



PSHE and RSE



Subject Definitions

KS1 definition:

PSHE stands for personal, social, health and economic education. It is learning about how we can stay healthy and be ready for things that happen in life.

KS2 definition:

PSHE stands for personal, social, health and economic education. It is learning about how we can stay healthy and be ready for things that happen in life.

Personal – emotions, self-esteem and feelings.

Social – communication, teamwork and different cultures.

Health – physical and mental health, exercise and staying safe online.

Economic – money, finances and understanding the world of work.

Long Term Plan

- Units are from Kapow.
- British Values are covered in Y1-Y6 through assemblies and floorbook lesson.
- Each half term starts with a PSHE day when a book is used to focus on the theme word for the first lesson.
- PSHE lessons are then taught for the rest of the day and throughout the half term.

	Autumn 1 Identity BV: Mutual Respect	Autumn 2 Courage BV: Accepting of Faiths	Spring 1 Power Protected Characteristics	Spring 2 Change BV: Rule of Law	Summer 1 Choices BV: Individual Liberty	Summer 2 Community BV: Democracy
N	How am I the same as my friends? How am I different from my friends? Am I showing an interest in my peer’s play?		What am I afraid of? Am I beginning to take turns and share with my peers? Am I aware of how my peers are feeling?		Can I think of ways to help my friend to feel happy? Can I talk about how I am feeling? Do I enjoy playing alone, alongside others and with my peers?	
	Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays.					
R	Self-regulation: My Feelings	Building relationships: Special relationships	Managing self: Taking challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?

Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me to recognise safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Nursery PSHE and RSE Kapow Book Links

Au1 and Au2

Who Are You? By Smitri Halls and The Littlest Yak by Lu Fraser

How am I the same as my friends?

How am I different from my friends?

Am I showing an interest in my peers' play?

Sp1 and Sp2

Elmer by David Mckee and Let's All Creep Through Crocodile Creek by Junny Lambert and Lulu's First Day At School by Anna McQuinn

What am I afraid of?

Am I beginning to take turns and share with my peers?

Am I aware of how my peers are feeling?

Su1 and Su2

My Pet Star by Corinne Averiss and Oh No George! By Chris Maughton

Can I think of ways to help my friend feel happy?

Can I talk about how I am feeling?

Do I enjoy playing alone, alongside others and with my peers?

Long term plan: EYFS			
Autumn 1	Self-regulation: My feelings 0 lessons	Autumn 2	Building relationships: Special relationships 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing. Learn strategies for sharing fairly and recognize their own strengths and individuals.
Spring 1	Managing self: Taking on challenges 6 lessons Consider the value of perseverance in facing challenges, children learn to communicate effectively with others, recognize the importance of rules and practice simple coping strategies.	Spring 2	Self-regulation: Listening and following instructions 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to the spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Summer 2	Managing self: My wellbeing 6 lessons Identify why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Long term plan: Year 1			
Autumn 1	My healthy self: How can we look after emotions? 6 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practice simple strategies for managing different emotions.	Autumn 2	Connecting with others: How can I help myself and others to feel happy and safe? 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help to support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online? 6 lessons Understanding how to stay safe and respectful online and recognising different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	Spring 2	Citizenship: How can I help others and the environment? 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life? 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practicing how to get medical help. Pupils investigate how germs spread, practice ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Summer 2	Staying safe: How can I stay safe? 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Long term plan: Year 2			
Autumn 1	My healthy self: How can we look after our bodies? 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others? 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them if they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online? 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that everything online is not real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating content and explaining how to respond safely when they need help.	Spring 2	Citizenship: How do people belong to a community and earn money? 6 lessons Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.
Summer 1	Growing up: How can we look after and respect our bodies as we grow? 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Summer 2	Staying safe: How can I make safe choices in different places? 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practice saying no and learn how and when to seek help from a trusted adult.

Long term plan: Year 3			
Autumn 1	My healthy self: How can I take care of my mind and body? 6 lessons Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Autumn 2	Connecting with others: What helps us feel safe and included? 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practice ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	The online world: How should we communicate online? 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	Spring 2	Citizenship: What rights and responsibilities do we have? 6 lessons Learning about rights and responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Summer 1	Health protection: How can we prevent illness and injury and respond if they happen? 6 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practicing basic first aid and learning when to call 999.	Summer 2	Citizenship: What careers do people choose and why? 6 lessons Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the work place.

