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| **PSHE/SRE Long-Term Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**PSHE/RSE INTENT**

**Curriculum Intent:**

**PSHE/RSE Subject Intent:**  **To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.**

**To build a PSHE curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.**

**PSHE/SRE IMPLEMENT**

How is your subject taught?

* **Children in KS1 have a specific PSHE session planned and taught each week. This long-term planning has been taken from a model promoted by the PSHE Association and covers a selection of themes which are taught under the umbrella of 3 key themes – Respecting Self and Others, Health and Well-being and Living in the Wider World.**
* **Children take part in discussions and explore their feelings around key themes. PSHE is recorded different ways, through worksheet based activities and also notes taken from teachers during more discussion-based sessions. We are exploring the use of a more floor book approach (Y2) to see whether this gives another way of recording which is easy to manage, though is impactful.**
* **PSHE/SRE is incorporated into weekly assemblies where themes such as Learning Behaviours and school rules are embedded.**
* **Children are encouraged to be independent learners and exposure to a wide variety of vocabulary linked to feelings is a high priority.**
* **As a staff we use Emotion Coaching with our children and, following a script which has been devised by ourselves, we all ensure that children are given a consistent approach to managing dysregulated behaviour and also to promote well-being at times when children are finding things tricky.**
* **EYFS teach key skills e.g. sharing, communicating feelings, turn-taking and showing empathy through daily modelling by staff. They have circle-times and discreet teaching sessions where appropriate.**
* **Often high-quality texts are used as a starter for PSHE sessions showing good role-models, or as a starter for discussion.**
* **In the Autumn Term, all year groups focus on the topic of ‘Feelings’ and we introduce/revisit the Zones of Regulation in all year groups. Displays around school show strategies which aim to help children to feel ready to learn, and what to do if they feel dysregulated. Children will identify how they might feel if they are in any of the 4 coloured zones.**
* **In the Spring Term all year groups follow the Taking Care project, which links to explore and develop children’s understanding of key themes such as safe and unsafe secrets, naming body parts and helping children recognise what to do if they feel unsafe.**

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| **How PSHE is embedded throughout the school** | **Activities solely for adults** | **Ways in which parents can be involved** |
| * Receiving praise and positive behaviour management by staff who model our school rules each day. * Embedding our school rules through positive reminders and praising children for following the school rules – we give out certificates recognising children who have made us proud. * We implement the Fruit Initiative with each child having an opportunity for a snack of fresh fruit or vegetables mid-morning each day. * Visits to our local community – such as the local church (Y1), farms (Y1) and high street (Y2). * Outside agencies e.g. Road Safety, Fire service, Church visitors, Severn Trent, Food Bank visit school to talk to children about staying safe and healthy. If additional information is given to school we will send home via the weekly newsletter. * A wide range of before and after school clubs provide a range of opportunities for children to do something they enjoy, or to try something new. On offer regularly are Construction Club, Reading Club, Craft Club, Tae-Kwon Do, Yoga Club and Rhyme and Rhythm. * Celebrating and publicising school activities in the local press and through our website. * Children can feel part of a school community additional to the school day during school based community events e.g. summer fair, community picnics etc. * Christmas performances allow children to thrive when demonstrating their confidence and working together to perform to an audience. * We help children to feel safe when online by recognising Internet Safety Week each year. * P4C sessions are held fortnightly in classes, discussing a range of topics, justifying reasons for their opinions. * The whole school takes part in the Taking Care project in the Spring Term, where children learn about protective behaviours and keeping themselves safe. * We have a fledgling School Council with representatives from each class sharing ideas and looking for ways to improve our school. This year they are going to be part of supporting the Warwickshire Road Safety initiative. * In the summer we have an Enterprise Unit where children decide on a product to make for the summer fair, they make a ‘bid’ to the bank manager for money which they use to buy materials for their product, which they make and sell at the fair. This is always a good fundraiser and gives the children a chance to work with real money. * Recognising fundraising days such as ‘Children in Need’, where we talk about the reason behind the non-uniform day we normally have. | * Staff have training on Emotion Coaching and how to deliver this to effectively when needed. * Training on Zones of Regulation which is used initially during the Autumn Term but which is embedded during the whole year and throughout the whole school. * Training on Autism which aimed to support those children who have specific difficulties within a classroom setting. | * Parents are encouraged to participate in school events and workshops. * Parents receive weekly newsletters which provide information about services available for parents to access e.g. school nurse contact * Our Family Support Worker, Helen Davies, is accessible during the day to reach out to families and children that may need support. * Visits by the school nurse. * We have an open-door policy where parents should feel they are able to come and speak to us if they have concerns about their child. |

