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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 (2021) and how to deliver this to effectively when needed. * Training on Zones of Regulation (2021) which is used initially during the Autumn Term but which is embedded during the whole year and throughout the whole school. * Training on Autism (2022) 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: 2** | **Term:** Autumn 1 | | **Unit of Learning: Feelings / Zones of Regulation** |
| **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 and Year 1.** | |
| **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 identify common features of family life. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| **To be able to explain how the Zones of Regulation represent how they are feeling** | * Continue with a recap of the Zones of Regulation linking from Y1. Circle-times and activities linked to reinforcing interpreting people’s feelings from their actions and facial expressions and how to calm yourself when you may be feeling ‘big’ emotions. | | To be able to confidently express which ‘zone’ they are in and how to move from one zone to another. |
| **To be able to learn strategies for managing conflict effectively and establishing and maintaining positive friendships.** | * Read Starry-Eyed Stan storybook (Twinkl) * Discuss scenarios with children regarding what positive friendships look like. Sharing experiences of positive and difficult friendship issues. * Managing conflict discussion – strategies to help with this. * Writing a recipe for a good friend. | | To know what a good friend looks like and how to manage conflicts within friendships. |
| **To be able to explore and discuss families and common features of family life.** | * Do children have anything they like to do as a family? Bring in photos of their family. Share with others. * Recording what they like to do with their family in some form – display? | | To be able to discuss some common features of family life. |
| **To understand how to treat others with respect.** | * Link to school rule Number 2 – Being respectful and kind. * Unpick what being respectful means. * Sort scenarios according to whether they show respect or not. Open up to outside school – what is respectful behaviour? | | To be able to demonstrate respect and understand the importance of showing respect. |

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| **Year Group: 2** | **Term:** Autumn 2  **Anti-bullying Week and Road Safety week** | | **Unit of Learning: Positive Friendships** |
| **About the unit:**  **R** – Respecting Self and Others  **H** – Health and Well-being | | **Where the unit fits in:** | |
| **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 manage big feelings. | * Refer back to the Zones of Regulation and focus on the Red Zone. Look at calming strategies which aim to help to reduce the ‘big’ feelings. | | To have a toolkit with which to manage big emotions effectively. |
| To understand that bodies and feelings can be hurt by actions. To be able to identify behaviour that is bullying. | * Revisit learning done in Year 1 on bullying. Scenarios of bullying/not-bullying behaviour – sort these. Watch simple video or read a transcript of someone who had been bullied and how it made them feel. * How to help someone who tells you they are being bullied. | | To be able to understand the STOP phrase linked to bullying. To know behaviours that show bullying. |
| To be able to recognise when they need help with managing feelings. | * Emotion coaching approach – how can we manage feelings in different ways for a positive outcome e.g. if someone is feeling low or upset, how could we best help them? Identify with a time you felt the same way. How did you feel better? | | To be able to ask for help when they are finding managing behaviours difficult. |
| To be able to identify what make them feel good. | * What makes me happy? Read Mr Happy by Roger Hargreaves or a similar story that makes children feel uplifted. * Simple display writing that identifies what makes them feel good – balloons, smiley faces etc… | | They can identify things that make them feel good. |

