**PSHE Long Term Plan**

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| Year Group | Autumn | | Spring | | Summer | |
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| Little Buds | Child led holistic curriculum - staggerd intake so no requirement for a ladder system.  Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. Try some new things. Engage with others through gestures. Use engagement to achieve the goal. Find ways of managing transitions for example from parent to their key person.  Play with increasing confidence. Feel confident when taken out around the local neighbourhood. Feel strong enough to express a range of emotions. Grow in independence. Rejecting help.  Develop friendships. Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities.  Talk about their feelings in more elaborate ways, I am sad because … | | | | | |
| Nursery | Select and use activities and resources and help when needed. Become more outgoing with unfamiliar people in the safe context of the setting. Play with one or more other children extending and elaborating play ideas. Increasingly follow rules understanding why they are important. | | Develop appropriate ways of being assertive. Talk with others to solve conflict. Talk about their feelings using words such as happy, sad, angry or worried.  Autumn term objectives carry on throughout. There is a holistic approach to objectives throughout the year. For example, they may achieve a Summer objective in Spring. | | Help to find solutions to conflicts and rivalries for example accepting that not everyone can be a certain character in a game. Begin to understand how others may be feeling.  Autumn and Spring objectives carry on throughout. | |
| Reception | See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. | | Show resilience and perserverance in the face of a challenge. Identify and moderate their own feelings socially and emotionally.  Autumn term objectives carry on throughout. There is a holistic approach to objectives throughout the year. For example, they may achieve a Summer objective in Spring. | | Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.  Autumn and Spring objectives carry on throughout. | |
| Year 1 | What is the same and different about us? | What can we do with money? | Who is special to us? | Who helps to keep us safe? | What helps us to stay healthy? | How can we look after each other and the world? |
| Year 2 | What helps us grow and stay healthy? | What makes a good friend? | What helps us to stay safe? | What jobs do people do? | What is bullying? | How do we recognise our feelings? |
| Year 3 | Why should we eat well and look after our teeth? | What keeps us safe? | How can we be good friends? | What are families like? | What makes a  community? | Why should we keep active and sleep well? |
| Year 4 | What strengths, skills and interests do we have? | How do we treat each other with respect? | How will we grow and change? | How can we manage our feelings? | How can we manage risk in different places? | How can our choices make a difference to others and the environment? |
| Year 5 | How can drugs common to everyday life affect  health? | What decisions can  people make with  money? | How can we help in an accident or emergency? | How can friends  communicate safely? | What makes up a person’s identity? | What jobs would we like? |
| Year 6 | How can we keep healthy as we grow? | | How can the media influence people? | | What will change as we become more independent?  How do friendships change as we grow? | |

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|  | **Relationships** |  | **Health & Wellbeing** |  | **Living in the wider world** |

Schools need to first and foremost promote a varied curriculum that taps into the many social, moral, spiritual and cultural elements that help our children to be prepared for the next steps in their lives. We achieve this through:

Whole school Art day

Sporting events

Lunchtime and after school clubs

Prioritising school trips and international travel, e.g. skiing, Crosby Hall, Robinwood, providing plenty of opportunity for questioning, curiosity and creativity.

Choir, peripatetic music teaching, Archbishop Beck music teaching,

Awe and Wonder days

Edible garden, forest school,

NSPCC visits and other local agencies such Merseyside Police, Merseyside Fire and Rescue Service, School Nurse visits, EMHP

Within the collaboration with Edge Hill, our Year Five children recently went to Knowsley Safari Park for a day’s visit. As part of this they took part in a Careers Fair, where many local agencies and companies were available to discuss possible future career opportunities.

These organisations ensure our children are exposed to a rich and deeper language and substance of curriculum by providing those varied opportunities outside the classroom curriculum.