**PSHE/SRE LONG TERM PLAN**

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|  | Autumn   * Anti-Bullying Week * Road Safety Week | Spring   * Internet Safety Day | Summer |
| Year R | * Feelings / Zones of Regulation * Friendships | * Taking Care * Keeping Safe | * Transition |
| Year 1 | * Feelings / Zones of Regulation * Family life | * Taking Care * Keeping Safe | * How to be Healthy * Looking after our World / Aspirations * Transition |
| Year 2 | * Feelings / Zones of Regulation * Positive Friendships | * Taking Care * Keeping Safe | * Online Safety / Our Community * Money and Jobs / Transition |

**PSHE Medium-term Plan**

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| **Year Group: 1** | **Term:** Autumn 1 | | **Unit of Learning:** |
| **About the unit:**  **R** – Respecting Self and Others  **H** – Health and Well-being | | **Where the unit fits in:**  **This builds on the work done on the Zones of Regulation in EYFS.** | |
| **Prior Learning: EYFS learning linked to ‘Feelings’** | **Vocabulary:**  **Emotions vocabulary** | | **Resources**  **Zones of Regulation resources**  **Key texts linked to Feelings** |
| **Assessment (By the end of this unit the children will be able to…)**   * Use a variety of words linked to emotions. * Be able to articulate and recognise what kind and unkind behaviour looks like. * Be able to express how they are feeling and what to do if they are feeling in blue, yellow or red zone | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| **To become familiar with the Zones of Regulation.** | Key Text - On Monday when it rained by Cherryl Kachenmeister. Show children poster of the Zones Of Regulation. Children share experiences of when they have felt as though they were in the blue/green/yellow or red zone. | | To be able to link some key feelings to being in a particular zone. |
| **To be able to use vocabulary linked to emotions and feelings.** | Revisit the Zones of Regulation. Sort word cards into emotions. | | To be able to use vocabulary linked to feelings and emotions. |
| **To be able to recognise facial expressions to indicate how people are feeling.** | Explore photos showing people with different emotions. Sort into hoops.  Emotion bingo | | To be able to say how a person is feeling by interpreting their facial expression. |
| **To be able to tell the difference between kind and unkind behaviour.** | Group activities where children discuss scenarios. | | Children will be able to explain why certain behaviours are examples of kind or unkind behaviour and be able to explain how unkind behaviour might make others feel. |

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| **Year Group: 1** | **Term:** Autumn 2  **Anti-bullying Week and Road Safety week** | | **Unit of Learning: Family Life** |
| **About the unit:**  **R** – Respecting Self and Others  **H** – Health and Well-being | | **Where the unit fits in:**  **This unit links with RE and being part of a religious community. It explores key elements of family life and how to be a good friend. Also explored is how to deal with conflict and what to do if someone makes you feel unsafe and upset.** | |
| **Prior Learning: Children will have completed learning about people who are important to them.** | **Vocabulary: friend / family / love / different / safe / traffic /** | | **Resources:**  **Warwickshire Road Safety videos and resources** |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to identify people who love them and care for them. | * Discuss love and what it means to be loved. How do people show love – being kind, cuddles, being caring. Show a video or read a story which shows love. | | Children will be able to identify people who love them and ways in which love and care is shown. |
| To identify key features of family life. | * Discuss your own family – why are they important to you? Can children describe their family – make sure to include all members and be sensitive to step-parents etc… as even if children live at 2 different houses, their mum and dad are still family. * What do you like doing together as a family. Simple recording. | | Children will be able to confidently talk about what they do as a family and things they enjoy. |
| To know what makes a good friend. | * Read an appropriate text linked to friends. Talk about what you like about your friends. * Friendship recipe – link to assembly | | Children will know the key things for a good friendship. |
| To understand that bodies and feelings can be hurt by actions. | * What do you do if a friend says something that makes you feel sad or uncomfortable (link back to last unit). | | Children will be able to explain how to act on their feelings if someone is being an unkind friend. |
| To know what to do if they are bullied. | * Anti-bullying Week powerpoint * Reinforcing the STOP message * Reinforcing the difference between people being unkind and bullying (Several Times on Purpose) | | To be able to verbalise the STOP message and have an understanding of what it means. |
| ROAD SAFETY - To know how to stay safe while walking by the road. | * Road Safety PPT * Going out into the road and practising crossing the road (RISK ASSESSMENT) * Making a road safety poster. | | Children will be able to explain how to stay safe while walking near roads. |

