



PSHE and RSE Long Term Plan 2022/23

Key Stage 2

PSHE

- Pupils should be taught about drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.
- Pupils should be equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

RSE

- Pupils should be taught about the following five topics: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

Please visit the link below if you would like to read the RSE National Curriculum in more depth.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



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Year 3		
Autumn	Spring	Summer
<p>RELATIONSHIPS <u>How can we be a good friend?</u> Friendship; making positive friendships, managing loneliness, dealing with arguments <i>(PoS refs: R10, R11, R13, R14, R17, R18)</i> I can understand how friendships support wellbeing and the importance of seeking support if I feel lonely or excluded I can recognise if others are feeling lonely and excluded and strategies to include them I can understand how to build good friendships, including identifying qualities that contribute to positive friendships I can understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences I can recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p style="background-color: #fce4d6;">RSE Christopher Winters Project <u>Valuing Difference and Keeping Safe</u> Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support</p>	<p>HEALTH AND WELLBEING <u>What keeps us safe?</u> Keeping safe; at home and school; our bodies; hygiene; medicines and household products <i>(PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29)</i> I can recognise hazards that may cause harm or injury and what I should do to reduce risk and keep myself (or others) safe I can help keep my body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers I understand that my body belongs to me and should not be hurt or touched without my permission; what to do and who to tell if I feel uncomfortable I can recognise and respond to pressure to do something that makes me feel unsafe or uncomfortable (including online) I can understand everyday health and hygiene rules and routines which help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p>	<p>HEALTH AND WELLBEING <u>Why should we eat well and look after our teeth?</u> Being healthy: eating well, dental care <i>(PoS refs: H1, H2, H3, H4, H5, H6, H11, H14)</i> I can understand how to eat a healthy diet and the benefits of nutritionally rich foods I can maintain good oral hygiene (including regular brushing and flossing) and understand the importance of regular visits to the dentist I can understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health I can describe how people make choices about what to eat and drink, including who or what influences these I can describe how, when and where to ask for advice and help about healthy eating and dental care</p>



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RELATIONSHIPS

What are families like?

Families; family life; caring for each other

(PoS refs: R5, R6, R7, R8, R9)

I can understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)

I can describe how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

I can understand how people within families should care for each other and the different ways they demonstrate this

I can describe how to ask for help or advice if family relationships are making me feel unhappy, worried or unsafe

I can describe how to react and respond if there is an accident and how to
 I can understand who can deal with minor injuries e.g. scratches, grazes, burns
 I can understand what to do in an emergency, including calling for help and speaking to the emergency services

LIVING IN THE WIDER WORLD

What makes a community?

Community; belonging to groups; similarities and differences; respect for others

(PoS refs: R32, R33, L6, L7, L8)

I can describe how I belong to different groups and communities, e.g. friendship, faith, clubs, classes /year groups

I can understand what is meant by a diverse community; how different groups make up the wider/local community around the school

I can describe how the community helps everyone to feel included and values the different contributions that people make
 I can describe how to be respectful

towards people who may live differently to them

HEALTH AND WELLBEING

Why should we keep active and sleep well?

Being healthy: keeping active, taking rest

(PoS refs: H1, H2, H3, H4, H7, H8, H13, H14)

I can understand how regular physical activity benefits bodies and feelings
 I can describe how to be active on a daily and weekly basis - how to balance time online with other activities

I can understand how to make choices about physical activity, including what and who influences decisions

I can understand how the lack of physical activity can affect health and wellbeing

I can describe how lack of sleep can affect the body and mood and simple routines that support good quality sleep

I can understand how to seek support in relation to physical activity, sleep and rest and who to talk to if I am worried



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NSPCC - The underwear rule resources (PANTS) Use the CWP RSE lesson resources (staff shared area)	NSPCC - The underwear rule resources (PANTS)	
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Year 4		
Autumn	Spring	Summer
<p>HEALTH AND WELLBEING <u>How will we grow and change?</u> Growing and changing; puberty <i>(PoS refs: H32, H32, H34)</i></p> <div style="background-color: #fce4d6; padding: 5px;"> <p>Solely teach - RSE Christopher Winters Project Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships <i>(links to Autumn 2 topic)</i></p> </div> <p>RELATIONSHIPS <u>How do we treat each other with respect?</u> Respect for self and others; courteous behaviour safety; human rights <i>(PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10)</i> I can understand how people's behaviour affects me and others, including online</p>	<p>HEALTH AND WELLBEING <u>How can we manage our feelings?</u> Feelings and emotions; expression of feelings; behaviour <i>(PoS refs: H17, H18, H19, H20, H23)</i> I can understand how everyday things can affect feelings I can understand how feelings change over time and can be experienced at different levels of intensity I can understand the importance of expressing feelings and how they can be expressed in different circumstances I can understand ways of managing feelings at times of loss, grief and change I understand how to access advice and support to help manage my own or others' feelings</p>	<p>HEALTH AND WELLBEING <u>What strengths, skills and interests do we have?</u> Self-esteem: self-worth; personal qualities; goal setting; managing set backs <i>(PoS refs: H27, H28, H29, L25)</i> I can recognise qualities and individuality I can develop self-worth by identifying positive things about myself and my achievements I can describe how my personal attributes, strengths, skills and interests contribute to my self-esteem I can set goals for myself I can understand how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>HEALTH AND WELLBEING <u>How can we manage risk in different places?</u> Keeping safe; out and about; recognising and managing risk <i>(PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15)</i></p>



