

PSHE Long Term Coverage								
The intent of the PSHE curriculum is to deliver a curriculum which maximises outcomes for every child so that they become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. This equips pupils with a sound understanding of risk, particularly in this digital age and with the knowledge and skills necessary to make safe and informed decisions. Pupils learn about rights and responsibilities and appreciate what it means to be a member of a diverse society; they are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. PSHE is an integral part of school assemblies where pupils' spiritual, moral, social and cultural curiosity is stimulated and challenged.								
	Reception	KS1		KS2				
Objectives	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships. Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.	KS1: Health and Wellbeing H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls KS1: Relationships R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R7. to offer constructive support and feedback to others R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) KS1: Living in the Wider World L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else L10. about the 'special people' who work in	KS2: Health and Wellbeing H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide 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 H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H16. what is meant by the term 'habit' and why habits can be hard to change H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) KS2: Relationships R1. to recognise and respond appropriately to a wider range of feelings in others R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R11. to work collaboratively towards shared goals R13. 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) R15. to recognise and manage 'dares' R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others KS2: Living in the Wider World L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L3. to understand that there are basic human rights shared by 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 L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs L13. about the role money plays in their own and others' lives, including how to manage					
	Autumn Term 1							
		R	Y1	Y2	Y3	Y4	Y5	Y6
	Objective	To learn about daily routines and classroom rules. (Au1) To select and use activities and resources, with some support if needed. (Au1) To describe a friend. (Au1) To know and demonstrate friendly behaviour. (Au1) To understand how to be a good friend. (Au1) To learn to join in with whole group activities. (Au1) To choose an activity independently. (Au1) To wash hands after using the toilet. (Au1) To flush the toilet. (Au1)	Explain what makes them feel safe and special in class and can recognise a range of feelings when faced with a range of consequences.	Recognise who to ask for help when feeling worried. Work cooperatively within the classroom to ensure it is a safe and fair place to learn.	Explain how they value themselves and how to make others feel welcomed and valued. Understand that behaviours bring consequences both positive and negative.	Explain how it feels good to be included in a group and understand how it feels to be excluded. Understand how rewards and consequences motivate behaviour and contribute to the overall outcome of positive behaviour in class.	Explain what they value most about school and empathise with people whose lives are different to their own. Develop the understanding that actions affect themselves and others.	Explain how they feel valued and know how to make others feel the same. Understand how actions affect themselves and others and have the ability to demonstrate empathy.
	Theme	EYFS Being Me in My World	Y1 Being Me in My World	Y2 Being Me in My World	Y3 Being Me in My World	Y4 Being Me in My World	Y5 Being Me in My World	Y6 Being Me in My World
Vocabulary	special, safe, proud, consequences, choices	special,safe,rights, responsibilities, belong, proud, achievement, consequences, choices	special, hopes, fears,worries, rights, responsibilities, rewards, consequences, safe, fair, cooperation	special, value, self worth, welcome, goals, achievements, positive, challenge, sad, scared, worried, emotions, rules, responsibilities, actions, choices rewards, consequences, cooperation, point of view	special, attitudes, actions, difference, include, exclude, welcome, valued, school community, actions, choices, rewards, consequences, motivate, consequence, behaviour, voice	special, challenge, positivity, personal goal, hopes, empathy, rights, responsibilities, citizen, actions, choices, rewards, consequences, function, democracy, voice	special, goals, fears, worries, welcomed, valued, universal rights, wants, needs, local, global, rights, responsibilities, democracy	
Cultural Capital	Pants Rule NSPCC assembly	NSPCC Speak Out Stay Safe Assemblies	NSPCC Speak Out Stay Safe Assemblies	NSPCC Speak Out Stay Safe Assemblies	NSPCC Speak Out Stay Safe Assemblies	NSPCC Speak Out Stay Safe Assemblies	NSPCC Speak Out Stay Safe Assemblies	
Autumn Term 2								
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Objective	To learn about important dates in their lives. (Au2) To build constructive and respectful relationships	Can say one thing that makes me different from my friends and understand that differences make us unique and special	Can identify some ways in which a friend is different from me and can explain why this difference is valued.	Can explain about a time when words have affected someone's feelings and what the consequences were. Can give and receive compliments and know how this feels	Can explain about a time when first impressions have changed as we get to know them. Can explain why it is good to accept people for who they are.	Can explain the differences between direct and indirect types of bullying. Can explain others to make improved choices and know how to support those who are being bullied.	Can explain ways in which difference can be a source of conflict or a source for celebration and can show empathy with people in either situation.	
