



PSHE/RSE - Long Term Plan

EYFS

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

By the end of Primary:

Pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



Caring relationships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balanced curriculum to all children
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets that are challenging and achievable.

GARTON ON THE WOLDS CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Intent

To build a PSHE/RSE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. PSHE and RSE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. PSHE/RSE helps to develop responsible citizens of the future. Over time it accumulates knowledge, behaviours and skills that a person can tap into to demonstrate their cultural competence.

Implementation

Clear and comprehensive scheme of work in line with the National Curriculum. The school curriculum will focus on three core learning themes:

health and wellbeing, anti-bullying, relationships, and living in the wider world. The Scheme of work also includes opportunities to link British Values, Christian Values and SMSC.

Impact

Children will demonstrate and apply the Christian and British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good. Children will achieve age related expectations across the wider curriculum. Children learn social skills and realise talents, develop character and resilience, and learn about British Values, Christian Values, Diversity and Mental Health & Wellbeing, developing a pupil's 'cultural capital'.



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan

Subject: PSHE/RSE

Cycle A – 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Units from Managing Feelings/Behaviour					
Year 1/2	Health and Well-Being Unit 1 Healthy Lifestyles - Healthy Eating 1, 2 & 3/Physical Activity 1 & 2/Exercise NSPCC PANTS	Health and Well-Being Unit 2 Hygiene - Dental Hygiene Lesson 1, 2 & 3/Washing Hands /Keeping Clean/Skin	Relationships Unit 1 Communication – Responses/Opinions /Co-operation 1, 2 & 3	Relationships Unit 2 Bullying – Definition/ Unkindness/ Behaviour 1,2 & 3	Living in the Wider World Unit 1 Rules and Responsibilities – Rules and Expectations 1 & 2/Taking Turns/Lending and Borrowing/Sharing/ Caring	Health and Well-Being Unit 3 Changing & Growing – Similarities & Differences /The Human Body /Growing Up /Changing Needs/Responsibility/Emotions Enterprise Week



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan

Subject: PSHE/RSE

Year 3/4	Health and Well-Being Unit 1 Physical, Emotional and Mental – Physical, Emotional and Mental 1, 2 & 3 Unit 2 Healthy Lifestyles – A Balanced Approach/ Physical Exercise/Lifestyle Choices/Sleep NSPCC PANTS	Health and Well-Being Unit 3 Nutrition and Food – A Balanced Diet 1 & 2/Working with Food 1 & 2 Unit 4 Aspirations – Identified Strengths 1 & 2/Setting Goals 1 & 2	Relationships Unit 1 Communication – Clear Messages/How to Listen/Responding to Others/Expressing Opinions Unit 2 Collaboration – Working Together 1 & 2/Shared Goals	Relationships Unit 3 Bullying – Reactions/Self-Worth/Persistence and Resilience/Negative Persistence	Living in the Wider World Unit 1 Rules and Responsibilities – Rules/Thinking Ahead/Taking the Lead Unit 2 Collaboration – Different Communities/ School Communities	Health and Well-Being Unit 7 Growing and Changing – Before Puberty/Visible Changes Enterprise Week Inspire Ignite Units
Year 5/6	Health and Well-Being Unit 1 Health - Physical, Mental and Emotional 1 & 2/ Healthy Lifestyles/Physical Illness/Healthy Minds/Immunisation NSPCC PANTS	Health and Well-Being Unit 2 Nutrition – Food Choices 1 & 2/Cooking	Relationships Unit 1 Communication – Confidentiality/Listening 1 & 2	Relationships Unit 2 Collaboration – Teamwork/Shared Goals/Community Spirit	Living in the Wider World Unit 1 Rules and Responsibilities – Structure/Law and Order/U.N Rights Growing Up Talk	Health and Well-Being Unit 3 Aspirations – Identified Strengths 1 & 2/Setting Goals 1 & 2 Enterprise Week Inspire Ignite Units



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan

Subject: PSHE/RSE

--	--	--	--	--	--	--

Cycle B – 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Units from Managing Feelings/Behaviour					
Year 1/2	Health and Well-Being Unit 4 Emotions – Happiness/Anger/ Love/Sadness/ Consequences /Aspirations NSPCC PANTS	Health and Well-Being Unit 5 Keeping Safe – Sun Safety/Road Safety/Drug Safety/Personal Safety/Emotional Safety/E-Safety	Relationships Unit 3 Fairness – Fair and Unfair/Comparisons /Behaviour/Right and Wrong/Teasing/ Kindness	Relationships Unit 4 Family and Friends – Friendship 1, 2, 3 & 4/Family 1 & 2	Living in the Wider World Unit 2 Communities – Our School/Belonging 1 & 2/Local Citizenship 1 & 2/Money	Living in the Wider World Unit 3 Money and Finance – Money 1, 2, 3 & 4/Choices/ Enterprise Enterprise Week



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan

Subject: PSHE/RSE

Year 3/4	Health and Well-Being Unit 6 Safety – E-Safety/Online Privacy 1, 2 & 3/Internet Use 1 & 2 NSPCC PANTS	Health and Well-Being Unit 8 First Aid – How to Help/Emergency Calls 1 & 2 St John's Ambulance – First Aid – KS2 Basic Life Support/Allergies	Relationships Unit 4 Similarities and Differences – Connections/Family Links/Religious Views 1 & 2	Relationships Unit 5 Healthy Relationships – Friendship 1, 2 & 3	Living in the Wider World Unit 3 Discrimination – Gender Stereotypes Unit 5 Emotions – Loss and Separation 1, 2 & 3/Family Changes/Feelings/Self-Respect	Health and Well-Being Unit 4 Economic Awareness – Money Choices/Managing Money Enterprise Week Inspire Ignite Units
Year 5/6	Health and Well-Being Unit 4 Emotions - Death and Grief 1 & 2/Managing Conflict Unit 5 Safety - Drugs/Alcohol/Tobacco/Substance Abuse NSPCC PANTS	Health and Well-Being Unit 5 Safety – Basic First-Aid/Internet Safety St John's Ambulance – First Aid – KS2 Choking/Bleeds/Head Injuries	Relationships Unit 3 Similarities and Differences – Race and Ethnicity/Gender Stereotypes/Culture	Relationships Unit 4 – Healthy Relationships - Physical Contact/Support and Care/Marriage/Mental Wellbeing/Online Relationships	Living in the Wider World Unit 2 Diversity – Community Event Unit 3 Economic Awareness – Budgeting/Consumer Sense 1 & 2 Growing Up Talk	Living in the Wider World Unit 4 Making Money – Generating Income 1 & 2 Enterprise Week Inspire Ignite Units