Stalyhill Infant School – Long term curriculum plan

PSHE

Intent: To enable all children to become healthy, independent and responsible members of society and understand how they are developing personally and socially. To provide them with the skills and knowledge to tackle many of the moral, social and cultural issues that are part of growing up and appreciate what it means to be a member of a diverse society.

	Reception
Self-Regulation & Managing Self	• I see myself as a valuable individual • I show resilience and perseverance in the face of challenge. • I can identify and moderate my own feelings socially and emotionally. • I can manage my own needs.
Goal	• **I show an understanding of my own feelings and those of others, and I am beginning to regulate my behavior accordingly.** • **I can set and work towards simple goals. I am able to wait for what I want and control my immediate impulses when appropriate.** • **I can give focused attention to what my teacher says, responding appropriately even when engaged in activity, and I am able to follow instructions including several ideas or actions.** • **I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.** • **I can explain the reason for rules, I know right from wrong and I try to behave accordingly.** • **I manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**
Building Relationships	• I can build constructive and respectful relationships • I express my feelings and consider the feelings of others • I think about the perspective of others.
Goal	• **I can work and play co-operatively, taking turns with others.** • **I can form positive attachments to adults and friendships with peers.** • **I can show sensitivity to my own and others' needs**

YEAR 1 PSHE (Taken from the You, Me, PSHE scheme 2019)		
Autumn 1	**Spring 1**	**Summer 1**
Physical Health and wellbeing: **Fun times** Pupils learn: • About food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety	**Identity, society and equality:** **Me and others** Pupils learn: • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others	**Mental health and emotional wellbeing:** **Feelings** Pupils learn: • about different types of feelings • about managing different feelings • about change or loss and how this can feel
Autumn 2	**Spring 2**	**Summer 2**
Keeping safe and managing risk: **Feeling safe** Pupils learn: • safety in familiar situations • about personal safety • about people who help keep them safe outside the home • What is bullying?	**Drug, alcohol and tobacco education:** **What do we put into and on to bodies?** Pupils learn: • about what can go into bodies and how it can make people feel • about what can go on to bodies and how it can make people feel	**Careers, financial capability and economic wellbeing:** **My money** Pupils learn: • about where money comes from and making choices when spending money • about saving money and how to keep it safe • about the different jobs people do

YEAR 2 PSHE (Taken from the You, Me, PSHE scheme 2019)		
Autumn 1	**Spring 1 & 2**	**Summer 1**
Physical health and wellbeing: **What keeps me healthy?** Pupils learn: • about eating well • about the importance of physical activity, sleep and rest • about people who help us to stay healthy and well and about basic health and hygiene routines	**Sex and relationship education:** **Boys and girls, families** Pupils learn: • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children • about growing from young to old and that they are growing and changing	Keeping safe and managing risk: Indoors and outdoors Pupils learn: • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety
Autumn 2		**Summer 2**

Mental health and emotional wellbeing: Friendship Pupils learn: • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems that might arise with friendships • what to do if we are being bullied	• that everybody needs to be cared for and ways in which they care for others • about different types of family and how their home-life is special	Drug, alcohol and tobacco education: Medicines and me Pupils learn: • why medicines are taken • where medicines come from • about keeping themselves safe around medicines Asthma lesson • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

	Year 1	Year 2
Relationships (SRE) **Boys and girls, families**	**No content** *No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.*	**Pupils learn to understand and respect the differences and similarities between people** Pupils • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that **Pupils learn about the biological differences between male and female animals and their role in the life cycle** Pupils • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female **Pupils learn the biological differences between male and female children** Pupils • identify and name biological terms for male and female genitals • can label the male and female genitals with confidence • understand that the male and female genitals are related to reproduction **Pupils learn about growing from young to old and that they are growing and changing** Pupils • can identify key stages in the human life cycle • understand some ways they have changed since they were babies

