

PSHE Whole School Long Term Plan

Class/Term	Term 1 Self-Awareness	Term 2 Self-care, Support & Safety  (Including online safety)	Term 3 Healthy Lifestyles	Term 4 Feelings (We will be buying into a scheme that focuses on caring for the mental health of others)	Term 5 The World I Live In	Term 6 Relationships, Growing Up & Changing
Alligators	<p><b>Who am I?</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can say my name and describe myself.</li> <li>• I can explain who lives in my house and describe my relationships with them.</li> <li>• I can describe what makes me happy and sad and explain why.</li> <li>• I can use the zones to communicate my feelings and help with emotional regulation.</li> </ul> <p><b>Secure core</b></p> <ul style="list-style-type: none"> <li>• I can say my name.</li> <li>• I can name the people and pets who live in my house.</li> <li>• I can say what I like and dislike.</li> <li>• I can identify things that make me happy or sad.</li> </ul>	Taking care of ourselves	Keeping clean	TBC	Respecting differences	Use RSE curriculum map

- I can state my zone by placing a photo in the zone, standing in the zone or moving my peg to the zone.

**Developing**

- I can respond to my name and point to others when their name is called.
- I can draw the people and pets in my house
- I can use a single, sign, gesture or symbol to identify the things I like and dislike.
- I can sign, select symbols for, or say happy and sad and match this to the facial expression.
- I am beginning to recognise some of the emotions belonging to the zones (Zones of regulation)

**Emerging**

- I can respond to my name.
- I can point to or select the symbol for the people and pets who live in my house.
- I can choose something I like.

	<ul style="list-style-type: none"> <li>• I can make the facial expressions of happy and sad.</li> <li>• I have shown an awareness of the zones of regulation.</li> </ul>					
<b>Busy Bees</b>	<p><b>Things I am good at</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can suggest new skills I would like to explore and practise them independently.</li> <li>• I can self-assess my success.</li> <li>• I can identify my strengths and identify things I can do to continue to develop my strength.</li> <li>• I can identify areas for development and seek support.</li> <li>• I can identify hopes/wishes and goals for the future.</li> </ul> <p><b>Secure core</b></p> <ul style="list-style-type: none"> <li>• I am happy to independently try new skills to see if I am good at them or not.</li> <li>• I can identify my strengths.</li> <li>• I can identify things I can do by myself and things</li> </ul>	<p><b>Keeping safe at home and in school</b></p> <p>Emerging Developing Secure</p>	<p><b>Healthy Eating</b></p> <p>Emerging Developing Secure</p>	<p><b>TBC</b></p> <p>Emerging Developing Secure</p>	<p><b>People who help us</b></p> <p>Emerging Developing Secure</p>	<p><b>Use RSE curriculum map</b></p>

	<p>that I need help with.</p> <ul style="list-style-type: none"><li>• I can demonstrate something I am good at in front of the class.</li><li>• I can identify something I would like to be good at.</li><li>• I can demonstrate that I can practice the skill I would like to be better at.</li><li>• I can identify how I am different to others.</li></ul> <p><b>Developing</b></p> <ul style="list-style-type: none"><li>• I am happy to explore new skills with support and ask for help.</li><li>• I can describe things that I enjoy and that make me happy.</li><li>• I can use thumbs up thumbs down gesture to express if I think I have been good at doing something.</li><li>• I can show one trusted person something that I am good at.</li><li>• I can say one thing to describe myself.</li></ul> <p><b>Emerging</b></p> <ul style="list-style-type: none"><li>• I can observe others carrying out a skill and attempt to copy them.</li></ul>					
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	<ul style="list-style-type: none"> <li>• I can recognise that there is me and that there are others</li> <li>• I can select the things that I enjoy when provided with choices.</li> <li>• I can engage in some things that are not my favourite activities</li> </ul>					
<b>Cheetahs</b>	<p><b>Kind and unkind behaviour</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can identify what teasing means and how people who are being teased might feel.</li> <li>• I can explain what is meant by hurtful behaviour or including verbal, physical and emotional bullying</li> <li>• I can describe or demonstrate something we can say or do if we or someone else is being bullied.</li> <li>• I can contribute to creating rules for kind behaviour.</li> <li>• I identify how people are different and how everyone should be treated with respect regardless</li> </ul>	<p><b>Keeping safe</b></p> <p>Emerging Developing Secure</p>	<p><b>Exercise</b></p> <p>Emerging Developing Secure</p>	<p><b>TBC</b></p> <p>Emerging Developing Secure</p>	<p><b>Rules and Laws</b></p> <p>Emerging Developing Secure</p>	<p><b>Use RSE curriculum map</b></p>

of their skin colour, religion, the way they look, disability or family setting.