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I can model being polite and courteous in different situations and recognise the respectful behaviour I should receive in return

I can describe the relationship between rights and responsibilities

I can understand the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*

I can understand the rights that children have and why it is important to protect these*

I can understand that everyone should feel included, respected and not discriminated against; how

LIVING IN THE WIDER WORLD

How can our choices make a difference to others and the environment?

Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions

(PoS refs: L4, L5, L19, R34)

I can understand how people have a shared responsibility to help and protect the world around them

I can understand how everyday choices can affect the environment

I can understand how and what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)

I can use the skills and vocabulary to share my thoughts, ideas and opinions in discussion about topical issues

I can understand how to show care and concern for others (people and animals)

I can understand how to carry out personal responsibilities in a caring and compassionate way

I can understand how to recognise, predict, assess and manage risk in different situations

I can understand how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)

I can understand how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence

I can understand how people's online actions can impact on other people

I can understand how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online

I can understand how to report concerns, including about inappropriate online content and contact

I can understand that rules, restrictions and laws exist to help people keep safe and how to respond is



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<p>to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>I can describe how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns</p>		<p>they become aware of a situation that is anti-social or against the law</p>
<p>Use the CWP RSE lesson resources (staff shared area)</p> <p>Premier League Primary Stars - Play the right way</p> <p>Premier League Primary Stars - Inclusion</p> <p>(You will need to create a free login to access these links^)</p> <p>Alzheimer's Society - Creating a dementia-friendly generation (KS2)</p>	<p>Premier League Primary Stars / Sky Ocean Rescue - Tackling plastic pollution</p> <p>(You will need to create a free login to access this link^)</p> <p>RSPCA - Compassionate classroom lessons</p> <p>PSHE Association - Mental health and wellbeing lessons (KS2 - Y3/4)</p>	<p>Premier League Primary Stars - Self-esteem</p> <p>Premier League Primary Stars - Resilience</p> <p>(You will need to create a free login to access these links^)</p> <p>PSHE Association and GambleAware - Exploring risk (KS2)</p> <p>Google & Parentzone - Be Internet Legends</p> <p>NSPCC - Share Aware</p> <p>The PSHE Association drug and alcohol education programme</p>



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Year 5		
Autumn	Spring	Summer
<p>HEALTH AND WELLBEING <u>What changes happen during puberty?</u> Puberty; the reproductive system, help and support <i>(PoS refs: H30, H31, H32, H32, H34)</i> I can explain the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence I can understand how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can keep clean during puberty I can understand how emotions /relationships change during puberty I can understand how to get help and support during puberty</p> <p>RSE Christopher Winters Project Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Advice</p>	<p>HEALTH AND WELLBEING <u>How can we help in an accident or emergency?</u> Basic first aid, accidents, dealing with emergencies <i>(PoS refs: H43, H44)</i> I can carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions I can understand that if someone has experienced a head injury, they should not be moved I can understand when it is appropriate to use first aid and the importance of seeking adult help I can understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>RELATIONSHIPS</p>	<p>LIVING IN THE WIDER WORLD <u>What decisions can people make with money?</u> Money; making decisions; spending and saving <i>(PoS refs: R34, L17, L18, L20, L21, L22, L24)</i> I can understand how people make decisions about spending and saving money and what influences them I can understand how to keep track of money so I know how much i have to spend or save I can understand how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans I can recognise what makes something 'value for money' and what this means to them I can understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>



