



Pottery Primary School: Subject Long-Term Plan: PSHE

Cycle: A

| KS1 | Autumn 1 Family & Relationships | Autumn 2 Citizenship | Spring 1 Health and Wellbeing | Spring 2 Economic Wellbeing | Summer 1 Safety and the changing body | Summer 2 Safety and the changing body and transition |
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| | <ul style="list-style-type: none"> - Understand the need for rules for PSHE lessons. - Understand that families can include a range of people. - Understand what people like to do with friends and who their own friends are. - Describe what people might look like if they are feeling: angry, scared, upset, worried. - Understand the skills needed to work together in a group. - Understand friendships have problems and ways that these can be overcome. - Explain what a stereotype is, why they are incorrect and provide examples. - Understand that friendships are not always positive. | <ul style="list-style-type: none"> - Understand the rules in the classroom and school and the purpose of these rules. - Understand some similarities and differences between themselves and their peers. - Understand that we all belong to different groups and can identify some groups they belong to. - Understand the roles people have in the local community. - Understand what makes a good school environment and how everyone has a responsibility to maintain it. - Understand some jobs people do to keep the local environment pleasant. | <ul style="list-style-type: none"> - Use appropriate vocabulary to describe how they feel and recognise what these different feelings might look like and feel like. - Describe situations that may provoke certain feelings. - Use multiple colours to show how they can feel more than one emotion at a time. - Describe how they would feel in a particular situation and understand that not everyone feels the same. - Explain how rest and relaxation affects our bodies, including mental functions. - Identify scenarios or think of examples where they could use relaxation to help | <p>Y1 and Y2</p> <ul style="list-style-type: none"> - Describe different ways we can keep money safe. - Recognise that different skills are needed for different jobs. <p>Y1 only</p> <ul style="list-style-type: none"> - Explain how children might get money. - Explain the difference between wants and needs. - Explain that banks and building societies are a way of keeping money safe <p>Y2 only</p> <ul style="list-style-type: none"> - Explain how adults might get money. - Recognise that saving may be necessary to buy the things we want. <p>Consider different elements when choosing a bank account</p> | <ul style="list-style-type: none"> - Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. - Knowing that a stranger is simply anyone you don't know. - Know how to move politely out of a situation that makes them feel uncomfortable and to tell an adult they trust right away. - Understand that people do jobs that help keep us safe and what some of those jobs are. - Understand how we can help people to keep us safe by behaving in an appropriate way. - Understand how to keep safe near roads. - Understand how to cross the road carefully with an adult. | <ul style="list-style-type: none"> - Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. - Knowing that a stranger is simply anyone you don't know. - Know how to move politely out of a situation that makes them feel uncomfortable and to tell an adult they trust right away. - Understand that people do jobs that help keep us safe and what some of those jobs are. - Understand how we can help people to keep us safe by behaving in an appropriate way. - Understand how to keep safe near roads. - Understand how to cross the road carefully with an adult. |

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| <ul style="list-style-type: none"> - Understand why manners are important. - Understand that not everybody feels the same about a situation. - Explain how being friendly can make others feel included. | | <p>manage difficult emotions.</p> <ul style="list-style-type: none"> - Describe their qualities and strengths. <p>Recognise something they want to get better at.</p> <ul style="list-style-type: none"> - Describe their bedtime routine and why sleep is important. - Understand that germs can be spread via our hands and how to wash hands properly. - Know the five things they need to do when out in the sun to keep safe. - Know people can be allergic to certain things and how to help with an allergic reaction. - Understand that there are a range of people who help us healthy. | | <ul style="list-style-type: none"> - Understand what goes into or onto the body. - Know when to check about substances with an adult. - Know the number for the emergency services and know their own address. - Know the number to call in an emergency, can select the correct emergency service required and know their own address including postcode. - Understand what a secret is and what a surprise is. - Understand the difference between a secret and a surprise. - Understanding that some physical contact is never acceptable. Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger. Know the name of parts of the body including | <ul style="list-style-type: none"> - Understand what goes into or onto the body. - Know when to check about substances with an adult. - Know the number for the emergency services and know their own address. - Know the number to call in an emergency, can select the correct emergency service required and know their own address including postcode. - Understand what a secret is and what a surprise is. - Understand the difference between a secret and a surprise. - Understanding that some physical contact is never acceptable. Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger. Know the name of parts of the body including |
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| | | | | | <p>those of the private parts for their gender. Know the people and organisations we can go to for help if we are concerned about something. Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable.</p> | <p>those of the private parts for their gender. Know the people and organisations we can go to for help if we are concerned about something. Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable.</p> <ul style="list-style-type: none">- Understand how skills and strengths have changed during the academic year.- Be able to name some emotions associated with change. |
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Pottery Primary School: Subject Long-Term Plan: PSHE