		• understand that all living things including humans start life as babies **Pupils learn that everybody needs to be cared for and ways in which they care for others** Pupils • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle **Pupils learn about different types of family and how their home-life is special** Pupils • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways
Drug, alcohol and tobacco education (DATE)	**Pupils learn about what can go into bodies and how it can make people feel** Pupils • are able to recognise that different things people put into bodies can make them feel good or not so good • can identify whether a substance might be harmful to take in • know how to ask for help if they are unsure about whether something should go into the body **Pupils learn about what can go on to bodies and how it can make people feel** Pupils • know that substances can be absorbed through the skin • are able to recognise that different things that people put on to bodies can make them feel good or not so good • can state some basic safety rules for things that go onto the body	**Pupils learn why medicines are taken** Pupils • understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill • know that medicines come in different forms • recognise that each medicine has a specific use **Pupils learn where medicines come from** Pupils • know that medicines can be prescribed by a doctor or bought from a shop or pharmacy • know when medicines might be used and who decides which medicine is used • understand there are alternatives to taking medicines, and when these might be helpful **Pupils learn about keeping themselves safe around medicines** Pupils • understand that medicines come with instructions to ensure they are used safely • know some safety rules for using and storing medicine • recognise that medicines can be harmful if not taken correctly **Asthma - Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use** Pupils • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack

		• understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack
Keeping safe and managing risk	**Pupils learn about safety in familiar situations** Pupils • recognise the difference between 'real' and 'imaginary' dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe **Pupils learn about personal safety** Pupils • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried **Pupils learn about people who help keep them safe outside the home** Pupils • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it	**Pupils learn about keeping safe in the home, including fire safety** Pupils • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety **Pupils learn about keeping safe outside** Pupils • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe • understand the importance of always telling someone where they are going or playing **Pupils learn about road safety** Pupils • can identify hazards in relation to road safety • are able to explain how to cross the road safely • recognise that there are rules in relation to road safety for all road users
Mental Health and Wellbeing	**Pupils learn about different types of feelings** Pupils • can name different feelings (including good and not-so-good feelings) • recognise that people may feel differently about the same situation • can identify how different emotions look and feel in the body **Pupils learn about managing different feelings** Pupils • recognise that some feelings can be stronger than others • can describe some ways of managing different feelings • know when to ask for help **Pupils learn about change or loss and how this can feel** Pupils	**Pupils learn about the importance of special people in their lives** Pupils • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care **Pupils learn about making friends and who can help with friendships** Pupils • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships **Pupils learn about solving problems that might arise with friendships** Pupils

	• are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) • can describe how people might feel when there is a change or loss • recognise what they can do to help themselves or someone else who may be feeling unhappy	• can identify some ways that friendships can go wrong • can describe some ways to sort out friendships problems • recognise that difficulties within friendships can usually be resolved
Physical Health and wellbeing	**Pupils learn about food that is associated with special times, in different cultures** Pupils • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others including the food they eat • understand why food eaten on special days may be different from everyday foods **Pupils learn about active playground games from around the world** Pupils • can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at **Pupils learn about sun-safety** Pupils • know about some of the effects of too much sun on the body • can describe what people can do to protect their bodies from being damaged by the sun • know what they will need and who to ask for help if they going out in strong sun	**Pupils learn about eating well** Pupils • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health) **Pupils learn about the importance of physical activity, sleep and rest** Pupils • can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good health **Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines** Pupils • know about the roles of people who help them to stay healthy (including giving vaccinations) • can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease
Careers, financial capability and economic wellbeing	**Pupils learn about where money comes from and making choices when spending money** Pupils • understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) • recognise that people make choices about what to buy • understand that they may not always be able to have all the things they want **Pupils learn about saving money and how to keep it safe**	**No content** *No specific unit of work for this year group.*

	Pupils • understand why people might want to save their money • can say how it feels to save for something you really want • recognise where money is stored to keep it safe and some places are safer than others **Pupils learn about the different jobs people do** Pupils • know that there are a range of jobs that people can do • recognise that both men and women are able to do a range of jobs • understand that having a job means people can earn money	
Identity, society and equality	**Pupils learn about what makes themselves and others special** Pupils • can recognise some of the things that make them special • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special **Pupils learn about roles and responsibilities at home and school** Pupils • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) **Pupils learn about being cooperative with others** Pupils • can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom • can challenge unhelpful behaviour in a positive way • understand how their behaviour can affect others	**No content** *No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.*