

# LONG TERM PLAN FOR PRIMARY PSHE 2022-2023

**CONTEXT & INTENT: To help the children to develop basic life skills that will help them stay safe and healthy and to help them learn to carry out everyday tasks.**

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<b>Self Awareness</b>	<b>Self Care, support and safety</b>	<b>Managing feelings</b>	<b>Changing and growing</b>	<b>Healthy lifestyles</b>	<b>The world I live in</b>
<b>Planets/Stars</b>	<p><b>SA1 Things we are good at.</b> What am I good at? How do I know?</p> <p>Describing self and others Identifying strengths and what makes us special</p>	<p><b>SSS1 – Taking care of ourselves</b> Who helps us keep safe?</p> <p>Identify people who look after us and help us. Identify some simple self-care techniques. Identify some ways germs/illness can be spread.</p>	<p><b>MF1 Identifying and managing feelings</b> How do we feel today?</p> <p>Identify things that make us feel happy. Identify things that may make us cry/feel sad.</p>	<p><b>CG1 – Baby to Adult</b> How do you grow?</p> <p>Identify some of the differences between a baby, child and adult. Describe some of the things we can do now that we couldn't do when we were younger.</p>	<p><b>HL1 – Healthy eating</b> What is your favourite food?</p> <p>Respond to different stimuli about what it means to be 'healthy'. Identify foods that we like and dislike to eat.</p>	<p><b>WILI1 – Respecting differences between people</b> Are we all the same?</p> <p>Identify simple differences and similarities between people. Describe things that all people have in common.</p>
<b>Sunshine</b>	<p><b>SA4 – People who are special to us</b> Who is special to us?</p> <p>Identify people who are special to us. Know what is meant by 'family'</p>	<p><b>SSS2 Keeping safe</b> What helps us to stay safe?</p> <p>Describe some ways we can stay safe in school. Give reasons why we need to keep physically safe. Identify how we feel when we don't feel safe.</p>	<p><b>MF1 Identifying and managing feelings</b> How are you feeling?</p> <p>Identify what makes us feel upset, angry, worried, anxious, frightened. Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel.</p>	<p><b>CG4 – Different types of relationships</b> What are families like?</p> <p>Identify the people who make up our family. Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p>	<p><b>HL1 – Healthy eating</b> What is in your lunchbox?</p> <p>Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while. Explain why some foods are healthier than others.</p>	<p><b>WILI2 – Jobs people do.</b> What jobs do people do?</p> <p>Identify some different jobs that people we know do. Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future</p>

<p>Moonlight</p>	<p><b>SA3 Playing and working together</b>  <b>Are you listening?</b></p> <p>Demonstrate good listening. Describe when we take turns. Identify why it is important to listen to other people</p>	<p><b>SSS3 Trust</b>  <b>Who can you trust?</b>  <b>Do we have to keep promises and secrets if someone says so?</b></p> <p>Identify trusted adults in school. Identify who can help us if we feel afraid or worried. Identify the difference between a surprise and a secret.</p>	<p><b>MF2 Manging strong feelings</b>  <b>How can we let others know how we feel?</b></p> <p>Identify some different ways of communicating feelings and needs to others. Demonstrate vocabulary/ communication skills to express a range of different feelings.</p>	<p><b>CG3 – Dealing with touch</b>  <b>When should we say 'no', 'don't do that', 'I need to ask' or 'I'll tell'?</b></p> <p>Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them.</p>	<p><b>HL3 – Keeping well</b>  <b>What do we need to do to keep ourselves healthy?</b></p> <p>Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us)</p>	<p><b>WILI3 – Rules and Laws</b>  <b>WILI4 – Taking care of the environment</b>  <b>Do we need rules?</b></p> <p>Explain how rules help us; rules we have in the classroom and at home. Identify particular rules in school that help to keep us safe and how they do this. Identify simple ways in which we may take care of people and/or animals. Give reasons why it is important to take care of people, animals and all living things.</p>
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<p>Rockets/Comets /Asteroids</p>	<p><b>SA2 Kind and unkind behaviours</b></p> <p><b>SA5 – Getting on with others</b> Is it ok to bully people? Describe what feeling angry or upset means. Recognise that behaviour which hurts or upset others is wrong. Give examples of how our feelings can be hurt.</p> <p>Describe times when we may feel unhappy with our friends. Describe ways people may fall out. Demonstrate ways of making up.</p>	<p><b>SSS4 Keeping Safe online</b> <b>SSS5 – Public and Private</b> Are these real dangers or pretend dangers? Should we keep everything private?</p> <p>Identify some of the risks of communicating online. Describe ways of keeping safe online. Recognise the difference between public and private. Identify places that are public and places that are private. Explain what is appropriate/not appropriate to do in public places</p>	<p><b>MF2 – Managing strong feelings</b> How can we help others who are upset? How do we know what others are feeling?</p> <p>Recognise ways we can help ourselves to feel better if we are feeling sad or upset. Describe some simple ways we can help others to feel better if they are feeling sad or upset.</p>	<p><b>CG2 – Changes at Puberty</b> How will we grow and change? Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate) Describe the main physical differences between male and female bodies, Identify whom we can talk to about growing and changing.</p>	<p><b>HL2 – Taking care of physical health</b> What do we think healthy people do and don't do? Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy.</p>	<p><b>WILLI 5 – Belonging to a community</b> <b>WILLI6 – Money</b> What makes a community? What can we do with Money? Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Describe how being part of a group makes us feel. Describe what it means to be part of a community. Identify different groups that make up our community. Recognise money (e.g. coins and notes) and what it is used for. Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Identify why some ways of keeping money safe might be better than others.</p>
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