



# Templenewsam Halton Primary Personal, Social, Health Education Long Term Plan



	<b>Autumn</b> <i>Being me in my world</i> <i>Celebrating Difference</i>	<b>Spring</b> <i>Dreams and Goals</i> <i>Healthy Me</i>	<b>Summer</b> <i>Relationships</i> <i>Changing me</i>
<b>Early Years</b>	<p><b>Autumn 1</b>            Self-identity            Understanding feelings            Being in a classroom            Being gentle            Rights and responsibilities</p> <p><b>Autumn 2</b>            Identifying talents            Being special            Families            Where we live            Making friends            Standing up for yourself</p>	<p><b>Spring 1</b>            Challenges            Perseverance            Goal-setting            Overcoming obstacles            Seeking help            Jobs            Achieving goals</p> <p><b>Spring 2</b>            Exercising bodies            Physical activity            Healthy food            Sleep            Keeping clean            Safety</p>	<p><b>Summer 1</b>            Family life            Friendships            Breaking friendships            Falling out            Dealing with bullying            Being a good friend</p> <p><b>Summer 2</b>            Bodies            Respecting my body            Growing up            Growth and change            Fun and fears            Celebrations</p>
<b>Year 1</b>	<p><b>Autumn 1</b>            Feeling special and safe</p>	<p><b>Spring 1</b>            Setting goals</p>	<p><b>Summer 1</b>            Belonging to a family</p>

	<p>Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p><b><i>I can explain why my class is a happy and safe place to learn.</i></b></p> <p><b><i>I can give different examples where I or others make my class happy and safe.</i></b></p> <p><b>Autumn 2</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p><b><i>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</i></b></p> <p><b><i>I can explain what bullying is and how being bullied might make somebody feel.</i></b></p>	<p>Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p><b><i>I can explain how I feel when I am successful and how this can be celebrated positively.</i></b></p> <p><b><i>I can say why my internal treasure chest is an important place to store positive feelings.</i></b></p> <p><b>Spring 2</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p><b><i>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</i></b></p> <p><b><i>I can give examples of when being healthy</i></b></p>	<p>Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p><b><i>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</i></b></p> <p><b><i>I can also explain how my qualities help these relationships.</i></b></p> <p><b><i>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</i></b></p> <p><b>Summer 2</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p> <p><b><i>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</i></b></p> <p><b><i>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</i></b></p>
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<b>Year 2</b>	<p><b>Autumn 1</b>  Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning environment  Valuing contributions  Choices  Recognising feelings</p> <p><i>I can explain why my behaviour can impact on other people in my class.</i></p> <p><i>I can compare my own and my friends' choices and can express why some choices are better than others.</i></p> <p><b>Autumn 2</b>  Assumptions and stereotypes about gender  Understanding bullying  Standing up for self and others  Making new friends  Gender diversity  Celebrating difference and remaining friends</p> <p><i>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</i></p> <p><i>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</i></p>	<p><b>Spring 1</b>  Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and sharing success</p> <p><i>I can explain how I played my part in a group and the parts other people played to create an end product.</i></p> <p><i>I can explain how our skills complemented each other.</i></p> <p><i>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</i></p> <p><b>Spring 2</b>  Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing food</p> <p><i>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</i></p> <p><i>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</i></p>	<p><b>Summer 1</b>  Different types of family  Physical contact boundaries  Friendship and conflict  Secrets Trust and appreciation  Expressing appreciation for special relationships</p> <p><i>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</i></p> <p><i>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</i></p> <p><b>Summer 2</b>  Life cycles in nature  Growing from young to old  Increasing independence  Differences in female and male bodies (correct terminology)  Assertiveness  Preparing for transition</p> <p><i>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</i></p> <p><i>I can explain why some types of touches feel OK and others don't.</i>  <i>I can tell you what I like and don't like about being a boy/ girl and getting older, and</i></p>

			<i>recognise that other people might feel differently to me.</i>
<b>Year 3</b>	<p><b>Autumn 1</b>  Setting personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others' perspectives</p> <p><i>I can explain how my behaviour can affect how others feel and behave.</i></p> <p><i>I can explain why it is important to have rules and how that helps me and others in my class learn.</i></p> <p><i>I can explain why it is important to feel valued.</i></p> <p><b>Autumn 2</b>  Families and their differences  Family conflict and how to manage it (child-centred)  Witnessing bullying and how to solve it  Recognising how words can be hurtful  Giving and receiving compliments</p> <p><i>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</i></p> <p><i>I can tell you how being involved with a conflict makes me feel and can offer strategies to help</i></p>	<p><b>Spring 1</b>  Difficult challenges and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting</p> <p><i>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others.</i></p> <p><i>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</i></p> <p><b>Spring 2</b>  Exercise  Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it's important online and offline scenarios  Respect for myself and others  Healthy and safe choices</p> <p><i>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</i></p>	<p><b>Summer 1</b>  Family roles and responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen  Being aware of how my choices affect others  Awareness of how other children have different lives  Expressing appreciation for family and friends</p> <p><i>I can explain how my life is influenced positively by people I know and also by people from other countries.</i></p> <p><i>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</i></p> <p><b>Summer 2</b>  How babies grow  Understanding a baby's needs  Outside body changes  Inside body changes  Family stereotypes  Challenging my ideas  Preparing for transition</p> <p><i>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</i></p>