Theme & Progression	EYFS Celebrating Difference	Y1 Celebrating Difference	Y2 Celebrating Difference	Y3 Celebrating Difference	Y4 Celebrating Difference	Y5 Celebrating Difference	Y6 Celebrating Difference	
Vocabulary	same as/ different from, friends, special	similarities, differences, same, bullying, friends, special, unique	stereotypes, different, similar, assume, bullying, right and wrong, special, unique	family, different, same, important, care, conflict, bullying, witness, problem solve, hurtful, compliments, unique	appearance, judge, judgmental, influence, bullying, special, different, same, tolerance, assumption, acceptance, question, target. Witness, unique, impression	cultures, racism, rumours, conflict, attitudes, direct, indirect, support, happiness, material wealth, respect, unique	normal, abnormal, disability, perception, power, excluded, badly treated, bullying, appreciation, empathy, conflict, unique	
Cultural Capital	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day	Anti Bullying Week activities/ Black History Month assemblies/ Children in Need Dress up Day/Crucial Crew	
Spring Term 1								
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Objective	To learn right from wrong. (Sp1) To understand how to make the right choices and the consequences of not making the right ones. (Sp1) To identify and moderate their own feelings both emotionally and socially	Can explain how they felt when succeeding at a new challenge and how they celebrated. Can say why they felt good about themselves.	Can explain some of the ways they have worked cooperatively to create an end product. Can express how it feels to work as part of a group.	Can evaluate own learning process and identify how it will be better next time. Can confidently share success with others.	Knows how to make a new plan and set new goals even when they have been disappointed	Can describe the dreams and goals of a young person in a different culture and can reflect upon how these relate to their own.	Can describe some ways in which they can work with other people to make the world a better place. Can identify what motivates them to want to do this.	
Theme & Progression	EYFS Dreams and Goals	Y1 Dreams and Goals	Y2 Dreams and Goals	Y3 Dreams and Goals	Y4 Dreams and Goals	Y5 Dreams and Goals	Y6 Dreams and Goals	
Vocabulary	choice, actions, consequences, feelings	success, achievement, goal, challenge, difficulty, obstacle, celebrate	successes, achievements, proud, perseverance, strengths, cooperation, problem solving, contribution	difficulty, challenge, respect, admiration, obstacles, achievement, dreams, goals, ambition, motivation, enthusiasm, responsibility, frustration, confidence, success	hopes, dreams, disappointment, achievement, reflection, experience, cope, resilient, positive attitude, challenge, success,	dreams, aspirations, ambitions, earnings, wage, salary, motivation, opportunities, appreciation, future, reflection, similarities, differences, peers, success	personal goal, strengths, challenge, realistic, boundaries, problems, emotions, empathise, motivation, inner values, admiration, praise, compliment, success	
Cultural Capital	Aspirations Day- what would you like to be when you're older- dress up day/ visitors from different professions.	Aspirations Day- what would you like to be when you're older- dress up day/ visitors from different professions.	Aspirations Day- what would you like to be when you're older- dress up day/ visitors from different professions.	Aspirations Day- what would you like to be when you're older- dress up day/ visitors from different professions.	Aspirations Day- what would you like to be when you're older- dress up day/ visitors from different professions.	Aspirations Day- what would you like to be when you're older- dress up day/ visitors from different professions.	Interviews with school staff about their roles and responsibilities in school/	
Spring Term 2								
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Objective	To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2) To be resilient when faced with a challenge (Sp2)	Can explain why they think their body is amazing and can identify ways to keep it safe and healthy.	Can make some healthy snacks and explain why they are good for the body.	Can identify things, people and places they need to keep safe from and can explain some strategies for keeping safe; including who to go to for help.	Recognise when others are putting them under pressure and can explain ways to resist this. Identifies feelings of anxiety and fear associated with peer pressure.	Describes the different roles food can play in peoples lives and can explain how people can develop eating problems. Shows respect for and values their body.	Evaluates when alcohol is being used responsibly, anti socially or being misused.	
