

# St George's Central CE Primary School and Nursery

## Long Term Plan for PSED Nursery (2 – 3 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Learning</b>	<p>PSED is a prime area for learning in EYFS. It is embedded within daily interactions to support the development of self-regulation, managing self and building relationships. This is also combined with the Characteristics of Effective Learning through playing and exploring, active learning and creating and thinking critically to support pupils to engage with others and to remain effective and motivated learners. We follow the needs of the children to plan relevant and 'in the moment' circle times to also support this. Pupils also have weekly well-being and mindfulness sessions.</p> <p>These sessions also teach pupils about our school values: Friendship, Trust, Justice, Hope, Endurance, Compassion and Forgiveness.</p>					
<b>EYFS Statements</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Establish their sense of self.</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Learn to use the toilet with help, and then independently.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>• Develop friendships with other children.</li> </ul>					

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSED Nursery (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Learning</b>	<p>PSED is a prime area for learning in EYFS. It is embedded within daily interactions to support the development of self-regulation, managing self and building relationships. This is also combined with the Characteristics of Effective Learning through playing and exploring, active learning and creating and thinking critically to support pupils to engage with others and to remain effective and motivated learners. We follow the needs of the children to plan relevant and 'in the moment' circle times to also support this. Pupils also have weekly well-being and mindfulness sessions.</p> <p>These sessions also teach pupils about our school values: Friendship, Trust, Justice, Hope, Endurance, Compassion and Forgiveness.</p>					
<b>EYFS Statements</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy' or 'sad'.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Being independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly</li> <li>Increasingly follow rules.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children.</li> </ul>		<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy', 'sad' or 'angry'.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Develop appropriate ways of being assertive.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Being independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Develop appropriate ways of being assertive.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Understand gradually how others might be feeling.</li> </ul>		<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Develop appropriate ways of being assertive.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Talk with others to solve conflicts.</li> <li>Understand gradually how others might be feeling.</li> </ul>	

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSED

### Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Learning</b>	<p>PSED is a prime area for learning in EYFS. It is embedded within daily interactions to support the development of self-regulation, managing self and building relationships. This is also combined with the Characteristics of Effective Learning through playing and exploring, active learning and creating and thinking critically to support pupils to engage with others and to remain effective and motivated learners. We follow the needs of the children to plan relevant and 'in the moment' circle times to also support this. Pupils also have weekly well-being and mindfulness sessions.</p> <p>These sessions also teach pupils about our school values: Friendship, Trust, Justice, Hope, Endurance, Compassion and Forgiveness.</p>					
<b>EYFS Statements</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage their own needs:                             <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>		<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage their own needs:                             <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>		<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSHE

### Year 1 and Year 2

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	What is the same and different about us?	Who is special to us?	What helps us stay safe?	What jobs do people do?	What helps us grow and stay healthy?	How can we look after each other and the world?
<b>Christian Values</b>	Friendship	Compassion	Trust	Hope	Endurance	Forgiveness
<b>Core Theme</b>	Relationships	Relationships	Health and wellbeing	Living in the wider world	Health and wellbeing	Living in the wider world
<b>Key Learning</b>	Ourselves and others; similarities and differences; individuality; our bodies	Ourselves and others; people who care for us; groups we belong to; families	Keeping safe; recognising risk; rules	People and jobs; money; role of the internet	Being healthy: eating, drinking, playing and sleeping	Ourselves and others; the world around us; caring for others; growing and changing
<b>PSHE Programme of Study objectives</b>	<ul style="list-style-type: none"> <li>Pupils should develop an awareness of what they like/dislike and are good at.</li> <li>Pupils should recognise what makes them special and how everyone has different strengths.</li> <li>They should understand how their personal features or qualities are unique to them.</li> <li>They should understand how they are similar or different to others, and what they have in common.</li> <li>Pupils are taught the correct names for the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be aware that family is one of the groups they belong to, as well as, for example, school, friends, clubs.</li> <li>They should know the different people in their family/those that love and care for them.</li> <li>They should understand what their family members, or people that are special to them, do to make them feel loved and cared for.</li> <li>Pupils are taught that families are all different but share</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should have awareness how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).</li> <li>They are taught how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and steps to take to avoid or remove</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should have awareness how jobs help people earn money to pay for things they need and want.</li> <li>They are taught about a range of different jobs, including those done by people they know or people who work in their community.</li> <li>They should understand how people have different strengths and interests that enable them to do different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop an awareness that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.</li> <li>They should understand that eating and drinking too much sugar can affect their health, including dental health.</li> <li>They should know how to be physically active and how much rest and sleep</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop an awareness of growing and changing from young to old and how people's needs change.</li> <li>They are taught how to prepare to move to a new class/year group.</li> <li>They should understand what is kind and unkind behaviour, how this can affect others and how to treat themselves and others with respect.</li> </ul>