	<i>the situation. e.g Solve It Together or asking for help</i>	<i>I can express how being anxious/ scared and unwell feels.</i>	<i>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings</i>
<b>Year 4</b>	<p><b>Autumn 1</b>  Being part of a class team  Being a school citizen  Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour</p> <p><i>I can explain why being listened to and listening to others is important in my school community.</i></p> <p><i>I can explain why being democratic is important and can help me and others feel valued.</i></p> <p><b>Autumn 2</b>  Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First Impressions</p> <p><i>I can tell you a time when my first impression of someone changed as I got to know them.</i></p> <p><i>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</i></p>	<p><b>Spring 1</b>  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes</p> <p><i>I can plan and set new goals even after a disappointment.</i></p> <p><i>I can explain what it means to be resilient and to have a positive attitude.</i></p> <p><b>Spring 2</b>  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength</p> <p><i>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</i></p> <p><i>I can identify feelings of anxiety and fear associated with peer pressure.</i></p>	<p><b>Summer 1</b>  Jealousy  Love and loss  Memories of loved ones  Getting on and falling Out  Girlfriends and boyfriends  Showing appreciation to people and animals</p> <p><i>I can recognise how people are feeling when they miss a special person or animal.</i></p> <p><i>I can give ways that might help me manage my feelings when missing a special person or animal.</i></p> <p><b>Summer 2</b>  Being unique  Having a baby  Girls and puberty  Confidence in change  Accepting change  Preparing for transition  Environmental change</p> <p><i>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</i></p> <p><i>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</i></p>

			<p><i>I can offer some suggestions about how I might manage my feelings when changes happen.</i></p>
<p><b>Year 5</b></p>	<p><b>Autumn 1</b>          Planning the forthcoming year          Being a citizen          Rights and responsibilities          Rewards and consequences          How behaviour affects groups          Democracy, having a voice, participating</p> <p><i>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</i></p> <p><i>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</i></p> <p><b>Autumn 2</b>          Cultural differences and how they can cause conflict          Racism          Rumours and name-calling          Types of bullying          Material wealth and happiness          Enjoying and respecting other cultures</p> <p><i>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</i></p>	<p><b>Spring 1</b>          Future dreams          The importance of money          Jobs and careers          Dream job and how to get there          Goals in different cultures          Supporting others (charity)          Motivation</p> <p><i>I can compare my hopes and dreams with those of young people from different cultures.</i></p> <p><i>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</i></p> <p><b>Spring 2</b>          Smoking, including vaping          Alcohol          Alcohol and anti-social behaviour          Emergency aid          Body image          Relationships with food          Healthy choices          Motivation and behavior</p> <p><i>I can explain different roles that food and substances can play in people's lives.</i></p> <p><i>I can also explain how people can develop eating problems (disorders) relating to body</i></p>	<p><b>Summer 1</b>          Self-recognition and self-worth          Building self-esteem          Safer online communities          Rights and responsibilities online          Online gaming and gambling          Reducing screen time          Dangers of online grooming          SMARTT internet safety rules</p> <p><i>I can compare different types of friendships and the feelings associated with them.</i></p> <p><i>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</i></p> <p><i>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</i></p> <p><b>Summer 2</b>          Self- and body image          Influence of online and media on body image          Puberty for girls          Puberty for boys          Conception (including IVF)          Growing responsibility          Coping with change</p>

	<p><i>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour</i></p>	<p><i>image pressures and how smoking and alcohol misuse is unhealthy.</i></p> <p><i>I can summarise different ways that I respect and value my body.</i></p>	<p>Preparing for transition</p> <p><i>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</i></p> <p><i>I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</i></p>
<p><b>Year 6</b></p>	<p><b>Autumn 1</b>  Identifying goals for the year  Global citizenship  Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics  Democracy, having a voice  Anti-social behaviour  Role-modelling</p> <p><i>I can explain how my choices can have an impact on people in my immediate community and globally.</i></p> <p><i>I can empathise with others in my community and globally and explain how this can influence the choices I make.</i></p> <p><b>Autumn 2</b>  Perceptions of normality  Understanding disability  Power struggles</p>	<p><b>Spring 1</b>  Personal learning goals, in and out of school  Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievements  Compliments</p> <p><i>I can explain different ways to work with others to help make the world a better place.</i></p> <p><i>I can explain what motivates me to make the world a better place.</i></p> <p><b>Spring 2</b>  Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress</p> <p><i>I can explain when substances including alcohol are being used anti-socially or being misused</i></p>	<p><b>Summer 1</b>  Mental health  Identifying mental health worries and sources of support  Love and loss  Managing feelings  Power and control  Assertiveness Technology safety  Take responsibility with technology use</p> <p><i>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</i></p> <p><i>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</i></p> <p><i>I can offer strategies to help me manage these feelings and situations.</i></p> <p><b>Summer 2</b>  Self-image</p>

	<p>Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p><i>I can explain ways in which difference can be a source of conflict or a cause for celebration.</i></p> <p><i>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</i></p>	<p><b><i>and the impact this can have on an individual and others.</i></b></p> <p><b><i>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</i></b></p>	<p>Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p><b><i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</i></b></p> <p><b><i>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</i></b></p>
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