

Kingsham Primary School



Personal and Social Development Long Term Plan

Our curriculum includes personal and social development. Personal, social, health education and citizenship are taught throughout the school. We aim to encourage a healthy and safe lifestyle and moral and social responsibility. We aim to develop self-awareness, motivation, empathy, social skills and enable pupils to manage their feelings. The curriculum covers the provision of information on what is good, what is harmful, and involves the development of skills which will help children to use their knowledge effectively to make informed decisions. Outside agencies are invited into the school to enhance topics covered within the planned work.

Sex and Relationships Education is taught. Opportunities for personal and social development are further enhanced by opportunities to take on responsibilities, the School Council and work with charities and other organisations.

PSHE – Topics and Opportunities

	Autumn			Spring			Summer		
	Core theme 1: Health and Wellbeing	Core theme 2: Relationships	Core theme 3: Living in the Wider World	Core theme 1: Health and Wellbeing	Core theme 2: Relationships	Core theme 3: Living in the Wider World	Core theme 1: Health and Wellbeing	Core theme 2: Relationships	Core theme 3: Living in the Wider World
Year 1 / 2 A	<p>H3 – To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>H5 – About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>R1 – To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>R2 – To recognise their behaviour can affect other people.</p> <p>R12 – Recognise when people are being unkind, either to them or others, how to respond, who to tell, what to say.</p> <p>R13 – Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>R14 – Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>L1 – How can they contribute to the life of the classroom and school</p> <p>L2 – help construct and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>H6 – The importance of, and how to maintain, personal hygiene.</p> <p>H7 – How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>H12 – Rules for and ways of keeping physically and emotionally safe – fire safety and e-safety.</p> <p>Mental Health Week</p>	<p>R4 – To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R6 – To listen to other people and play and work cooperatively.</p>	<p>L10 – About the special people who work in their community and are responsible for looking after them and protecting them, how to contact those special people when they need their help including dialling 999 in an emergency.</p>	<p>H1 – What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>H2 – To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>R8 – To identify and respect the differences and similarities between people.</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>L8 – Ways in which they are all unique, understand that there has never been and never will be another them.</p> <p>L9 – Ways in which we are the same as all other people, what we have in common with everyone else.</p>

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Year 1 / 2 B	<p>H8 – About the process of growing from young to old and how people’s needs change.</p> <p>H13 – About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>R1 – Communicate feelings to others, to recognise how others show feelings and how to respond.</p> <p>R2 – Recognise that their behaviour can affect other people.</p> <p>R12 – Recognise when people are being unkind, either to them or others, how to respond, who to tell and what to say.</p> <p>R13 – To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>R14 – Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>L1 – How can they contribute to the life of the classroom and school</p> <p>L2 – help construct and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>H10 – The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>Mental Health Week</p>	<p>R4 – To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R6 – To listen to other people and play and work cooperatively.</p>	<p>L3 – That people and other things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p>H4 – About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>H15 – To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.</p>	<p>R10 – To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>R11 – That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>L5 – What improves and harms their local, natural and built environment and develop strategies and skills needed to care for these (including conserving energy)</p>

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Year 3/4 A	<p>Growth mindset week</p> <p>H5. To reflect on and celebrate their achievements, identify their strengths and areas of improvement, set high aspirations and goals.</p> <p>H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet – link to science.</p>	<p>Anti-bullying week</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R7. that their actions affect themselves and others</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) – link to e-safety.</p>	<p>Anti-bullying week</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities ; to develop strategies for getting support for themselves or for others at risk</p>	<p>Link to mental health week</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R11. to work collaboratively towards shared goals (link to community event)</p>	<p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>Link to food tech (Greek food).</p>	<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation , and disability (see ‘protected characteristics’ in the Equality Act 2010). Link to R.E</p>	<p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>

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Year 3/4 B	<p>Growth mindset week</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>Anti-bullying week</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>R16. to recognise and challenge stereotypes</p>	<p>Anti-bullying week</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>Link to mental health week</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>		<p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (link to Romans)</p>

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Year 5/6 A	<p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) E-safety H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>Anti- Bullying Week R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) Esafety link: R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p>	<p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p>	<p>Mental Health Week H1. what positively and negatively affects their physical, mental and emotional health H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong Esafety link: H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>R7. that their actions affect themselves and others R9. the 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>

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	Summer		
	Core theme 1: Health and Wellbeing	Core theme 2: Relationships	Core theme 3: Living in the Wider World
Year 5/6 A	<p>H18: How their body will and their emotion may change as they approach and move through puberty (Y5 and 6)</p> <p>H19: Human reproduction (Y6)</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>	<p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>

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Year 5/6 B	<p>H21 and 22 as above H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p>Esafety H24 and 25 as YR 5/6 A</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p>L7. that they have different kinds of responsibilities , rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>Mental Health Week</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	

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	Core theme 1: Health and Wellbeing	Core theme 2: Relationships	Core theme 3: Living in the Wider World
Year 5/6 B	<p>H18: How their body will and their emotion may change as they approach and move through puberty (Y5 and 6)</p> <p>H19: Human reproduction (Y6)</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; constitute abuse is a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>	<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	<p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>