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| **Year Group: 1** | **Term:** Spring 1 | | **Unit of Learning: TAKING CARE** |
| **About the unit:**  **R** – Respecting Self and Others  **H** – Health and Well-being | | **Where the unit fits in:** | |
| **Prior Learning: Taking Care Reception Unit** | **Vocabulary:** | | **Resources** |
| **Assessment (By the end of this unit the children will be able to…)** | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| Follow the Taking Care booklet for your Year Group. | | | |

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| **Year Group: 1** | **Term:** Spring 2 | | **Unit of Learning: Staying Safe** |
| **About the unit:**  **H – Health and Well-being** | | **Where the unit fits in: This unit explores how to stay safe in a variety of situations. Linking with Taking Care, children will learn how to spot potential dangers and how to call for help should an emergency arise.** | |
| **Prior Learning: Taking Care** | **Vocabulary: safe, unsafe, emergency, 999, call** | | **Resources:** |
| **Assessment (By the end of this unit the children will be able to…)**   * **Identify possible dangers within different places within their environment** * **To know how to keep themselves safe.** | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| **To be able to name ways to keep healthy** | * Talk about ways to keep healthy. * Look at photos and discuss * Make a healthy wheel showing all the ways to keep healthy. | | Children will be able to talk about things which contribute to a healthy lifestyle. |
| **To be able to name people who keep us safe.** | * Talk about people who make you feel safe – link back to learning about families and also People who Help Us (Superheroes) in Autumn Term, plus Taking Care. * Discuss if there has ever been a time where they have felt scared of worried or even in danger. * How do these people make you feel safe? * Read an appropriate text linked to feeling safe e.g. The Worry Monster. | | Children will be able to name people who will keep them safe. |
| **To be able to explain how to get help in an emergency.** | * Show a photo of someone who has fallen and is struggling to walk. Who can suggest what needs to happen? * Explain the role of emergency services. How do we contact them? Show short video of someone making a 999 call – what important details is she asked to give? Why? * Practise in pairs making a 999 call. * Matching activity – what emergency service is needed? | | Children will be able to verbalise how to call 999 and how to get help in an emergency. |
| **To know how to stay safe at home.** | * Discuss a picture where they are hidden dangers – can children identify them? * What would they do if there was an emergency? | | Children will be able to identify potential dangers in the home. They will be able to say what they would do if there was an emergency. |
| **To know how to stay safe when in a shopping centre.** | * Explore the message of Stranger Danger and how children should not approach people they don’t know. Explore what to do if they are ever lost. | | Children will be more aware of what to do if they are lost. |
| **To know how to stay safe around water (including at the swimming pool and at the beach).** | * Has anyone ever been swimming or to the beach – what could the dangers be? * Simple tick sheet showing dangers. * Discuss ways to stay safe including the importance of wearing arm bands and staying with an adult. * Make a simple poster to show how to have fun near water. | | They will be aware of how to stay safe when near water. |
| **To know how to stay safe online** | * LINK TO ICT INTERNET SAFETY DAY PLANNING | | Children will have a greater understanding of how to stay safe when playing games online. |

