



Fritwell C of E Primary School

PSHE Long Term Curriculum Plan 2016-17

These objectives must be covered in your year group to ensure coverage of all the objectives, however feel free to add others in from the PSHE Association guidance depending on the needs of your class at that time. Objectives in bold are covered already through different parts of the curriculum, but may need to be revisited in order to deepen children's understanding.

Year	Term 1	Term 2	Term 3
Year 1 and 2	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Year 2 Science and Life Ed Bus Y1/Y2) to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings the importance of and how to maintain personal hygiene (Life Ed Bus Y1) how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others (Life Ed Bus Y1) the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls (Life Ed Bus Y1 and Y2) that household products, including medicines, can be harmful if not used properly (Life Ed Bus Y1) rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets) (Digital Literacy) about people who look after them, their family networks, who 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets) (Safer Internet Day) <p><u>Relationships</u></p> <ul style="list-style-type: none"> to recognise what is fair and unfair, kind and unkind, what is right and wrong to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> how to contribute to the life of the classroom that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them



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	<p>to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p><u>Relationships</u></p> <ul style="list-style-type: none">• to communicate their feelings to others, to recognise how others show feelings and how to respond (Life Ed Bus Y1/Y2)• that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (Anti bullying week/ Life Ed Bus Y2)• to recognise when people are being unkind either to them or other, how to respond, who to tell and what to say (Anti bullying week/Life Ed Bus Y2)• that there are different types of teasing and bullying, that these are wrong and unacceptable (Anti bullying week/ Life Ed Bus Y2)• how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (Anti bullying week/ Life Ed Bus Y2) <p><u>Living in the wider world</u></p> <ul style="list-style-type: none">• to help construct, and agree to follow, group and class rules and to understand how these rules help them		
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<p>Year 2 and 3 (KS1 objectives)</p>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Year 2 Science and Life Ed Bus Y1/Y2) • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls (Life Ed Bus Y1 and Y2) • rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets) (Digital Literacy) • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond (Life Ed Bus Y1/Y2) • to recognise how their behaviour affects other people (Life Ed Bus Y2) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (Anti bullying week/ Life Ed Bus Y2) • to recognise when people are being unkind either to them or other, how to respond, who to tell and what to say (Anti bullying week/Life Ed Bus Y2) • that there are different types of teasing and bullying, that these are wrong and unacceptable (Anti bullying week/ Life Ed Bus Y2) • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (Anti bullying week/ Life Ed Bus Y2) <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • to help construct, and agree to follow, group and class rules and to understand how these rules help them 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets) (Safer Internet Day) • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (Year 2 RE – Easter) <ul style="list-style-type: none"> • the importance of and how to maintain personal hygiene (Life Ed Bus Y1 and Science Y2) <p><u>Relationships</u></p> <ul style="list-style-type: none"> • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • that they belong to various groups and communities such as family and school (Year 2 RE) 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • about the process of growing from young to old and how people's needs change (Science Y2) <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) (Year 2 Science) • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.
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<p>Year 2 and 3 (KS2 objectives)</p>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Digital Literacy) about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Digital literacy) which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Y3, 4, 5 and 6 Life Ed Bus) <p><u>Relationships</u></p> <ul style="list-style-type: none"> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (Y3 Life Ed Bus) to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) Anti Bullying Week 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> to recognise how images in the media do not always reflect reality and can affect how people feel about themselves to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 	<p><u>Health and wellbeing</u></p> <p>1. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (Y3 Science and Life Ed Bus and Y5 Life Ed Bus)</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> to recognize and respond appropriately to a wider range of feelings in others to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and who to talk to if they need support
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<p>Year 4/5</p>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (Y3 Science and Life Ed Bus and Y5 Life Ed Bus) • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (Year 4 Life Ed Bus) • about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Digital literacy) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Digital Literacy) • which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Y3, 4, 5 and 6 Life Ed Bus) <p><u>Relationships</u></p> <ol style="list-style-type: none"> 1. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) Anti Bullying Week 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • to be aware of different types of relationship, including those between friends and families civil partnerships and marriage • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of legal age to make that commitment • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
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<p style="text-align: center;">Year 4/5</p>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (Y3 Science and Life Ed Bus and Y5 Life Ed Bus) about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Digital literacy) the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Digital Literacy) strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) (Digital Literacy, Year 5 Life Ed Bus and cycling proficiency) which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Y3, 4, 5 and 6 Life Ed Bus) to differentiate between the terms, 'risk', 'danger' and 'hazard' (Y6 IMPS and Y5/Y6 Life Ed Bus) to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Y6 IMPS and Y5/Y6 Ed Bus) <p><u>Relationships</u></p> <ol style="list-style-type: none"> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) Anti Bullying Week 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> how their body will change as they approach and move through puberty (Y5 and 6 SRE) about human reproduction (Y5 and 6 SRE) about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions are a crime and how to get support if they have fears for themselves or themselves or their peers. (Y5 and 6 SRE) <p><u>Relationships</u></p> <ul style="list-style-type: none"> that their actions affect themselves and others to judge what kind of physical contact is acceptable or unacceptable and how to respond <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> about enterprise and the skills that make someone 'enterprising' to explore and critique how the media present information.
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<p style="text-align: center;">Year 5/6</p>	<p><u>Health and wellbeing</u></p> <ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) (Year 6 Life Ed Bus) <p>about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Digital literacy)</p> <ol style="list-style-type: none"> 2. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Digital Literacy) 3. what is meant by the term 'habit' and why habits can be hard to change (Y6 Life Ed Bus) 4. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Y3, 4, 5 and 6 Life Ed Bus) 5. that bacteria and viruses can affect health and that following simple routines can reduce their spread (Y6 Life Ed Bus) 6. to differentiate between the terms, 'risk', 'danger' and 'hazard' (Y6 IMPS and Y5/Y6 Life Ed Bus) 7. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Y6 IMPS and Y5/Y6 Ed Bus) 8. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (Yenworthy Y6) <p><u>Relationships</u></p> <p>to work collaboratively towards shared goals (Yenworthy Y6 and Life Ed Bus)</p> <p>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (Yenworthy Y6)</p>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • school rules about health and safety, basic emergency aid procedures, where and how to get help (Year 6 IMPS) • to recognise their increasing independence brings increased responsibility to keep themselves and others safe (Y6 IMPS) <p><u>Relationships</u></p> <ul style="list-style-type: none"> • the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • to recognise and manage 'dares' 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement (Year 6) • how their body will change as they approach and move through puberty (Y5 and 6 SRE) • about human reproduction (Y5 and 6 SRE) • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions are a crime and how to get support if they have fears for themselves or themselves or their peers. (Y5 and 6 SRE) <p><u>Relationships</u></p> <ul style="list-style-type: none"> • that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics' in the Equality Act 2010) (Y6 Diversity) • to recognise and challenge stereotypes. (Y6 Diversity) <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people (Y6 Diversity) • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (Y6 Diversity) • to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Y6 Diversity) • that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Y6 Diversity) • to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (Y6 Diversity) • to realise the consequences of anti-social and aggressive
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			<p>behaviours such as bullying and discrimination on individuals and communities (Y6 Diversity)</p> <ul style="list-style-type: none"> • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment (Y6 Diversity) • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (Y6 Diversity) • what being part of a community means, and about the varied institutions that support communities locally and nationally (Y6 Diversity) • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (Y6 Diversity) • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (Y6 Diversity) • to think about the lives of people living in other places, and people with different values and customs (Y6 Diversity) • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (Y6 Diversity) • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (Y6 Diversity)
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