategies to help someone who feels different | LO: to be welcoming  **KINDNESS** |
| **Year 4** | LO: to know when to be assertive  **RESILIENCE** | LO: to understand why people choose to get married | LO: to overcome language as a barrier  **COMMUNITY** | LO: to ask questions | LO: to be who you want to be |