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| **Year Group: 1** | **Term: Summer 1** | | **Unit of Learning: Healthy Living** |
| **About the unit:**  **H – Health and Well-being** | | **Where the unit fits in:** This links with Year 1 Science – Animals, including Humans. | |
| **Prior Learning:** | **Vocabulary: exercise, healthy, unhealthy, sleep** | | **Resources: foods, sugar** |
| **Assessment (By the end of this unit the children will be able to…)**   * **Discuss ways to stay healthy.** | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to describe the importance of eating healthily. | What foods do you like to eat? Make a list.  Sort healthy/unhealthy foods.  Talk about how eating too much sugar is not good – show foods and then how much sugar they contain.  Design a healthy lunch – paper plate collage. | | Children will be able to identify foods that are healthy and unhealthy and explain how the foods you eat can contribute to your overall health. |
| To be able to describe how being active contributes to being healthy and to be aware of the importance of sleep.. | Read a story about sleep e.g. The Sleepysaurus by Jennifer Carter. Children to draw/talk about their bedtime routine. Why is sleep important? Explain what happens to you personally if you don’t get enough sleep.  Cut and stick different ways to help you relax before going to bed (also mention using TV and devices before bedtime and how that will affect sleep in a negative way). | | Children know that getting enough sleep is important and strategies to help them go to sleep. |
| To learn basic hygiene rules. | Bring in items linked to hygiene – can children make a link between them all? Read  ‘Germs are not for Sharing’ by Elizabeth Verdick.  Simple PPT about basic hygiene rules.  Take children to the toilets in small groups and demonstrate how to wash hands correctly.  Make signs to put up in the toilets which can be laminated which say basic hygiene messages. | | Children will be able to verbalise how to wash hands effectively and why it is important to keep germs away. |
| To be able to learn ways to play which do not involve using technology. | Draw together the unit and ways to keep healthy.  Play a selection of games, non-technology based where children interact with each other in a fun way.  Explain how playing on tablets/computers is fine but it stops you having fun with others people. Playing games with others is also important. | | Children will be able to play co-operatively together. |
| To begin to be aware of the transition to Year 2 | Begin transition activities by talking about their Learning Journey in Year 1 and how next year they will be moving to Year 2. Take small groups to Year 2 to see what is looks like.  Talk about things that will be the same and things that will be different. Link back to Zones of Regulation – how do children feel about moving years groups – there will be a range!  Create a piece of artwork that can be put up in Y2 in September. | | Children will begin to be aware of the move to Year 2 next year and will be more aware of similarities and differences between Year 1 and 2. |

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| **Year Group: 1** | **Term: Summer 2** | | **Unit of Learning:** |
| **About the unit:**  **L – Living in the Wider World** | | **Where the unit fits in:** | |
| **Prior Learning:** | **Vocabulary: internet, similar, different, job, money, pay, spend, save** | | **Resources:** |
| **Assessment (By the end of this unit the children will be able to…)** | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to recognise the similarities and differences between each other.  To know that they are the same as and different to other people. | Reflecting on Year 1 – how have you changed since being in Year 1?  Game – are you the same or different? Run to the…. if you like ---------------.  Simple recording – I am the same as because… I am different to …. because….. | | Children can verbalise ways in which they are similar and different to each other. |
| To be able to describe the role of the internet in everyday life and how it can help us. | Do you use the internet? How does it help us?  Scenario – The Birthday Party. If I was organising a party and the trampoline park, how could the internet help me? (booking the venue, ordering the food, buying presents, party bag items etc…) it can all be done online. If we didn’t have the internet, what could we do instead? | | Children are aware of how the Internet can help us in a variety of ways. |
| To know that money comes from different sources and people can either spend or save it. | Show a variety of money – what is this? What do we do with it? Show a character who has to decide whether she will spend or save her birthday money – what is spending and saving?  Talk about what she should do.  Give scenarios – should the person spend or save – why? | | Children will know that money comes from different sources and that there is a difference between spending and saving. |
| To understand that people have jobs to earn money. | Explore how it works when you get paid for doing a job and how that can contribute to buying things for yourself and your family.  Explain how wages get paid into the bank.  How should mum spend her wages activity – mum earns £100. How should she spend it – give options. | | Children will understand that some people have a job which pays for the things they have. |