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	<p>main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</p>	<p>common features – what is the same and different about them.</p> <ul style="list-style-type: none"> <li>• They should have awareness about different features of family life, including what families do/enjoy together.</li> <li>• Pupils are taught that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</li> </ul>	<p>themselves from them.</p> <ul style="list-style-type: none"> <li>• Pupils should know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</li> <li>• They should understand how not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</li> <li>• Pupils should know to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should know how people use the internet and digital devices in their jobs and everyday life.</li> </ul>	<p>they should have every day.</p> <ul style="list-style-type: none"> <li>• Pupils are taught that there are different ways to learn and play; how to know when to take a break from screen-time.</li> <li>• They know how sunshine helps bodies to grow and how to keep safe and well in the sun.</li> </ul>	<ul style="list-style-type: none"> <li>• They are taught to recognise ways in which they are the same and different to others, how to listen to others and work cooperatively with others and how to share their opinion on things that matter to them.</li> <li>• They should know how people and other living things have different needs and the responsibilities of caring for them. They should know about things they can do to help look after their environment.</li> </ul>
<b>Statutory Relationships Education</b>	<ul style="list-style-type: none"> <li>• Respectful relationships 3</li> <li>• Being Safe 2</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me 1, 2, 3 and 6</li> </ul>	<ul style="list-style-type: none"> <li>• Online relationships 1, 2 and 3</li> <li>• Being safe 4, 5, 6, 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 1</li> </ul>		<ul style="list-style-type: none"> <li>• Respectful relationships 1, 2, 3 and 5</li> </ul>
<b>Statutory Health Education</b>			<ul style="list-style-type: none"> <li>• Internet safety and harms 2</li> <li>• Health &amp; prevention 6</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms 1</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing 1</li> <li>• Drugs, alcohol and Tobacco 1</li> <li>• Health &amp; prevention 4, 5 and 6</li> </ul>	

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSHE

### Year 1 and Year 2

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	What makes a good friend?	How can we make sure everyone is treated equally?	What helps us stay healthy?	What can we do with money?	Who helps us keep safe?	How do we recognise our feelings?
<b>Christian Values</b>	Friendship	Justice	Hope	Trust	Forgiveness	Compassion
<b>Core Theme</b>	Relationships	Relationships	Health and wellbeing	Living in the wider world	Living in the wider world	Health and wellbeing
<b>Key Learning</b>	Friendship; feeling lonely; managing arguments	Behaviour; bullying; words and actions; respect for others	Being healthy; hygiene; medicines; people who help us with health	Money; making choices; needs and wants	Keeping safe; people who help us	Feelings; mood; times of change; loss and bereavement; growing up
<b>PSHE Programme of Study objectives</b>	<ul style="list-style-type: none"> <li>Pupils should develop an awareness about how to make friends with others.</li> <li>They are taught how to recognise when they feel lonely and what they could do about it.</li> <li>They should understand how people behave when they are being friendly and what makes a good friend.</li> <li>They should know how to resolve arguments that can occur in friendships.</li> <li>Pupils are taught how to ask for help if a</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop an awareness how words and actions can affect how people feel.</li> <li>They are taught how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.</li> <li>They should understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be aware what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor).</li> <li>They are taught that things people put into or onto their bodies can affect how they feel.</li> <li>They should understand how medicines (including vaccinations and immunisations) can help people stay</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should know what money is - that money comes in different forms.</li> <li>They should understand how money is obtained (e.g. earned, won, borrowed, presents).</li> <li>They are taught how people make choices about what to do with money, including spending and saving.</li> <li>They should develop awareness about the difference</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should have awareness that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.</li> <li>They should know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</li> <li>They should understand how to</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should understand how to recognise, name and describe a range of feelings.</li> <li>They should develop awareness of what helps them to feel good, or better if not feeling good.</li> <li>Pupils are taught how different things /times/ experiences can bring about different feelings for different people (including loss, change and</li> </ul>

