



# PSHE/RSE Long Term Planning

'Achieve Excellence'

## What does it mean to get better at PSHE/RSE at Wimboldsley?

At Wimboldsley CP School, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

PSHE is taught across the school from EYFS - Year 6 on a weekly basis and as a school, we follow the Discovery Education PSHE scheme. Our PSHE curriculum covers the statutory requirements for teaching primary Health education and Relationships education from September 2020. It contains lessons for teaching all aspects of the guidelines, including the non-statutory aspects of primary sex education. The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Reception	<a href="#">PSED Making relationships</a>	<a href="#">PSED Sense of Self</a> Is becoming more	Show an understanding of their own feelings and those of	Recognises that they belong to different communities and	Describes physical changes to the body that can occur when feeling unwell,	Be confident to try new activities and show independence, resilience and

	<p>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.</p> <p><b>ELG - Building Relationships</b> 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.</p> <p><b>ELG:Managing self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>aware of the similarities/differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p><b>ELG:Managing self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>others, and begin to regulate their behaviour accordingly</p> <p>PSED Understanding emotions</p> <p><b>ELG -Self Regulation</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. <b>ELG:Managing self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>social groups and communicates freely about own home and community</p> <p>PSED - Making relationships</p> <p><b>ELG - Building Relationships</b> 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.</p>	<p>anxious, tired, angry or sad</p> <p>PSED Understanding emotions</p> <p><b>ELG -Self Regulation</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>perseverance in the face of challenge</p> <p>PSED Understanding emotions PSED Sense of self</p> <p><b>ELG -Self Regulation</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. <b>ELG:Managing self</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
Year 1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Year 2	Understanding what makes a happy friendship.	Exploring different strengths and abilities. Understanding and challenging	The different communities and groups we belong to and how we help and	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products	Exploring how our bodies and needs change as we grow older. Aspirations and

	Recognising personal boundaries and safe/unsafe situations.	stereotypes.	support one another within these.		and medicines.	goal setting.
Year 3/4 Cycle 1	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Year 3/4 Cycle 2	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.  <i>Year 4 +</i>
Year 5/6 Cycle 1	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.  <i>Year 5 +</i>
Year 5/6 Cycle 2	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family.  <i>Year 6 only</i>	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.