**Secure core**

- I can identify when people are being kind or unkind either to us or others.
- I can give example of how our feelings can be hurt.
- I can describe how unkind behaviour may make us feel worried or upset.
- I can ask for help.
- I can explain or demonstrate acts of kindness.
- I can name some people in our community who help us and explain how. (police, doctors, paramedics, firefighter, dentist, teacher etc.)

**Developing**

- I can recognise behaviour which hurts other people's bodies or feelings.
- I recognise that behaviour that hurts others is wrong.
- I can demonstrate acts of kindness.

	<ul style="list-style-type: none"> <li>• I can name some people in our community who help us. (police, doctors, paramedics, firefighter, dentist, teacher etc.)</li> </ul> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can sort kind and unkind behaviours.</li> <li>• I can demonstrate kind hands, kind words.</li> <li>• I can respond to stimuli about what anger is and what anger feels like.</li> <li>• I can respond to stimuli about what feeling upset means.</li> <li>• I can use symbols signs or single words to describe how someone might feel in response to a kind or unkind action.</li> <li>• I recognise that being kind is good and being unkind is wrong.</li> </ul>					
Dolphins	<p><b>Playing and working together</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can describe some ways of playing and working with</li> </ul>	First Aid	Keeping Well	<p><b>TBC</b> Emerging Developing Secure</p>	Taking Care of the Environment	Use RSE curriculum map

others so that everyone feels happy and is able to do their best.

- I can demonstrate working collaboratively towards shared goals.
- I can recognise occasions when we have worked as a team or in a group to achieve something.
- I can describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.

**Secure core**

- I can identify reasons why it is important to listen to other people and demonstrate good listening.
- I can identify some actions/ behaviours that show we are being polite and courteous to other people.
- I can demonstrate ways of playing and working cooperatively.
- I can explain what we mean by 'being



fair' to one another.

- I can initiate games and engage in games independently

***Developing***

- I can demonstrate being alert and ready to listen.
- I can demonstrate good listening.
- I can describe how to listen to other people.
- I can describe times when we take turns in school.
- I can demonstrate taking turns.
- I can demonstrate kindness to others independently.

***Emerging***

- I can respond to an adult modelling how we can show we are ready to participate in an activity.
- I can respond with curiosity to modelling of 'good listening'.
- I can respond to 'taking turns' as modelled by both adults and peers.
- I can demonstrate kindness towards others with prompts

	<ul style="list-style-type: none"> <li>• I can engage in play with support.</li> </ul>					
Elephants	<p><b>People who are special to us</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can identify who is special to me and explain why.</li> <li>• I can explain my relationship with these people and describe why our relationship is healthy.</li> <li>• I can identify the people I trust and explain who I might go to for different types of problems.</li> <li>• I can explain that if people I like do unkind things to me or our friends, I do not have to tolerate it.</li> <li>• I can identify ways in which I can get help if people have been unkind to us or our friends.</li> <li>• I can identify people in the community who help us and describe how.</li> </ul> <p><b>Secure core</b></p> <ul style="list-style-type: none"> <li>• I can identify the people that are special to me.</li> <li>• I can identify some of the qualities our</li> </ul>	First Accidents and Risk	Importance of sleep	TBC	Belonging to a community	Use RSE curriculum map

	<p>special people/friends may have.</p> <ul style="list-style-type: none"><li>• I can describe positive feelings we may have when we spend time with friends and family.</li><li>• I can give some practical examples of the ways our special people care for us and help us with problems and difficulties.</li><li>• I can identify different types of family.</li><li>• I recognise that a relationship that is important to me may change through separation, illness of bereavement and that the person may remain special to me or feelings may change.</li><li>• I can identify people in the community who help us.</li></ul> <p><b>Developing</b></p> <ul style="list-style-type: none"><li>• I can describe what makes my family, friends, teachers, carers special to me.</li><li>• I can identify some of the qualities our</li></ul>					
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special people/friends may have.

- I can describe positive feelings I may have when I spend time with friends and family.
- I know to tell someone if someone makes me feel unhappy or worried.
- I can suggest ways I can show appreciation to those who are special to me.

***Emerging***

- I can identify the people who make up my family.
- I can identify people who are special to me.
- I can identify how people who are special to me make me feel using symbols, signs or single words.
- I can give some examples of ways I might let them know they are special to me.
- I can recognise what is meant by 'family'.

