



PSHEE Long Term Plan

The Long Term Scheme of Work aims to equip children with essential skills for life. It will develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing.

Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them, at an appropriate level. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself.

The themes aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Early Years

Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.

In planning and guiding what children learn, practitioners will reflect on the 3 characteristics of effective learning: playing & exploring, active learning, creating and thinking critically.

Communication and Language

Children have opportunities to;





Listen and actively respond to stories, songs and poems related to emotional wellbeing




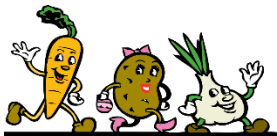




Develop their own narratives in relation to stories they hear




Develop the use of verbal language or other communication methods to express needs, wants and opinion









Personal, social and emotional development







<p>Children have opportunities to;</p> <p>Work towards shared attention with groups of people, including adults and children</p> <p>Develop self – care skills</p> <p>Work on developing relationships</p> <p>Work together within consistently applied codes of behaviour</p> <p>Learn about right and wrong and why these issues matter</p> <p>Respond to significant experiences, showing a range of feelings</p> <p>Have developing awareness of their own needs, views and feelings</p> <p>Have developing awareness of the needs, views and feelings of others, beginning to show sensitivity to other’s needs and form positive relationships</p>
<p>Understanding the world</p> <p>Children have opportunities to;</p> <p>Become aware of similarities and differences between themselves and others</p> <p>Begin to understand their environment</p>
<p>Expressive Arts and Design</p> <p>Children have opportunities to;</p> <p>Use their imagination to create through art, music, dance, play, role-play and stories to represent their own ideas, thoughts and feelings</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and taste</p>
<p>Literacy</p> <p>Children have opportunities to;</p> <p>Be given access to a wide range of materials to develop understanding of emotions</p> <p>Have access to a range of materials to develop an understanding of difference</p>
<p>Maths</p> <p>Children have opportunities to;</p> <p>Recognise, create and describe some patterns and sort and order objects simply</p> <p>Use a range of language relating to time and the passage of time</p>


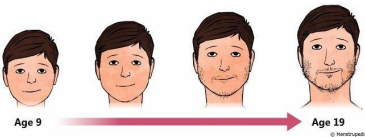








Key Stage 1	2024/25	2025/26	2026/27
Autumn	<p><i>Things we are good at</i></p> 	<p><i>Kind and unkind behaviours</i></p> 	<p><i>Playing and working together</i></p> 
	<p>Identifying and expressing feelings</p> 		

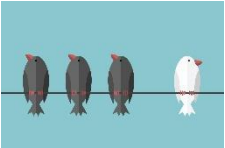


Spring	Baby to adult 	Keeping safe 	Trust 
	Healthy Eating 		
Summer	Respecting differences between people 	Jobs people do 	Rules and laws 
	Taking care of ourselves 		

Key Stage 2	2024/25	2025/26	2026/27
Autumn	People who are special to us 	Getting on with others 	Public and Private
	Keeping safe online 		

Spring	Changes at puberty 	Dealing with touch 	Different types of relationships 
	Managing strong feeling 		
Summer	Taking care of the environment 	Belonging to a community 	Money 
	Keeping well/ Taking care of physical health 		

Key Stage3	2024/25	2025/26	2026/27
Autumn	Personal strengths 	Skills for learning 	Self-esteem and unkind comments 
	Strong feelings 	Feeling unwell 	Elements of a healthy lifestyles 

Spring	Positive/unhealthy relationships 	Puberty 	Friendships 
	Mental wellbeing 	Feeling frightened/worried 	Romantic feelings and sexual attraction 
Summer	Human diversity 	Rights and responsibilities 	Accidents and risk 
	Managing online information 		

Key Stage4	2024/25	2025/2026	2026/2027
Autumn	Prejudice and discrimination  117579 INTRODUCTION TO EQUALITY AND DIVERSITY 115463 INTRODUCTION TO EQUALITY AND DIVERSITY	Managing pressure  114273 EMOTIONAL AWARENESS (UNIT 1): STRESS	Long-term relationships/parenthood  73588 PARENTHOOD 115324 LEARNING ABOUT DIFFERENT TYPES OF FAMILY



121504 INTERNET SAFETY, WITH SUPPORT
117616 COMPUTING: SAFETY AND THE INTERNET (UNIT 1)
121060 ONLINE SAFETY: BEING SAFE AND RESPONSIBLE

Intimate relationships, consent and contraception



121171 RELATIONSHIPS AND SEX EDUCATION (UNIT 9)
118895 PSHE: BEING SAFE

Emergency situations



121358 IDENTIFYING AND MANAGING EMERGENCY SITUATIONS

Public and private

110759 IDENTIFYING AND UNDERSTANDING PRIVATE BODY PARTS (UNIT 1): WITH PROMPTING AND FULL SUPPORT
110760 IDENTIFYING AND UNDERSTANDING PRIVATE BODY PARTS (UNIT 2): WITH A REDUCTION IN PROMPTING
112386 UNDERSTANDING AND IDENTIFYING PRIVATE PARTS OF THE BODY

Spring

Body image



116956 IT'S MY BODY (UNIT 1)
112516 ASPIRE AWARD: BODY IMAGE AND THE MEDIA

Taking care of the environment



120781 A SENSORY EXPLORATION OF LOOKING AFTER OUR ENVIRONMENT
114293 RECYCLING WITH VERBAL PROMPTS: NEWSPAPERS, BOXES, PLASTIC
114292 RECYCLING WITH VERBAL PROMPTS AND ASSISTANCE

Expectations of relationships/abuse



114483 RELATIONSHIPS: STAYING SAFE

Preparing for adulthood



112941 INTRODUCTION TO EMPLOYMENT
116808 CAREER EXPLORATION WITH SUPPORT

Healthy eating



87385 HEALTHY EATING
70299 HEALTHY EATING

Managing finances



116915 PREPARATION FOR ADULTHOOD: MONEY AWARENESS

Summer

Physical activity



121308 HEALTH AND WELLBEING (UNIT 1)
121053 PSHE: HEALTH AND FITNESS
114081 UP 2 ME: WELL-BEING

Post 14 – Links to AQA Unit Award Scheme