

St Paul's C of E PSHE Plan

Introduction and overview

This toolkit for key stages 1 and 2 has been designed by the PSHE Association to support planning a personalised and flexible PSHE education scheme of work over the course of a school year. It was used to enable us to develop our pupils' knowledge, skills and understanding based on the three core themes of the PSHE Association Programme of Study for PSHE education: *health and wellbeing*, *relationships* and *living in the wider world*.

The toolkit comprises:

- Guidance on long term planning
- Medium term planning grids based on the learning opportunities from each core theme of the Programme of Study
- Guidance on planning individual lessons
- Guidance on incorporating assessment

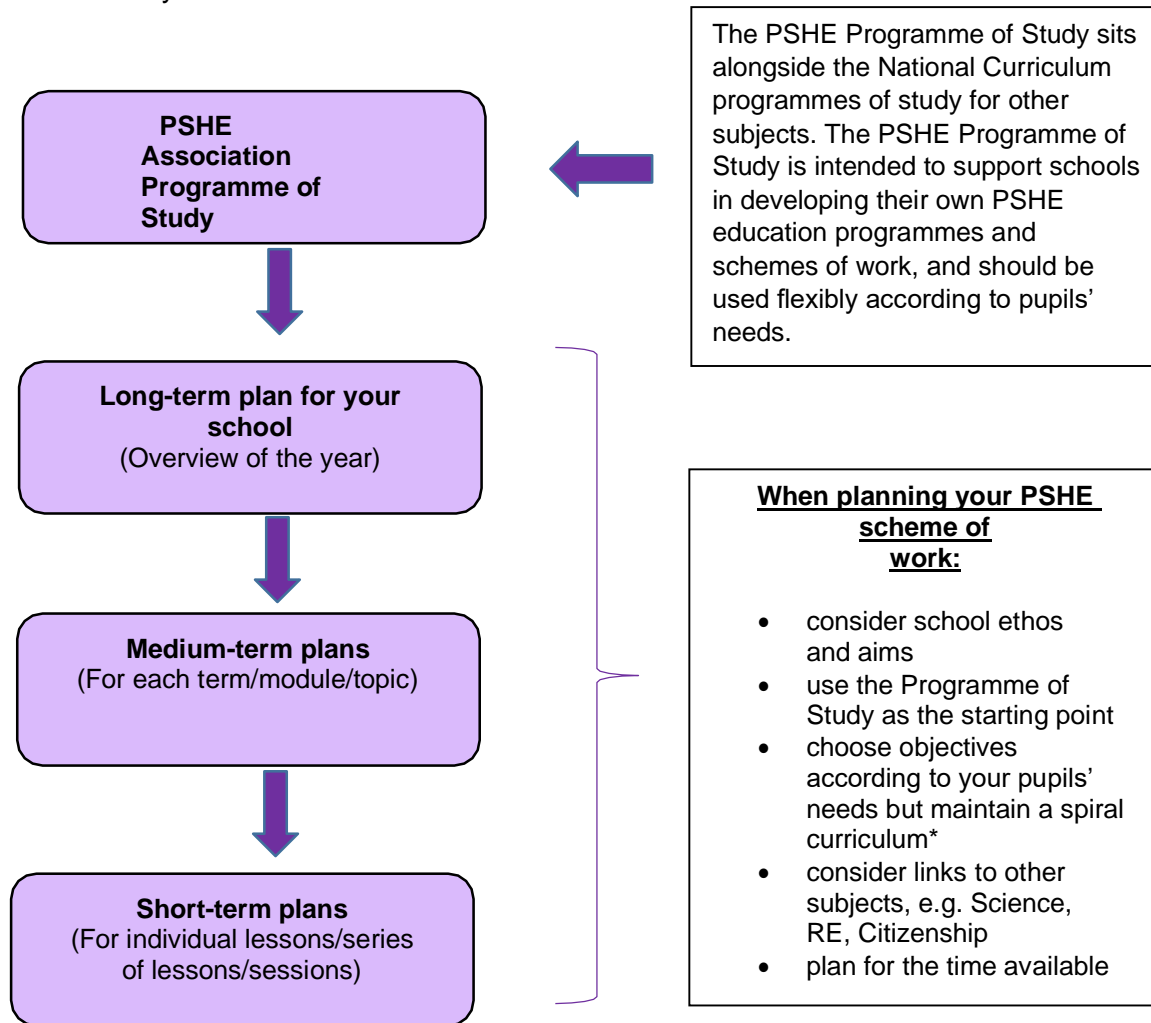
The toolkit is not definitive or prescriptive, so it was adapted to best meet our pupils' readiness and needs.

Section 1

Long term planning

St Paul's C of E Primary Long-Term Plan

This planning overview demonstrates how you should develop pupils' knowledge, skills and understanding over the course of a year, through schemes of work based on the PSHE Association Programme of Study.



St Paul's C of E Primary Long-Term Plan

The long-term plan below has been adapted from the PSHE Association long-term plan that covers all three core themes over three terms. It takes into account progression and development of pupils' understanding of the overarching concepts and development of essential skills. Topic areas are arranged into half-term 'chunks', which have been adapted to suit our planning requirements. Content has been selected to ensure opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study, through a programme that is relevant and appropriate to the ethos of our school and the needs of our pupils.

