



Whole School Curriculum PSHE Long Term Plan



	Autumn 1 NE3 & Our City	Autumn 2 History on our Doorstep	Spring 1 Our Wonderful World	Spring 2 Time Travellers	Summer 1 Globe Trotters	Summer 2 Planet Protectors
EYs	Making Relationships Self Confidence & Awareness Managing feelings & behaviours		Making Relationships Self Confidence & Awareness Managing feelings & behaviours		Making Relationships Self Confidence & Awareness Managing feelings & behaviours	
Year 1	Families and friendships Safe Relationships Respecting Ourselves and Others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	
Year 2	Families and friendships Safe Relationships Respecting Ourselves and Others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	
Year 3	Families and friendships Safe Relationships Respecting Ourselves and Others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	
Year 4	Families and friendships Safe Relationships Respecting Ourselves and Others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	

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Archibald First School – PSHCE Long Term Overview Nursery and Reception

This long-term plan is based on the EYFS

	Autumn Term			Spring Term			Summer Term		
	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours
Nursery	Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others.	Recognise children's interest may last for short or long periods, and their preferences vary. Value and support the decisions that children make. Talk to children about choices they have made.	Support children's symbolic play, it can help a child to express their feelings. Help children to understand their rights to be kept safe by others. Help children to recognise when their actions hurt others.	Support children in developing positive relationships. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.	Encourage children to see adults as a resource and as partners in their learning. Teach children to use and care for materials, and then trust them to do so independently.	Name and talk about a range of feelings. Show your own concern and respect for others, living things and the environment.	Help children understand the feelings of others. Model being a considerate and responsive partner in interactions.	Ensure adults offer extra support to children in new situations. Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.	Prepare children for changes that may occur in the routine. Model and involve children in finding solutions to problems and conflicts.
	<u>Social</u> <u>Moral</u>	<u>Social</u> <u>Moral</u>	<u>Social</u> <u>Moral</u>	<u>Social</u> <u>Cultural</u>	<u>Social</u> <u>Moral</u>	<u>Social</u> <u>Cultural</u>	<u>Social</u> <u>Moral</u>	<u>Social</u> <u>Cultural</u>	<u>Social</u> <u>Cultural</u>

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<p>Reception</p>	<p>Support children in linking openly and confidently with others, e.g. to seek help or check information.</p>	<p>Offer help with activities when asked but not before. Intervene when children need help with difficult situations.</p>	<p>Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. Model being fair, e.g. when choosing children for special jobs.</p>	<p>Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children.</p>	<p>Recognising and enjoying children's success with them helps them to feel confident. Support children to feel good about their own success.</p>	<p>Allow children see injustices are addressed and resolved. Praise positive behaviour, explaining that it makes people feel happier. Encourage children to think about issues from the viewpoint of others.</p>	<p>Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Provide activities that involve turn-taking and sharing in small groups.</p>	<p>Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in talking about favourite activities or places, to help them describe their individual preferences and opinions.</p>	<p>Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices.</p>
	<p><u>Social Moral</u></p>	<p><u>Social Moral</u></p>	<p><u>Social Moral</u></p>	<p><u>Social Cultural</u></p>	<p><u>Social Cultural</u></p>	<p><u>Social Moral Cultural</u></p>	<p><u>Social Moral Cultural</u></p>	<p><u>Social Cultural</u></p>	<p><u>Social Cultural</u></p>

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Whole School Curriculum PSHE Long Term Plan



Archibald First School – PSHCE Long Term Overview Years 1-4

This long-term plan is based on the PSHE Association scheme of work 2020. Updated in line with SMSC Education 2022

	Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health and Well Being		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Talents: Recognising what makes them unique and special; Feelings; managing when things go wrong	Keeping safe around household products; how to ask for help if worried about something.
	<u>Social Moral</u>	<u>Social Moral</u>	<u>Social Moral</u>	<u>Social Cultural</u>	<u>Social</u>	<u>Social</u>	<u>Personal/ Health</u>	<u>Moral</u>	<u>Personal/ Health</u>

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Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behavior	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
	<u>Social</u>	<u>Social Moral</u>	<u>Social Moral</u>	<u>Social Cultural</u>	<u>Social</u>	<u>Cultural</u>	<u>Moral</u>	<u>Personal/ Health</u>	<u>Personal/ Health</u>
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	<u>Social</u>	<u>Social Moral</u>	<u>Social Moral</u>	<u>Social Cultural Moral</u>	<u>Social</u>	<u>Cultural</u>	<u>Moral</u>	<u>Moral</u>	<u>Personal/ Health</u>

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Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	<u>Social</u>	<u>Social</u>	<u>Social</u>	<u>Social</u> <u>Cultural</u> <u>Moral</u>	<u>Social</u> <u>Moral</u>	<u>Cultural</u>	<u>Personal/</u> <u>Health</u>	<u>Personal/</u> <u>Health</u>	<u>Personal/</u> <u>Health</u>

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PHSE Framework 'The Big Question' for each core theme: Whole school overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	What makes me smile?	Who helps me?	What do I like to play with?	How can I be kind?	How can I make friends?	How can I share?
Reception	What makes me happy?	What things do I like best?	How do I play nicely with my friends?	How can I look after my world?	How can I be kind?	How do we decide how to behave?
Year 1	Who looks after me?	How do I keep safe? How can I show good manners?	How can I look after the world? How can I say safe online?	What jobs do people do?	Which foods are healthy?	How do I feel? How can rules keep me safe?
Year 2	What makes a good friend?	What can I do if I am worried? What is the same and different about us?	Who are the people who help us? What do we use the internet for?	What is money used for?	How do we show our feelings? Why is sleep so important? How do I keep my teeth healthy?	How can we stay safe at the beach/swimming pool/the shops/ the road?
Year 3	What makes a family? What can we do about bullying?	Why is respect so important?	What are the rules that keep me safe?	How do I stay safe on the internet? What jobs would I like?	How can I describe my feelings? How do I make healthy choices?	What are my talents? Why are safety rules important?
Year 4	How can I be a good friend?	What is diversity?	What makes a community?	How do I keep safe online? Why is online privacy important?	How do we grow and change? How can I stay healthy?	How do I keep safe at home and in the local environment?

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SMSC Education March 2022

The PSHCE and RE curriculum have been updated to include links to:
Social, Moral, Spiritual and Cultural Education.

The links are annotated in the long-term plans for PSHCE and RE.



Spiritual = Sp

Moral = M

Social = S

Cultural = C

There are three weekly assemblies for KS1 and KS2 including collective worship and celebration , singing and a themed focus .

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	Autumn 1 NE3 & Our City	Autumn 2 History on our Doorstep	Spring 1 Our Wonderful World	Spring 2 Time Travellers	Summer 1 Globe Trotters	Summer 2 Planet Protectors
Whole School	No Outsiders World Peace Day (21st Sept) Anti-bullying Week Diwali Black History Month (Oct)	World Mental Health Day Hannukah Christmas Baha Faith Celebration	The Big Pedal Safe Internet Week World Religions Day (16th Jan)	Children's Mental Health Week Baisakhi (April) The Big Pedal Eid (May)	National Smile Month Sun Awareness Day International Day of living in peace BNF Healthy Eating week Child Safety Week	Refugee Month Clean Air Day Bikeability Pride Month Refugee week

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