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	friendship is making them unhappy.	<ul style="list-style-type: none"> <li>• They should know how to respond if this happens in different situations.</li> <li>• They are taught how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</li> </ul>	<p>healthy and that some people need to take medicines every day to stay healthy.</p> <ul style="list-style-type: none"> <li>• They should know why hygiene is important and how simple hygiene routines can stop germs from being passed on.</li> <li>• Pupils are taught about what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing.</li> </ul>	<p>between needs and wants - that people may not always be able to have the things they want.</p> <ul style="list-style-type: none"> <li>• Pupils should understand how to keep money safe and the different ways of doing this.</li> </ul>	<p>respond safely to adults they don't know.</p> <ul style="list-style-type: none"> <li>• They should know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.</li> <li>• Pupils are taught how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</li> </ul>	<p>bereavement or moving on to a new class/year group).</p> <ul style="list-style-type: none"> <li>• They should understand how feelings can affect people in their bodies and their behaviour.</li> <li>• Pupils are taught ways to manage big feelings and the importance of sharing their feelings with someone they trust.</li> <li>• They should develop awareness about how to recognise when they might need help with feelings and how to ask for help when they need it.</li> </ul>
<b>Statutory Relationships Education</b>	<ul style="list-style-type: none"> <li>• Caring relationships 1, 2, 3, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 6, 8</li> <li>• Online relationships 2</li> </ul>			<ul style="list-style-type: none"> <li>• Being safe 4, 5 and 6</li> </ul>	
<b>Statutory Health Education</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing 7</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing 8</li> <li>• Internet safety and harms 3, 5 and 7</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing 1 Drugs, alcohol and tobacco 1</li> <li>• Health and prevention 4, 5 and 6</li> </ul>		<ul style="list-style-type: none"> <li>• Basic first aid 1</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing 1, 2, 3, 4, 6 and 9</li> </ul>

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSHE

### Year 3 and Year 4

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	How can we be a good friend?	How do we treat each other with respect?	What makes a community?	How can we manage our feelings?	What strengths, skills and interests do we have?	How can we manage risk in different places?
<b>Christian Values</b>	Friendship	Compassion	Justice	Hope	Endurance	Trust
<b>Core Theme</b>	Relationships	Relationships	Living in a wider world	Health and wellbeing	Health and wellbeing	Living in the wider world
<b>Key Learning</b>	Friendship; making positive friendships, managing loneliness, dealing with arguments	Respect for self and others; courteous behaviour; safety; human rights	Community; belonging to groups; similarities and differences; respect for others	Feelings and emotions; expression of feelings; behaviour	Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	Keeping safe; out and about; recognising and managing risk
<b>PSHE Programme of Study objectives</b>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness about how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</li> <li>They should know how to recognise if others are feeling lonely and excluded and strategies to include them.</li> <li>They should understand how to build good friendships, including identifying qualities that contribute to positive friendships.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness about how people's behaviour affects themselves and others, including online.</li> <li>They should know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</li> <li>Pupils are taught about the relationship between rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness about how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</li> <li>They are taught what is meant by a diverse community; how different groups make up the wider/local community around the school.</li> <li>They should understand how the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should understand how everyday things can affect feelings.</li> <li>They should continue to develop awareness about how feelings change over time and can be experienced at different levels of intensity.</li> <li>Pupils are taught about the importance of expressing feelings and how they can be expressed in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will continue to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements.</li> <li>They will develop further awareness about how their personal attributes, strengths, skills and interests contribute to their self-esteem.</li> <li>They will understand how to</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will continue to develop an awareness about how to recognise, predict, assess and manage risk in different situations.</li> <li>They are taught how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</li> </ul>