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| **Year Group: 2** | **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: Builds on Taking Care from Year 1 and EYFS** | |
| **Prior Learning: Taking Care Reception Unit** | **Vocabulary:** | | **Resources – LESSON PLANS AND Taking Care resource cards and worksheets.** |
| **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: 2** | **Term:** Spring 2 | | **Unit of Learning: Keeping Safe** |
| **About the unit:**  **H – Health and Well-being** | | **Where the unit fits in:** | |
| **Prior Learning: Taking Care** | **Vocabulary: safe, unsafe, emergency, 999, call** | | **Resources:**  **Photos of dangers** |
| **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** |
| About knowing there are situations when they should ask permission, or when their permission needs to be sought | * Discuss things that adults can do that may not be safe for children. * Sort pictures * Simple recording to demonstrate understanding that adults are able to things which may not be safe for children. | | Children will be able to articulate the difference between activities that are safe and unsafe for them. |
| That household products (including medicines) can be harmful is not used correctly. | * What could cause us harm – link back to keeping safe in the home in Year 1. * Focus on the kitchen, bathroom and garage. These are the main places you could find products that should not be used by children. * Look at bottles and their labels, which show crosses or similar as a warning they are unsafe for children. | | They will be able to identify objects which could cause harm within the home. |
| To know what to do in an emergency or accident where someone is hurt, including calling 999. | * Revisit previous learning about what to do in an emergency.   Watch an emergency services video where they come to the rescue, including a 999 call.  Role-play what to do in an emergency – children have scenario cards. | | They will be able to know what to do in an emergency and how to get help. |
| To understand the important of dental health. | * Has anyone been to the dentist? Talk about experiences. Show main items for caring for teeth and what is good/bad for your teeth. * <https://www.youtube.com/watch?v=GHS27DHyIi0> * Dr Ranj from CBeebies talks about this * Make a poster of how to care for your teeth. | | They will know how to look after their teeth. |
| To understand how to keep safe in the sun. | * Sun safety is really important - why? * What might you want to take out on a sunny day – water, suncream, hat, sunglasses. Focus on why each of these is important. * Complete worksheet explaining how to keep safe in the sun. | | They will know how to keep safe in the sun. |
| – To recognise risk in simple everyday situations and what actions to take to minimise harm | * Explore how we keep safe in school and at home. * What people can help us if we have an accident? | | They will be aware of ways to keep safe in everyday situations. |

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| **Year Group: 2** | **Term: Summer 1** | | **Unit of Learning: Online Safety / Our Community** |
| **About the unit:**  **H – Health and Well-being** | | **Where the unit fits in: Revisiting online safety and links to the community, plus transition to a new year group.** | |
| **Prior Learning:** | **Vocabulary: exercise, healthy, unhealthy, sleep** | | **Resources:** |
| **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 know how people and others living things have different needs; about the responsibilities of caring for them | Talk about basic needs – food, shelter, clothing. What would happen if we didn’t have these things?  Do animals have the same basic needs?  Talk about the elderly and the young – how do their needs differ from adults and older children. | | To know the basic needs of animals, including humans. |
| To be able to know about the different role and responsibilities people have in their community | Link to a community e.g. Katie Morag stories, or cartoons like Fireman Sam where a community all help each other.  Create a fictional town – what would you have in it and what people would you need to make it work? | | They will be aware that people make up communities and they all have different roles to play. |
| To be able to describe how the internet and digital devices can be used safely to find things out and to communicate with others. | Use ipads to solve a quiz – can we use websites to find the answers.  Talk about communicating with people in other countries – video calls, and telephone calls. | | They will be able to say how technology can be used to communicate with others and find things out. |
| To be able to know about the role of the internet in everyday life  To know that not all information seen online is true | When do we use the internet?  Link back to internet safety and revisit key messages.  What professions need to use the internet more frequently? | | They will know how people can use the internet in their everyday lives . |
| To understand about preparing to move to a new class / year group | Complete transition activities – enhanced transition for key children to include:   * Visits * Storytimes * Meet your new teacher * Assemblies * Complete All about Me booklet | | They will feel prepared for the next stage of their learning journey in Y3 and be able to articulate their feelings about this. |

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| **Year Group: 2** | **Term: Summer 2** | | **Unit of Learning: Money and Jobs / Transition** |
| **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 describe the difference between the needs and wants of people; that sometimes people may not always be able to have the things they want |  | |  |
| To be able to explain that money needs to be looked after; different ways of doing this | Why is it important to look after money and spend it wisely? Read The Elves and the Shoemaker and discuss what is happening to their money each time they sell shoes.  Pocket money – is it wise to spend or save? | | Children will know the difference between spending and saving. They will know how money needs to be looked after. |
| To know about different jobs that people they know do or people who work in the community do.  About some of the strengths and interests someone might need to do different jobs | Invite a visitor in to talk about their job.  Could their be a parents invitation for parents to come and talk about their role and what it involves. Children could ask questions to gain further information. How did they decide they wanted to do that job?  Talk about the importance of education in the process of getting jobs – being able to read and write is essential, which will help in the future.  Children could write a letter explaining why they would be a good \_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_. | | Children will have experience of listening to real people talking about their jobs. They will be beginning to think of things that they think they might like to do in the future. |