The Black Pear Trust PSHE Long Term Plan 

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| **Autumn: Relationships** | | | **Spring: Living in the wider world** | | | **Summer: Health and Wellbeing** | | |
| **Families and Friendships** | **Safe Relationships** | **Respecting ourselves and others** | **Belonging to a community** | **Media literacy and digital resilience** | **Money and Work** | **Physical Health and Mental wellbeing** | **Growing and changing** | **Keeping Safe** |
| Nursery | | | | | | | | |
| **Who is special in my life?** | | | **What does my community look like?** | | | **What does it mean to be healthy and safe?** | | |
| **Recognising who is in their family;** | **Making friendships;**  **Making bonds with key workers** | **Sharing with others; being kind; following nursery rules** | **What are their responsibilities in Nursery; daily routines** | **How to keep safe when using digital devices** | **People who help us at nursery and in our community** | **Washing hands; toileting; body parts** | **What will change when transitioning into Reception** | **Recognising people in our lives that keep us safe and healthy** |
| Reception | | | | | | | | |
| **What’s special about me?** | | | **What does my community look like?** | | | **What does it mean to be healthy and safe?** | | |
| **Recognising who is special in their lives;**  **looking at similarities and differences to their peers** | **Recognise trusted adults;**  **How to be a good friend** | **Recognising their own feelings and emotions as well as others;**  **Recognising how their behaviour can affect others** | **Our roles and responsibilities at school and in the community** | **How to keep safe when using digital devices** | **Job roles throughout the school and community and why they are important** | **Recognising how to keep their bodies healthy with food and exercise** | **Recognising body parts; what makes them unique; changes when transitioning into year 1** | **People in our lives and the community who keep us safe; How they keep us safe; road safety** |
| Year 1 | | | | | | | | |
| **How do we keep ourselves safe?** | | | **How do we look after each other and other and the world?** | | | **Who helps us to keep safe and healthy?** | | |
| **Roles of different people; families; feeling cared for** | **Recognising privacy; staying safe; seeking permission** | **How behaviour affects others; being polity and respectful** | **What rules are; caring for others’ needs; looking after the environment** | **Using the internet and digital devices; communicating online** | **Strengths and interests; jobs in the community** | **Keeping healthy; food and exercise, hygiene routines; sun safety** | **Recognising what makes them unique and special; feelings; managing when things go wrong** | **How rules and age restrictions help us; keeping safe online** |
| Year 2 | | | | | | | | |
| **What makes a good friend?** | | | **What does it mean to belong in a community?** | | | **How do we keep ourselves safe and healthy?** | | |
| **Making friends; feeling lonely and getting help** | **Managing secrets; resisting pressure and getting help; recognising hurtful behaviour** | **Recognising things in common and differences; playing and working co-operatively; sharing opinions** | **Belonging to a group; roles and responsibilities; being the same and different in the community** | **The internet in everyday life; online content and information** | **What money is; needs and wants; looking after money** | **Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help** | **Growing older; naming body parts; moving class or year** | **Safety in different environments; risk and safety at home; emergencies** |
| Year 3 | | | | | | | | |
| **Why is my family important to me?** | | | **What makes a community?** | | | **Why is it important to keep ourselves safe and healthy?** | | |
| **What makes a family; features of family life** | **Personal boundaries; safely responding to others; impact of hurtful behaviour** | **Recognising respectful behaviour; the importance of self-respect; courtesy and being polite** | **The value of rules and laws; rights, freedom and responsibilities** | **How the internet is used; assessing information online** | **Different jobs and skills; job stereotypes; setting personal goals** | **Health choices and habits; what affects feelings; expressing feelings** | **Personal strengths and achievements; managing and framing setbacks** | **Risks and hazards; safety in the local environment and unfamiliar places** |
| Year 4 | | | | | | | | |
| **What does a healthy relationship look like?** | | | **How can our choices make a difference to others and the environment?** | | | **How can we manage risks and changes?** | | |
| **Positive friendships; including online** | **Responding to hurtful behaviour; managing confidentiality; recognising risks online** | **Respecting differences and similarities; discussing difference sensitively** | **What makes a community; shared responsibilities** | **How data is shared and used** | **Making decision about money; using and keeping money safe** | **Maintaining a balance lifestyle; oral hygiene and dental care** | **Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty** | **Medicines and household products; drugs common in everyday life** |
| Year 5 | | | | | | | | |
| **How can friends communicate safely?** | | | **What does our future look like?** | | | **How can other people influence our lives?** | | |
| **Managing friendship and peer influence** | **Physical contact and feeling safe** | **Responding respectfully to a wide range of people; recognising prejudice and discrimination** | **Protecting the environment; compassion towards others** | **How information online is targeted; different media types, their role and impact** | **Recognising job interests and aspirations; what influences career choices; workplace stereotypes** | **Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies** | **Personal identity; recognising individuality and different qualities; mental wellbeing** | **Keeping safe in different situations; including responding in emergencies, first aid and FGM** |
| Year 6 | | | | | | | | |
| **What will change as we become more independent?** | | | **How can the media influence ourselves and others?** | | | **How can we keep safe and healthy as we grow?** | | |
| **Attraction to others; romantic relation-ships; civil partner-ships and marriage** | **Recognising and managing pressure; consent in different situations** | **Expressing opinion and respecting other points of view, including discussing topical issues** | **Valuing diversity; challenging discrimination and stereotypes** | **Evaluating media sources; sharing things online** | **Influences and attitudes to money; money and financial risks** | **What affect mental health and ways to take care of it, managing change, loss and bereavement, managing time online** | **Human reproduction and birth; increasing independence; managing transition** | **Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media** |