Theme & Progression	EYFS Healthy Me	Y1 Healthy Me	Y2 Healthy Me	Y3 Healthy Me	Y4 Healthy Me	Y5 Healthy Me	Y6 Healthy Me	
Vocabulary	helping, kind, resilient	healthy, unhealthy, clean, germs, disease, medicines, safe	healthy,unhealthy, relaxed, stressed, anxious, weak, strong, medicines, protein, carbohydrates, fats, calcium, energy, nutrition	healthy, exercise, heart, lungs, organs, fitness challenge, drugs, medicines, safe, unsafe, worried, anxious, scared, harmful, substance, complex, respect	healthy, dynamics, friends, smoking, tobacco, alcohol, healthy, embarrassed, hurt, inadequate, emotions, impact, leader, follower, shame, guilt, pressure, assertive, liver, anxiety,	healthy, smoking, tobacco, lungs, hearty, liver, effects, informed decision, pressure, risks, misuse, anti social behaviour, emergency, calm, media, celebrity culture, body type, body image, respect	healthy, impact, energy, comfort, mood, physical, emotional, drugs, liver, responsible, anti social, misuse, emergency, emotionally well, mental health, stressed, under pressure	
Cultural Capital	Random acts of kindness day	School Nurse visit/ Oral Health	School Nurse visit/ Oral Health	School Nurse visit/ Oral Health	School Nurse visit/ Oral Health	School Nurse visit/ Oral Health	School Nurse visit/ Oral Health	
Summer Term 1								
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Objective	To consider the feelings of others (Su1) To independently manage their own needs (Su1) To be resilient when faced with a challenge (Su1)	Can explain why they appreciate someone special to them	Identifies some of the things which may cause conflict with friends and can demonstrate how to resolve conflicts.	Explain how some of the actions and work of people around the world help and influence their lives.	Explain different points of view on an animal rights issue.	Explain how to stay safe when using technology to communicate and can resist pressures to use technology in ways which may be risky or cause harm.	Recognise when others are seeking power and control and can demonstrate ways they can stand up for themselves.	
Theme & Progression	EYFS Relationships	Y1 Relationships	Y2 Relationships	Y3 Relationships	Y4 Relationships	Y5 Relationships	Y6 Relationships	
Vocabulary	feelings, challenge, resilience	family, important, good friend, physical contact-touch, safe, unsafe, help, special	family, relationship, values, physical contact, hugging, cuddles, kiss, conflict, argument, resolution, secret, appreciation, trust, special, comfortable, safe	role, responsibility, expectations, friendship, hugging, cuddles, kiss, conflict, worried, concerned, influence, choice, needs, rights, empathy, appreciate, family	relationship, love, loss, grief, memory, celebrate, closest, distant, belong, special, remember, opinion, family	accurate, characteristics, personal qualities, self esteem, negotiation, compromise, attraction, pressure, jealousy, risky, harmful, safe, unsafe, family	significant, special, loss, bereavement, grief, power, control, responsibility, wellbeing, safety, family	
Cultural Capital	Family, Me and Tea morning	Family, Me and Tea morning	Conflict Resolution workshops	Visits from inspirational community members e.g.; Local MP/ Local councillor	Visitors from RSPCA	Esafety workshops with LD.	Esafety workshops with LD.	
Summer Term 2								
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Objective	To learn about the different family structures. (Su2)	Identify the parts of the body that makes boys and girls different and can use the correct names for these; penis, testicles, vagina.	Recognise the physical differences between boys and girls, including use of correct names for body parts. Understand that some parts of their body are private.	Identify how boys and girls bodies change ion the inside during the growing process. Recognise how they feel about the changes happening and know how to cope these feelings.	Can identify what they are looking forward to in Year 5 and reflect on the changes they would like to make.	Describe how boys' and girls' bodies change during puberty and can express how they feel about the changes.	Describe how a baby develops from conception through the 9 months of pregnancy and the stages of labour and birth.	
Theme & Progression	EYFS Relationships	Y1 Changing Me	Y2 Changing Me	Y3 Changing Me	Y4 Changing Me	Y5 Changing Me	Y6 Changing Me	
Vocabulary	Family, relative	life cycle, animal, human, changes, growth, same, body, different, penis, testicles, vagina, private, feelings	life cycle, old, young, growing, differences, penis, testicles, vagina, breast, private, safe, unsafe, touch, confident, feelings	animals, humans, change, conception, female, male, uterus, live, grow, stereotypes, challenge, feelings	unique, characteristics, birth, egg, sperm, human being, internal, external, choice, menstruation, periods, physical changes, emotional changes, puberty, fears, concerns, reflection, feelings	self image, self esteem, puberty, sexual intercourse, conception, IVF, teenager, consent, feelings	self image, self esteem, puberty, conception, physical attraction, teenager, transition, feelings	
Cultural Capital	Transition support though each age phase.	Transition support though each age phase/ butterfly farm	Transition support though each age phase/ butterfly farm	Transition support though each age phase/ farm visit	Transition support though each age phase/farm visit	Transition support though each age phase/ tadpoles	Year 6 Residential/Transition support though each age phase/ tadpoles	