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	<ul style="list-style-type: none"> <li>• They are taught that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</li> <li>• Pupils should know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> </ul>	<ul style="list-style-type: none"> <li>• They should understand about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).</li> <li>• Pupils are taught about the rights that children have and why it is important to protect these.</li> <li>• They should understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</li> <li>• Pupils should have awareness about how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</li> </ul>	<p>community helps everyone to feel included and values the different contributions that people make.</p> <ul style="list-style-type: none"> <li>• Pupils should know how to be respectful towards people who may live differently to them.</li> </ul>	<ul style="list-style-type: none"> <li>• They will understand how to respond proportionately to, and manage, feelings in different circumstances.</li> <li>• They will know ways of managing feelings at times of loss, grief and change.</li> <li>• Pupils will understand how to access advice and support to help manage their own or others' feelings.</li> </ul>	<p>set goals for themselves.</p> <ul style="list-style-type: none"> <li>• Pupils are taught how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• They will know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</li> <li>• They will be taught how people's online actions can impact on other people. They will become aware about how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</li> <li>• They will understand how to report concerns, including about inappropriate online content and contact.</li> <li>• Pupils will be taught that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is antisocial or against the law.</li> </ul>
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<b>Statutory Relationships Education</b>	<ul style="list-style-type: none"> <li>• Caring friendships 2, 3, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 1, 2, 3, 4, 5, 7</li> <li>• Online relationships 2 and 3</li> <li>• Being safe 1, 2 and 7</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 1, 2, 3, 5</li> </ul>		<ul style="list-style-type: none"> <li>• Respectful relationships 4</li> </ul>	<ul style="list-style-type: none"> <li>• Online relationships 2, 3 and 4</li> </ul>
<b>Statutory Health Education</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms 3 and 7</li> </ul>		<ul style="list-style-type: none"> <li>• Mental wellbeing 1, 2, 3, 4, 6 and 9</li> </ul>		<ul style="list-style-type: none"> <li>• Internet safety and harms 3, 4, 5, 6 &amp; 7</li> </ul>

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSHE

### Year 3 and Year 4

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	Why should we eat well and look after our teeth?	What keeps us safe?	What are families like?	How can our choices make a difference to others and the environment?	Why should we keep active and sleep well?	How will we grow and change?
<b>Christian Values</b>	Hope	Trust	Compassion	Justice	Endurance	Forgiveness
<b>Core Theme</b>	Health and wellbeing	Living in the wider world	Relationships	Living in the wider world	Health and wellbeing	Health and wellbeing
<b>Key Learning</b>	Being healthy: eating well, dental care	Keeping safe; at home and school; our bodies; hygiene; medicines and household products	Families; family life; caring for each other	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	Health and wellbeing Being healthy: keeping active, taking rest	Growing and changing; Puberty
<b>PSHE Programme of Study objectives</b>	<ul style="list-style-type: none"> <li>Peoples should continue to develop awareness about how to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>They should know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</li> <li>They should understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness of hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</li> <li>They should know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.</li> <li>They should understand that their body belongs to them and should not be hurt or touched without their permission; what</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness about how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, stepparents, blended families, foster and adoptive parents).</li> <li>They are taught how common features of positive family life often include shared experiences, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are taught that people have a shared responsibility to help protect the world around them.</li> <li>They should continue to develop awareness how everyday choices can affect the environment.</li> <li>They should understand how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will continue to develop awareness about how regular physical activity benefits bodies and feelings.</li> <li>They should understand how to be active on a daily and weekly basis - how to balance time online with other activities.</li> <li>They should know how to make choices about physical activity, including what and who influences decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin a brief introduction to puberty and how bodies change during puberty.</li> <li>They should know how puberty can affect emotions and feelings.</li> <li>They should understand how personal hygiene routines change during puberty.</li> <li>Pupils are taught how to ask for advice and support about growing and changing and puberty.</li> </ul>

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	<ul style="list-style-type: none"> <li>• They should know how people make choices about what to eat and drink, including who or what influences these.</li> <li>• Pupils are taught how, when and where to ask for advice and help about healthy eating and dental care.</li> </ul>	<p>to do and who to tell if they feel uncomfortable.</p> <ul style="list-style-type: none"> <li>• They should know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</li> <li>• Pupils should understand how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).</li> <li>• Pupils are taught how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.</li> <li>• Pupils are taught what to do in an emergency, including how to report an accident.</li> </ul>	<p>celebrations, special days or holidays. They should know people within families should care for each other and the different ways they demonstrate this.</p> <ul style="list-style-type: none"> <li>• They should understand how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</li> </ul>	<p>plastics, giving to charity).</p> <ul style="list-style-type: none"> <li>• They should recognise the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</li> <li>• They should know how to show care and concern for others (people and animals).</li> <li>• They should understand how to carry out personal responsibilities in a caring and compassionate way.</li> </ul>	<ul style="list-style-type: none"> <li>• They should understand how the lack of physical activity can affect health and wellbeing.</li> <li>• They are taught how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</li> <li>• Pupils should know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</li> </ul>	
<p><b>Statutory Relationships Education</b></p>	<ul style="list-style-type: none"> <li>• Caring friendships 2, 3, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 7 and 8</li> <li>• Being safe 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me 1, 2, 3, 4 and 6</li> <li>• Respectful relationships 1</li> </ul>		<ul style="list-style-type: none"> <li>• Respectful Relationships 8</li> </ul>	