<p><b>Foxes</b></p>	<p><b>Changing Relationships</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can identify different relationships that I am part of.</li> <li>• I can explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.</li> <li>• I can describe what it means to 'fall out' with friends or family.</li> <li>• I can Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</li> <li>• I can explain that our feelings about other people can change and that this is okay.</li> <li>• I can Identify kind ways of letting people know our feelings towards them have changed.</li> <li>• I can Identify what we can say, do or whom we can tell if we are worried</li> </ul>	<p><b>Public &amp; Private</b></p> <p>Emerging Developing Secure</p>	<p><b>5 ways to wellbeing</b></p> <p>Emerging Developing Secure</p>	<p><b>TBC</b></p> <p>Emerging Developing Secure</p>	<p><b>Money</b></p> <p>Emerging Developing Secure</p>	<p><b>Use RSE curriculum map</b></p>
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or unhappy in a friendship or relationship.

- I understand that relationships can change as a result of birth of siblings, separations of parents, illness or bereavement and identify the feeling that may be experienced.

**Secure core**

- I can identify friends, family member, teachers and understand the type of relationship I have with them.
- I can describe ways in which friends, classmates, family members may disagree and 'fall out'.
- I can demonstrate some ways of 'making up' after a falling out.
- I can explain how other people may feel differently to us about the same situation and offer some examples.
- I can identify how to treat ourselves and others with respect
- I understand that relationships can change or

	breakdown identify the emotions that may be experienced.					
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Class/Term	Term 1	Term 2	Term 3	Term 4 Emotional Awareness and regulation	Term 5 The World I live in	Term 6 Relationships, growing up, changing and sex education
Giraffes and Hippos	<b>Working Together Harmony</b>  <b>Mastery</b> <ul style="list-style-type: none"> <li>• I can Identify way of playing fair and treating people equally.</li> <li>• I can contribute to constructing rules for a game or team activity.</li> <li>• I can Identify reasons why it may be upsetting for others if we don't wait for our turn, or do not follow the rules of a game.</li> <li>• I can identify my own strengths and areas for development.</li> <li>• I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.</li> </ul>	<b>Feeling unwell</b> <b>Facts 4 life</b> <b>resilience</b> Emerging Developing Secure		TBC		Use RSE curriculum map

- I can identify and demonstrate ways of improving our own practice when working in a team.
- I can offer constructive feedback to support others working in our team.

**Secure core**

- I can identify reasons why it is important to listen to other people and demonstrate good listening.
- I can identify some actions/ behaviours that show we are being polite and courteous to other people.
- I can demonstrate ways of playing and working cooperatively.
- I can explain what we mean by 'being fair' to one another.
- I can initiate games and engage in games independently.

**Developing**

	<p>• I can identify and demonstrate ways of improving our own practice when working in a team.</p> <p>• I can offer constructive feedback to support others working in our team.</p> <p><b>Secure core</b></p> <ul style="list-style-type: none"><li>• I can identify reasons why it is important to listen to other people and demonstrate good listening.</li><li>• I can identify some actions/ behaviours that show we are being polite and courteous to other people.</li><li>• I can demonstrate ways of playing and working cooperatively.</li><li>• I can explain what we mean by 'being fair' to one another.</li><li>• I can initiate games and engage in games independently.</li></ul> <p><b>Developing</b></p>					
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- I can sort fair and unfair behaviours
- I can listen to the opinions of others and accept that they may have a different view to my own.
- I can demonstrate ways to be polite.
- I recognise that there are rules to a game and can follow these rules with support.
- I can work on a shared goal as part of a team and make an equal contribution.

***Emerging***

- I can demonstrate good listening skills
- I can take turns
- I can share
- I can demonstrate politeness.
- I recognise there are rules and I can follow them with support.
- I can emotionally

	<p>regulate myself if I lose a game.</p> <ul style="list-style-type: none"> <li>• I can congratulate others on their successes.</li> <li>• I can carry out a specific role as part of a team with support.</li> </ul>					
Ibexes	<p><b>Personal Strengths</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can identify my own personal strength and things I can do to continue to develop these skills.</li> <li>• I can describe what other people might perceive our personal strengths, talents and skills to be.</li> <li>• I can explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.</li> <li>• I can Identify some simple strategies to help manage negative opinions/ comments.</li> </ul>	<p><b>Elements of a healthy Lifestyle</b></p> <p>Emerging Developing Secure</p>		TBC		Use RSE curriculum map

- I can explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives.
- I can give reasons why media, including social media can affect how people feel about themselves.

**Secure core**

- I can identify some of my own personal strengths and skills (things we are really good at or can do really well).
- I can identify things I need help with and ask for help.
- I can demonstrate how to recognise and appreciate personal strengths in other people.
- I can recognise how we can use our personal strengths to support others in a team activity.