Long term plan: Year 4			
Autumn 1	My healthy self: How can I make healthy choices? 6 lessons Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	Autumn 2	Connecting with others: What helps us feel safe and included? 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practice responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	The online world: How can we decide who to trust online? 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	Spring 2	Citizenship: What rights and responsibilities do we have? 6 lessons Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	Health protection: How will my body and emotions change as I grow up? 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	Summer 2	Citizenship: What careers do people choose and why? 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupil identify safe ways to cross roads, explore the danger of water and learn how to distinguish between medicines and harmful substances.

Long term plan: Year 5			
Autumn 1	My healthy self: How can I support my mind and body as I grow? 6 lessons Understanding how everyday choices can support physical and emotional wellbeing exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practice strategies for managing emotions and seeking support when needed.	Autumn 2	Connecting with others: Why are healthy relationships important? 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families. Identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	The online world: How am I influenced by what I see online? 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	Spring 2	Citizenship: How can we make a difference in our communities and beyond? 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. People learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up? 6 lessons Understanding the physical and emotional changes that happen to your body during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Summer 2	Citizenship: How can we be in control of our money? 6 lessons Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognizing the risks associated with online spending and gambling.

Long term plan: Year 6			
Autumn 1	My healthy self: How do my choices today shape my future health? 6 lessons Learning about the importance of daily dental care and how the choices about food, drink and lifestyle can affect long term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Autumn 2	Connecting with others: What does it mean to stand up for myself and others? 6 lessons Developing self-respect and resilience by setting personal goals and practicing respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	The online world: How do I feel about the things I see online? 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognizing online risks to support safe decision making, including learning how to respond to online bullying and other harmful behaviour.	Spring 2	Citizenship: How can we respect everyone's rights? 6 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	Staying safe: How can I stay safe as I grow up? 6 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Summer 2	Sex education: How do people become parents and carers? 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families and understand the responsibilities and life-long commitment involved in having a baby.

British Values

Autumn 1: Mutual Respect Understanding and valuing other people, even if they are different from you.	Autumn 2: Accepting of faiths Understanding and accepting that people may have different faiths or beliefs.
<p>Year 1: Respect is treating other people nicely and valuing their views. Everyone is important. I should treat people how I would like to be treated. How can I show respect to my friends and family?</p>	<p>Year 1: A belief is accepting that something is true or exists. Some people have a belief in a god. Some people do not have any faith or belief. It is ok to have either.</p>
<p>Year 2: You come into contact with lots of different people, including different adults. Who are they? How can I show respect to different adults?</p>	<p>Year 2: Quick recap of definitions of faith and belief. It is ok to have a faith or no faith/belief. We should understand that some people may have different faiths and beliefs from us. It is ok that we may not agree.</p>
<p>Year 3: Mutual respect is understanding and valuing other people, even if they are different from you. Other people are different to me and that is ok. How can I show respect to people who are different to me? Why is this important?</p>	<p>Year 3: You may like some parts of certain faith and some parts of others. It is ok to have one or many beliefs.</p>
<p>Year 4: Good manners are a way of showing respect. You can earn respect by being kind, being helpful and valuing other peoples' views. How can I earn respect? Why is this important?</p>	<p>Year 4: If we don't agree with a faith someone else has then we can talk to other people who can help. Some people feel it is important to share their faith with others.</p>
<p>Year 5: Self-respect is taking care of myself. I can do this by keeping myself clean, resting well, exercising, drinking water and speaking kindly to myself. What are the consequences of being disrespectful?</p>	<p>Year 5: Exploring a range of faiths and beliefs is important. Some people feel it is important to share their faith with others. It is ok to listen and have the information but you don't have to believe what other people believe in.</p>
<p>Year 6: Everyone deserves a basic level of respect. Having respect for people in authority is usually a good thing. Why is it important to show respect, even if you disagree?</p>	<p>Year 6: Having a range of faiths create an inclusive and diverse society. In some parts of the country, certain faiths are more popular.</p>