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<b>Statutory Health Education</b>	<ul style="list-style-type: none"> <li>Mental wellbeing 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Health and prevention 5</li> <li>Basic first aid 1 and 2</li> </ul>			<ul style="list-style-type: none"> <li>Physical health and fitness 1, 2, 3 and 4</li> <li>Health and prevention 3</li> </ul>	<ul style="list-style-type: none"> <li>Changing adolescent body 1 and 2</li> </ul>
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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSHE

### Year 5 and Year 6

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	What makes up our identity? How do we change as we grow?	How can friends communicate safely?	How can the media influence people?		How do friendships change as we grow?	What job would I like in the future?
<b>Christian Values</b>	Endurance	Friendship	Justice		Compassion	Hope
<b>Core Theme</b>	Health and Wellbeing	Relationships	Living in the wider world		Relationships	Living in the wider world
<b>Key Learning</b>	Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	Friendships; relationships; becoming independent; online safety	Media literacy and digital resilience; influences and decision-making; online safety		Different relationships, changing and growing, adulthood	Careers; aspirations; role models; the future
<b>PSHE Programme of Study objectives</b>	<ul style="list-style-type: none"> <li>Pupils should continue to recognise and respect similarities and differences between people and what they have in common with others.</li> <li>Pupils are taught that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).</li> <li>They should develop awareness about how individuality and personal qualities make up someone's identity</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness about the different types of relationships people have in their lives.</li> <li>They should understand how friends and family communicate together; how the internet and social media can be used positively.</li> <li>They should recognise how knowing someone online differs from knowing someone face-to-face.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.</li> <li>They should become aware that not everything should be shared online or social media and that there are rules about this, including the distribution of images.</li> <li>They should understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</li> <li>Pupils should know how text and images can be manipulated or invented; strategies to recognise this.</li> <li>They should know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should develop awareness that people have different kinds of relationships in their lives, including romantic or intimate relationships.</li> <li>Pupils are taught that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop an awareness that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime.</li> <li>They should understand that some jobs are paid more than others and some may be voluntary (unpaid).</li> <li>They should know about the skills,</li> </ul>

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	<p>(including that gender identity is part of personal identity and for some people does not correspond with their biological sex). They should understand about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</p> <ul style="list-style-type: none"> <li>• They should know how to challenge stereotypes and assumptions about others.</li> <li>• Pupils will continue to develop awareness about how puberty relates to growing from childhood to adulthood.</li> <li>• Pupils will be taught about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made.</li> <li>• They should understand how growing up and becoming more independent comes with increased</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be taught how to recognise risk in relation to friendships and keeping safe. Pupils should understand how to respond if a friendship is making them feel worried, unsafe or uncomfortable.</li> <li>• Pupils should understand how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are taught to recognise unsafe or suspicious content online and what to do about it.</li> <li>• They should know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</li> <li>• Pupils should understand how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</li> <li>• They should know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</li> <li>• Pupils are taught to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.</li> <li>• They should discuss and debate what influences people's decisions, taking into consideration different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• They should understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership.</li> <li>• They should know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</li> </ul>	<p>attributes, qualifications and training needed for different jobs.</p> <ul style="list-style-type: none"> <li>• Pupils are taught that there are different ways into jobs and careers, including college, apprenticeships and university.</li> <li>• They should understand how people choose a career/job and what influences their decision, including skills, interests and pay.</li> <li>• They should be aware how to question and challenge stereotypes about the types of jobs people can do. They should know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</li> </ul>
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	<p>opportunities and responsibilities.</p> <ul style="list-style-type: none"> <li>• Pupils will continue to develop awareness about how puberty relates to growing from childhood to adulthood.</li> <li>• Pupils will be taught about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made.</li> <li>• They should understand how growing up and becoming more independent comes with increased opportunities and responsibilities</li> </ul>				
<b>Statutory Relationships Education</b>	<ul style="list-style-type: none"> <li>• Respectful relationships 1, 2, 6 and 7</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me 2</li> <li>• Caring friendships 5</li> <li>• Online relationships 1, 2, 3, 4, 5</li> <li>• Being safe 1, 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 8</li> <li>• Online relationships 3, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me 5</li> <li>• Caring friendships 4</li> <li>• Respectful relationships 1 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships 7</li> </ul>
<b>Statutory Health Education</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing 8</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms 1 and 7</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms 1, 2, 3, 4, 5, 6 and 7</li> </ul>		