	<ul style="list-style-type: none"><li>• I identify skills or knowledge I would like to develop.</li><li>• I recognise that if I perceive I have failed at something I can use a growth mindset to recognise this as a learning opportunity.</li><li>• I can ask for help confidently.</li><li>• I understand the definition of proud.</li></ul> <p><b><i>Developing</i></b></p> <ul style="list-style-type: none"><li>• I can describe what I enjoy and what I am good at.</li><li>• I am happy to demonstrate this skill and receive praise.</li><li>• I can identify things I need help or support with.</li><li>• I am willing to have a go at things that I am not so good at with support.</li><li>• I recognise the emotions that may be experienced when I am good at something or am not as</li></ul>					
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	<p>successful as I'd like to be with something.</p> <ul style="list-style-type: none"> <li>• I can recognise the achievements of others.</li> </ul> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can identify things I enjoy doing and things I do not enjoy doing.</li> <li>• I can use a thumbs up thumbs down gesture to identify if I think I am good at a skill I have been asked to try.</li> <li>• I can identify emotions I feel when I am good at something or if I find something difficult.</li> <li>• I can congratulate others on their success.</li> <li>• I can engage in competitive activities and regulate my emotions.</li> <li>• I can ask for help.</li> </ul>					
<p><b>Jaguars and Koalas</b></p>	<p><b>Skills for learning and Growth Mindset</b></p> <p><b>Mastery</b></p>	<p><b>Accidents &amp; Risk</b></p> <p>Emerging Developing Secure</p>		<p><b>TBC</b></p>		<p><b>Use RSE curriculum map</b></p>

	<ul style="list-style-type: none"><li>• I can describe the ways in which I think I learn best (auditory, kinaesthetic, visual, reading, verbal &amp; listening)</li><li>• I can Identify the difference between a short-term target and an aspirational, long term goal.</li><li>• I can make a plan and demonstrate ways we can develop our strengths and skills through practice.</li><li>• I can describe ways to manage my emotions using a growth mindset, if I am not as successful as I had hoped.</li><li>• I can identify some ways in which our current learning will help us in the future.</li><li>• I understand how I am on my own journey and how comparing myself to others</li></ul>					
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can be unhealthy.

**Secure core**

- I can identify how I like to learn (listening, doing, watching, reading, looking, writing etc)
- I can describe how it feels to achieve a target.
- I can describe simple strategies we can use to help us be organised in our learning.
- I can make a plan to achieve a goal with support.
- I understand how growth mindset encourages us to learn from mistakes, keep trying, and search for solutions to a challenge.

**Developing**

- I can identify some things that help my learning.
- I can identify things that do not help my learning.

- I can describe what I like and dislike doing as a learner.
- I can describe my own learning targets or goals.
- I understand the concept of not giving up, trying again and trying my best.
- I can demonstrate that I can work at a goal.
- I can explain how it feels to achieve a goal.
- I understand that some goals take longer to achieve than others.

***Emerging***

- I can sort things that help learning and things that don't help learning.
- I can have a go at something I find difficult.
- I can communicate emotions I feel when I am good at something or if I find something difficult.
- I can regulate my emotions if I



	<p>become frustrated with something I find difficult.</p> <ul style="list-style-type: none"> <li>• I can practice a skill and recognise my progress.</li> </ul>					
	<p><b>Prejudice &amp; discrimination</b></p> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• I can explain how I am unique.</li> <li>• I can explain what stereotyping means.</li> <li>• I can recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm</li> <li>• I can demonstrate simple constructive strategies for responding to prejudice and discrimination.</li> </ul> <p><b>Secure core</b></p> <ul style="list-style-type: none"> <li>• I can communicate or express how I am unique.</li> <li>• I can recognise how I am</li> </ul>	<p><b>Healthy eating, exercise and body image</b></p> <p>Emerging Developing Secure</p>		TBC		Use RSE curriculum map

	<p>different to others.</p> <ul style="list-style-type: none"> <li>• I can recognise what prejudice means. Explain what it means to discriminate against someone</li> <li>• I can identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</li> <li>• I can describe some strategies that can be used to prevent or respond to prejudice or discrimination.</li> </ul>					
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Class/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 Relationships and sex education
Nightowls and Ottes	Emotional Wellbeing (ASDAN) Emotional wellbeing	Keeping Safe & Healthy Module 2 (ASDAN)		TBC		

	<p><b>Module 1</b> Section B – Challenge 1 Design and carry out a campaign to raise awareness of emotional wellbeing in your school.</p> <p>Ensure the following topics are covered</p> <ul style="list-style-type: none"> <li>• Type of emotion</li> <li>• Intensity of emotions</li> <li>• Strategies to maintain positive wellbeing.</li> <li>• Mental Health conditions</li> <li>• How social media affects wellbeing.</li> <li>• How to get help</li> </ul>					
<b>Pandas &amp; Quails</b>	<b>Mental Health (COPE)</b>			<b>TBC</b>		