Cycle: B

| KS1 | Autumn 1 Family & Relationships | Autumn 2 Citizenship | Spring 1 Health and Wellbeing | Spring 2 Economic Wellbeing | Summer 1 Safety and the changing body | Summer 2 Safety and the changing body and transition |
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| | <ul style="list-style-type: none"> Understand the need for rules for PSHE lessons. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Understand that families are all different and they offer each other support but sometimes they can experience problems. Understand how toys can reinforce gender stereotypes. | <ul style="list-style-type: none"> Understand the rules in the classroom and school and the purpose of these rules. Understand that different animals need different types of care. Understand some of the needs of babies and young children. Understand that voting is a fair way to make a decision which affects a lot of people. | <ul style="list-style-type: none"> Use appropriate vocabulary to describe how they feel and recognise what these different feelings might look like and feel like. Describe situations that may provoke certain feelings. Use multiple colours to show how they can feel more than one emotion at a time. Describe how they would feel in a particular situation and | <ul style="list-style-type: none"> Recognise that people make different choices about saving and spending. Recognise that different skills are needed for different jobs. <p>Y1 only</p> <ul style="list-style-type: none"> Explain how children might get money. Explain the difference between wants and needs. Explain that banks and building societies are a way of keeping money safe | <ul style="list-style-type: none"> Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Knowing that a stranger is simply anyone you don't know. Understand how to keep safe near roads. Understand that there are hazards in houses and how these can be avoided. Understand what goes into | <ul style="list-style-type: none"> Create a poster with clear information about how to remain safe online; showing what to do if something online makes them feel uncomfortable. Understand that some physical contact is never acceptable. Know the name of parts of the body including those of the private parts for their gender. |

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| | <ul style="list-style-type: none"> • Recognise male and female stereotyped characters. • Understand that stereotypes arise from a range of factors, including explaining some which are associated with age. (Y3) • Understand that stereotypes about disabilities are usually untrue. (Y4) • Understand that what they do and say has an effect on other people. • Understand how to show that you are listening and describe what a good listener is. • Understand that manners vary in different situations. • Understand the similarities and differences there can exist between people and how to show respect for | <ul style="list-style-type: none"> • Understand how the school council works. • Understand that we can share our opinions on things which matter to us. | <p>understand that not everyone feels the same.</p> <ul style="list-style-type: none"> • Recognise and describe what they are good at and what skills they would like to develop. • Create a complete ladder detailing achievable steps which work towards their goal. • Explain what a growth mindset is and use strategies to help stay calm during the tricky challenges. • Understand how physical activity affects their body and knowing it helps to keep their mind healthy too. | <p>Y2 only</p> <ul style="list-style-type: none"> • Explain how adults might get money. • Recognise that saving may be necessary to buy the things we want. • Consider different elements when choosing a bank account | <p>or onto the body.</p> <ul style="list-style-type: none"> • Understand ways to keep safe and not get lost as well as steps to take if they do get lost • | <ul style="list-style-type: none"> • Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable. |
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| | <p>those who are different.</p> <ul style="list-style-type: none">• Understand that families are all different and that the country people live in can influence these differences.• Exploring how loss and change can affect us. | | <ul style="list-style-type: none">• Describe energetic physical activities that they enjoy.• Describe the positive effects of relaxation and know there are different ways to relax.• Know how to use breathing exercises to relax.• Explain that a healthy diet is when we eat a balance of the right foods and describe some of the consequences that may arise from poor diet choices.• State what ingredients they can see on a dish and compare them with the food pyramid.• Understand what helps to | | | |
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