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# St George's Central CE Primary School and Nursery

## Long Term Plan for PSHE Year 5 and Year 6

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	How can we keep healthy as we grow? How do we change as we grow?	What decisions can people make with money?	How can we help in an accident or emergency?		How can drugs common to everyday life affect health?	What will change as we become independent?
<b>Christian Values</b>	Friendship	Endurance	Compassion		Justice	Forgiveness
<b>Core Theme</b>	Health and wellbeing	Living in the wider world	Health and wellbeing		Health and wellbeing	Relationships
<b>Key Learning</b>	Looking after ourselves; growing up; becoming independent; taking more responsibility	Money; making decisions; spending and saving	Basic first aid, accidents, dealing with emergencies		Drugs, alcohol and tobacco; healthy habits	Different relationships, changing and growing, adulthood, independence, moving to secondary school
<b>PSHE Programme of Study objectives</b>	<ul style="list-style-type: none"> <li>Pupils should continue to develop awareness of how mental and physical health are linked.</li> <li>They should understand how to make choices that support a healthy, balanced lifestyle including:                             <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be taught how people make decisions about spending and saving money and what influences them.</li> <li>They should understand how to keep track of money so people know how much they have to spend or save.</li> <li>They should know how people make choices about ways of paying for things they want and need (e.g. from current</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be taught how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>Pupils should understand that if someone has experienced a head injury, they should not be moved.</li> <li>Pupils should have awareness when it is appropriate to use first aid and the importance of seeking adult help.</li> <li>Pupils should understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop awareness on how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.</li> <li>They are taught that some drugs are legal (but may have laws or restrictions related</li> </ul>	<ul style="list-style-type: none"> <li>They should know how friendships may change as they grow and how to manage this.</li> <li>Pupils will be taught how to manage change, including moving to secondary school;</li> <li>Pupils will know how to ask for support or where to seek further information and advice regarding growing up and changing.</li> </ul>	

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	<p>including oral hygiene, food and drink choices</p> <ul style="list-style-type: none"> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices.</li> </ul> <ul style="list-style-type: none"> <li>• That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.</li> <li>• They should know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them.</li> <li>• Pupils are taught that health problems, including mental health</li> <li>• Pupils will continue to develop awareness about how puberty relates to growing from childhood to adulthood.</li> </ul>	<p>accounts/savings; store card/ credit cards; loans).</p> <ul style="list-style-type: none"> <li>• Pupils should understand how to recognise what makes something 'value for money' and what this means to them.</li> <li>• Pupils should know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</li> </ul>		<p>to them) and other drugs are illegal.</p> <ul style="list-style-type: none"> <li>• They are taught about how laws surrounding the use of drugs exist to protect them and others.</li> <li>• They should know why people choose to use or not use different drugs. They should understand how people can prevent or reduce the risks associated with them. They should understand that for some people, drug use can become a habit which is difficult to break. Pupils should know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</li> <li>• Pupils should know how to ask for help from a trusted adult if they have any worries or</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Pupils will be taught about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made.</li> <li>• They should understand how growing up and becoming more independent comes with increased opportunities and responsibilities</li> </ul>			concerns about drugs.	
<b>Statutory Relationships Education</b>	<ul style="list-style-type: none"> <li>• Caring friendships 2</li> <li>• Respectful relationships 8</li> <li>• Being safe 1</li> </ul>				<ul style="list-style-type: none"> <li>• Families and people who care for me 5</li> <li>• Caring friendships 4</li> <li>• Respectful relationships 1 and 8</li> </ul>
<b>Statutory Health Education</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing 1, 5, 6, 9, 10</li> <li>• Internet safety and harms 2</li> <li>• Physical health and fitness 1, 2, 3 and 4</li> <li>• Health and prevention 1, 2, 3, 4, 5 and 6</li> <li>• Drugs, alcohol and tobacco 1</li> <li>• Changing adolescent body 1 and 2</li> </ul>		<ul style="list-style-type: none"> <li>• Basic first aid 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing 1 and 9</li> <li>• Drugs, alcohol and tobacco 1</li> </ul>	

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