*A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic

Autumn Term

Developing the overarching concepts of:	Through the contexts of:	
Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)	Autumn: Core theme 2: Relationships	Autumn: Living in the Wider World
Relationships (including different types and in different settings) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)	Pupils should be taught: How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse	Pupils should be taught: The importance for self and others About rights and responsibilities as members of families, other groups and ultimately as citizens About where money comes from, keeping it safe, and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise.
Career (including enterprise, employability and economic understanding) <i>*It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching</i>	Essential Skills	
	Active listening Awareness of own needs Drawing conclusions Empathy Making decisions and choices Managing risk and personal safety Perception of how peers show feeling Recognising safe sources of support Resilience Resolving conflict	Affirming self and others Analysing and evaluating situations Communicating ideas and views to others Drawing conclusions Empathy Formulating questions Gathering and using data Giving constructive feedback to others Looking at evidence Making decisions and choices

	<p>Self-management Self- reflection</p>	<p>Managing risk and personal safety Negotiation Planning Recalling and applying knowledge and skills Recognising distorted thinking Resilience Resolving conflicts Self- reflection Setting challenging goals for self Team working</p>
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	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
	Nursery and Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Core theme 2: Relationships	<p>Feelings and emotions: be confident to talk to other children and communicate freely about home and community; confident to try new activities; understand and co-operate with some boundaries and routines</p> <p>Healthy Relationships: be interested in others' play and starting to join in; form special relationships with another child; initiate play, offering clues to peers to join them;</p>	<p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>
Living in the Wider World	<p>Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p>Money matters: Enterprise Week EYFS – Where does money come from?</p>	<p>Rights and responsibilities: UK Parliament Week contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p>Money matters: Enterprise Week Y1 – What are needs and wants? Y2 – How can I keep track of money?</p>	<p>Rights and responsibilities: UK Parliament Week Y3 – UK Parliament Y4 – Voting the purpose of rules and laws; human rights; different cultures, difference between rights and responsibilities; resolving differences</p> <p>Money matters: Enterprise Week Y3 – What affects my choices about money?</p>	<p>Rights and responsibilities: UK Parliament Week Y5 – Asking Questions Y6 – What is representing rules and laws; the precedence of human rights over other laws, practices and traditions; rights, responsibilities and duties; resolving difference, making decisions and choices;</p> <p>Money matters:</p>

	sources of money; uses for money; spending and saving; role of money in their lives; choices about spending	sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices	Y4 – How do I plan a simple budget? the role that money plays in their lives; borrowing, debt and interest; enterprise	Enterprise Week Y5 – What are the links between jobs and money? Y6 – How can I use a bank account? finance; earning money and deductions; enterprise
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Spring Term

Developing the overarching concepts of:	Through the contexts of:	
Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)	Spring: Core theme 1: Health and wellbeing	Spring: Living in the Wider World
Relationships (including different types and in different settings)	Pupils should be taught:	Pupils should be taught:
Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)	What is meant by a healthy lifestyle	About the importance of respecting and protecting the environment
Diversity and equality (in all its forms)	How to maintain physical, mental and emotional health and wellbeing	
Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)	How to manage risks to physical and emotional health and wellbeing	
Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)	Ways of keeping physically and emotionally safe	
	Essential Skills	
Career (including enterprise, employability and economic understanding)	Active listening	Affirming self and others
	Affirming self and others	Analysing and evaluating situations
	Analysing and evaluating situations	Communicating ideas and views to others
	Communicating ideas and views to others	Drawing conclusions
	Drawing conclusions	Empathy
	Empathy	Formulating questions
	Giving constructive feedback to others	Gathering and using data
		Giving constructive feedback to others

**It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching*

	<p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>	<p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Negotiation</p> <p>Planning</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Resolving conflicts</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>
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	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
	Nursery and Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Core Theme 1 Health & Wellbeing	<p>Growing and changing: Talk about why things happen and how things work; develop an understanding of growth;</p> <p>Keeping safe: Can tell adults when they are hungry or tired or when they want to rest or play; show understanding of the need for safety when tackling new challenges, and manages some risks</p>	<p>Healthy lifestyles:</p> <p>Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p>	<p>Healthy lifestyles:</p> <p>Making informed choices; balanced diet; hygiene</p>	<p>Healthy lifestyles:</p> <p>What influences our choices about health and wellbeing</p>
Core theme 3: Living in the Wider World	<p>Taking care of the environment: develop an understanding of growth, decay and changes over time</p>	<p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p>	<p>Taking care of the environment: our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p>	<p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p>

Summer Term

Developing the overarching concepts of:	Through the contexts of:	
Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)	Summer Core theme 1: Health and Wellbeing	Summer Core theme 2: Relationships
Relationships (including different types and in different settings)		
Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)	Pupils should be taught: About managing change, including puberty, transition and loss How to make informed choices about health and wellbeing and to recognise sources of help with this How to respond in an emergency To identify different influences on health and wellbeing	Pupils should be taught: How to recognise and manage emotions within a range of relationships How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships.
Diversity and equality (in all its forms)	Ways of keeping physically and emotionally safe	
Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)		
A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)		
	Essential Skills	
	Active listening	
	Affirming self and others	
	Communicating ideas and views	
	Empathy	
	Resilience	
	Self-reflection	
	Using constructive feedback	

	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
	Nursery and Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Core theme 1: Health and Wellbeing	Healthy lifestyles: observe the effects of activity on their bodies; understand that equipment and tools have to be used safely; shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	<p>Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>
Core Theme 2: Relationships	Valuing difference: Begin to accept the needs of others and can take turns and share resources; accept the needs of others; they show sensitivity to others' needs and feelings;	Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences	Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions	Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice