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<p>HEALTH AND WELLBEING <u>What makes up our identity?</u> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes <i>(PoS refs: H25, H26, H27, R32, L9)</i> I can recognise and respect similarities and differences between people and what they have in common with others I understand that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) I understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) I can understand stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others I can describe how to challenge stereotypes and assumptions about others</p>	<p><u>How can friends communicate safely?</u> Friendships; relationships; becoming independent; online safety <i>(PoS refs: R1, R18, R24, R26, R29, L11, L15)</i> I can understand the different types of relationships people have in their lives I can understand how friends and family communicate together; how the internet and social media can be used positively I can understand how knowing someone online differs from knowing someone face-to-face I can understand how to recognise risk in relation to friendships and keeping safe I can understand about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family I can understand how to respond if a friendship is making them feel worried, unsafe or uncomfortable I can understand how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>LIVING IN THE WIDER WORLD <u>What jobs would we like?</u> Careers; aspirations; role models; the future <i>(PoS refs: L26, L27, L28, L29, L30, L31, L32)</i> I can understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime I can understand that some jobs are paid more than others and some may be voluntary (unpaid) I can about the skills, attributes, qualifications and training needed for different jobs I can understand that there are different ways into jobs and careers, including college, apprenticeships and university I can understand how people choose a career/job and what influences their decision, including skills, interests and pay I can describe how to question and challenge stereotypes about the types of jobs people can do I can describe how I might choose a career/job when I am older, why I would choose it and what might influence my decision</p>
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<p>Use the CWP RSE lesson resources (staff shared area)</p> <p>For additional resources about periods see below link</p> <p>Betty - It's perfectly natural</p> <p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y5/6), 'Stereotypes'</p> <p>Premier League Primary Stars - Developing values</p> <p>Metro Charity. KS2, Gender (staff shared area)</p> <p>Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons</p>	<p>Red Cross - Life. Live it Help save lives / Emergency action</p> <p>St. John Ambulance - get advice, first aid lessons (staff shared area)</p> <p>Thinkuknow - Play, Like, Share</p> <p>Google & Parentzone - Be Internet Legends</p>	
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Year 6		
Autumn	Spring	Summer
<p>HEALTH AND WELLBEING</p> <p><u>How can we keep healthy as we grow?</u></p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p><i>(PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, H47, H48, H50 R10)</i></p> <p>I can understand how mental and physical health are linked</p> <p>I can understand how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>I can understand how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities 	<p>LIVING IN THE WIDER WORLD</p> <p><u>How can the media influence people?</u></p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p><i>(PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23)</i></p> <p>I can understand how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions</p> <p>I can understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>I can understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>I understand how text and images can be manipulated or invented; strategies to recognise this</p> <p>I can evaluate how reliable different</p>	<p>RELATIONSHIPS</p> <p><u>What will change as we become more independent? How do friendships change as we grow?</u></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p><i>(PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16)</i></p> <p>I can understand that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>I can understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>I can understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>I can understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p>



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<p>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>» how to manage the influence of friends and family on health choices</p> <p>I can understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <ul style="list-style-type: none"> • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them <p>I can understand how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>I can understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>I can understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>I can understand that mental health difficulties can usually be resolved or managed with the right strategies and support</p>	<p>types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>I can recognise unsafe or suspicious content online and what to do about it</p> <p>I can understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>I can understand how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>I can understand how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>I can understand to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>I can discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>	<p>I can understand how puberty relates to growing from childhood to adulthood</p> <p>I can understand the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>I can understand that there are ways to prevent a baby being made²</p> <p>I can understand how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>I can understand how friendships may change as they grow and how to manage this</p> <p>I can understand how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p>
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RSE <i>Christopher Winters Project</i> <i>Lesson 1: Puberty and Reproduction</i> <i>Lesson 2: Communication in Relationships</i> <i>Lesson 3: Families, Conception and Pregnancy</i> <i>Lesson 4: Online Relationships</i>		
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<p>PSHE Association - Mental health and wellbeing (KS2 - Y5/6), lessons 1 and 2 (staff shared area)</p> <p>PSHE Association and - The sleep factor (KS2)</p> <p>Rise Above - Sleep (KS2) (video)</p> <p>Rise Above - Social media (KS2)</p> <p>The PSHE Association drug and alcohol education programme</p> <p>Use the CWP RSE lesson resources (staff shared area)</p> <p>For additional resources about periods see below link Betty - It's perfectly natural</p> <p>For additional RSE resources see below links Medway Public Health Directorate - Primary RSE lessons (Y6)</p> <p>NSPCC - Making sense of relationships (KS2)</p>	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y5/6), 'Extremism'</p> <p>PSHE Association, National Literacy Trust and The Guardian Foundation - NewsWise, Lessons 3, 5 and 6</p> <p>BBFC - Let's watch a film - making choices about what to watch</p> <p>Childnet - Trust me (download primary pack)</p> <p>The PSHE Association drug and alcohol education programme</p> <p>Rise Above - Social media (KS2)</p>	<p>PSHE Association - Mental health and wellbeing (KS2 - Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</p> <p>Rise Above - Transition to secondary school</p>
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