Spring 1: Protected Characteristics Making sure everyone is treated fairly and equally, no matter who they are or what is different about them.	Spring 2: Rule of Law Everyone, including adults and children, have to follow rules and laws.
<p>Year 1: Everyone is different in their own special way, and all people should be treated with kindness and respect. Everyone should be treated fairly.</p>	<p>Year 1: At home, I have some rules. If I don't follow the rules, there is a consequence. School has rules – these are being Ready, Respectful and Safe. I must follow the school rules.</p>
<p>Year 2: It is unfair to treat someone differently because of how they look, what they believe or where they come from. Friends can be different from each other, and that makes our school and community a more interesting and fun place.</p>	<p>Year 2: School has rules – these are being ready, respectful and safe. I must follow the school rules. We have rules in our classroom. These are there to make things fair and keep everyone safe.</p>
<p>Year 3: Every person is unique and has the right to be treated with respect, no matter their background or beliefs. The law protects people from being treated unfairly because of things like their race, religion or gender.</p>	<p>Year 3: Everyone, including adults and children, should follow the rules. They are in place to keep people safe and make it fair. If people break the rules, there are consequences. The consequence depends on the rule that was broken. Sometimes we call rules laws – these are made by the government.</p>
<p>Year 4: The Equality Act 2010, protects people from discrimination based on protected characteristics, such as age, disability, race, religion or belief, sex and gender reassignment. Discrimination means treating someone unfairly or differently because of who they are.</p>	<p>Year 4: Some laws are made by the government. These are called laws (recap). Rules and laws sometimes have to be enforced by people such as police officers, parking attendants and health and safety inspectors.</p>
<p>Year 5: The 9 protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Respecting differences helps to build a fair and equal society for all people.</p>	<p>Year 5: Some laws are made by the government (recap). In the UK, laws are written by governors and then MPs decide about the laws and make decisions about them. In other countries, laws are made in different ways.</p>
<p>Year 6: Go through the 9 characteristics. Everyone is protected by law from discrimination in school, work and public places. The Equality Act 2010 protects people.</p>	<p>Year 6: The Equality Act helps children and other people not to be discriminated against. The Children's Act helps to protect children within the UK. Other countries have rules and laws that are made in different ways and protect children and adults.</p>

Summer 1: Individual Liberty Everyone has the freedom to make their own choices, think their own thoughts and express themselves.	Summer 2: Democracy Ruled by the people. Everyone gets a say in how their country or community is run.
<p>Year 1:</p> <p>Choices are when you choose one thing or another. We make lots of choices everyday. I might make different choices to someone else.</p>	<p>Year 1:</p> <p>Democracy means that lots of people have a say on how things run. Following rules in a classroom can make things fair. When we think things are not fair, we should speak to a trusted adult. Following rules in games can make them fair.</p>
<p>Year 2:</p> <p>A choice is when you decide on one thing or another. Sometimes you must choose between different things. Some choices that we make can affect other people. Making the right choice can be hard but it is important. A consequence can happen if you make the wrong choice.</p>	<p>Year 2:</p> <p>Our school council are chosen by children in the school. The school council help make decisions about things in school. If I've got an issue, I can speak to the school council. Sometimes choices are made that I find hard.</p>
<p>Year 3:</p> <p>Consequences can be hard to understand but can be needed to help make the right choices. Everyone has a right to express their own views. We each have a voice that means we might see things differently to someone else.</p>	<p>Year 3:</p> <p>Democracy means ruled by the people. Democracy is important because it allows people to have a say in things that affect them. Some countries do not have a democracy.</p>
<p>Year 4:</p> <p>In the UK, children have rights such as being safe, have an education, able to play, have basic needs and have a voice. Basic needs are food, shelter and clothing. Some countries may have different children's rights. We can make choices that help other children with their rights.</p>	<p>Year 4:</p> <p>The government help run the country and are voted for by people in the country. We have a local government – and MP (Member of Parliament) that helps look at local issues. These issues might affect people where I live or go to school. Children can contact their local MP and speak to them about issues.</p>
<p>Year 5:</p> <p>Protective characteristics (recap) aim to stop discrimination. Refugees have to flee their homes due to war or persecution. Some refugees flee due to civil situations and some due to political reasons.</p>	<p>Year 5:</p> <p>The national government's job is to run all parts of the country. They are voted for by people in that country. They make and change laws in that country.</p>
<p>Year 6:</p> <p>The Equality Act (2010) sets our Protected Characteristics that discourage discrimination in society. The Equality Act is a very important piece of legislation.</p>	<p>Year 6:</p> <p>Not all countries have a democracy. The government (if they have one) is not always voted for by the people. Some countries have one person that rules the whole country and makes laws. We have international laws – these help countries to speak and interact with each other.</p>

Significant People

Reception	Julia Donaldson Neil Armstrong	
Year 1	King Charles Mae Jemison	Aut 2 Sum 1
Year 2	Rosa Parks George Mottershead	Spr 2 Sum 1
Year 3	Steve Jobs David Attenborough	Spr 1 Sum 1
Year 4	Alex Scott William Shakespeare Justin Madders	Aut 2 Spr 2 Sum 2
Year 5	Mo Farah Katherine Johnson The Prime Minister	Spr 1 Spr 2 Sum 2
Year 6	The President Floella Benjamin Stephen Hawking	Aut 1 Aut 2 Sum 1 or 2