EYFS RSHE Long Term Plan

Autumn

Self-Regulation
- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
- Have a positive sense of self and show resilience and perseverance in the face of challenge;
- Pay attention to their teacher and follow multi-step instructions

Managing Self
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet;
- Understand the importance of healthy food choices;
- Explain the reasons for rules and know right from wrong.

Building Relationships
- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships;
- Show sensitivities to others' needs.

Key Vocabulary

Angry	Trying	Clean
Sad	Challenge	Right and wrong

Suggested Texts

Self-Regulation
Feelings by Richard Jones and Libby Walden
How Are You Feeling Today by Molly Potter
Beekle by Dan Santat
The Most Magnificent Thing by Ashley Spires

Managing Self
How did that get in my Lunchbox? by Chris Butterworth
Small Elephant's Bath time by Tatyana Feeney
Tissue, Please! by Lisa Kopelke
Rules of the House by Mac Barnett

Building Relationships
The Snatchabook by Helen Docherty
The Suitcase by Chris Naylor-Ballesteros
Hug by Jez Alborough
The only way is badger by Stella J Jones

Picture News to be used throughout the term.

Spring

Self-Regulation
- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
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- Manage their own basic hygiene and personal needs, including dressing and going to the toilet;
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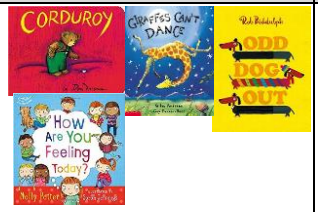
Building Relationships
- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships;
- Show sensitivities to others' needs.

Key Vocabulary

Share	Healthy food	Help
Take turns	Kind	Friends

Suggested Texts

Self-Regulation
Odd Dog Out by Rob Biddulph
Giraffes can't dance by Giles Andreae
Corduroy by Don Freeman
How are you feeling today by Molly Potter



Managing Self
No Dragons for tea by Jean Pernziwol
Dirty Bertie by David Roberts
Peas by Andy Cullen
You Must Bring a Hat by Simon Philip

Building Relationships
Oliver by Birgitta Sif
That Fruit is mine by Anuska Allepuz
The Invisible String by Patrice Karst
Bubble Trouble by Tom Percival

Picture News to be used throughout the term.

Summer

Self-Regulation
- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
- Have a positive sense of self and show resilience and perseverance in the face of challenge;
- Pay attention to their teacher and follow multi-step instructions

Managing Self
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet;
- Understand the importance of healthy food choices;
- Explain the reasons for rules and know right from wrong.

Building Relationships
- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships;
- Show sensitivities to others' needs.

Key Vocabulary

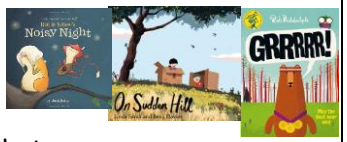
Happy	Listening	Play
Helpful	Care	Right and wrong

Suggested Texts

Self-Regulation
Elmer by David McKee
The Huge Bag of Worried by Virginia Ironside
Swallows and Amazons by Arthur Ransome
The Feeling Flower by Leah Dakroub

Managing Self
Me and my amazing body by Joan Sweeney
Gorgonzola by Margie Palatini
Brush your teeth please by Leslie McGuire
How to Make an Apple Pie and see the world by Marjorie Priceman

Building Relationships
GRRRRR! BY Rob Biddulph
On Sudden Hill by Linda Sarah and Benji Davies
Red and Yollow's Noisy Night by Josh Selig



Picture News to be used throughout the term.

Year One and Two RSHE Long Term Plan

Cycle A		
Autumn	**Spring**	**Summer**
What is the same and different about us?	What helps us stay healthy?	What can we do with money?
Who is special to us?	Who helps to keep us safe?	How can we look after each other and the world?

Cycle B		
Autumn	**Spring**	**Summer**
What makes a good friend?	What helps us grow and stay healthy?	What helps us to stay safe?
What is bullying?	How do we recognise our feelings?	Wat jobs do people do?

Year One and Two RSHE Long Term Plan

Cycle A

Autumn

Relationships - What is the same and different about us?

Ourselves and others; similarities and differences; individuality; our bodies - PoS refs: H21, H22, H23, H25, R13, R23, L6, L14

In this unit, pupils will learn….

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common

Key Vocabulary

Same Different Personal Unique	Main body parts (features legs, arms, chest, head, eyes, External genitalia body features penis, vagina.)

Suggested Texts

All Are Welcome by Alexandra Penfold

Same, Same But Different by Jenny Kostecki-Shaw

PSHE Association - Inclusion, belonging and addressing extremism (KS1) Sameness and Difference

Medway Public Health Directorate - Primary RSE Lessons (KS1) Lesson 3 - Everybody's Body

NSPCC - The Underwear rule resources (PANTS)

Spring

Health and wellbeing – What helps us stay healthy?

Being healthy; hygiene; medicines; people who help us with health - PoS refs: H1, H5, H6, H7, H10, H39

In this unit, pupils will learn…

- what being healthy means and who helps help them tostay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations)can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a dailybasis, e.g. brushing teeth and hair, hand washing

Key Vocabulary

Healthy Medicines Difference medical professionals (doctors, dentists, school nurses)	Vaccinations/immunisations Hygiene Routine

Suggested Texts

Keeping/Staying safe - Islington Healthy School Team - Drug Wise

How did that get in my Lunchbox? (Chris Butterworth)

I don't want to wash my hands by Tony Ross

Visit from a dentist and/or nurse
Vist from the hand washish team.

Summer

Living in the wider world - What can we do with money?

Money; making choices; needs and wants - PoS refs: L10, L11, L12, L13

In this unit, pupils will learn…

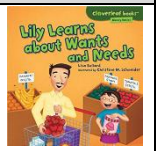
- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this

Key Vocabulary

Money Earned Borrowing	Present Savings Spending

Suggested Texts

1decision (5-8) - Money Matters



Natwest Money Sense

Lily Learns about Wants and Needs
(Cloverleaf Books: Money Basics)

Visit from Natwest (Workshop section on the Natwest Link)

Autumn

Relationships - Who is special to us?

Ourselves and others; people who care for us; groups we belong to; families – PoS refs: L4, R1, R2, R3, R4, R5

In this unit, pupils will learn….

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them

Spring

Health and wellbeing - Who helps to keep us safe?

Keeping safe; people who help us - PoS refs: H33, H35, H36, R15, R20, L5

In this unit, pupils will learn…

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help;what to say
- how to respond safely to adults they don'tknow
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until

Summer

Living in the wider world - How can we look after each other and the world?

Ourselves and others; the world around us; caring for others; growing and Changing - PoS refs: H26, H27, R21, R22, R24, R25, L2, L3

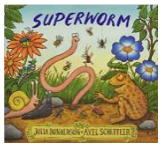
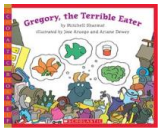
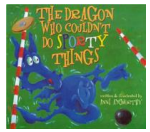
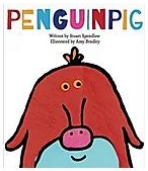
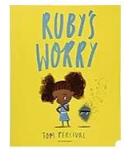
In this unit, pupils will learn…

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and workco-operatively
- the responsibilities they have in and out of theclassroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new

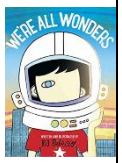
Autumn		Spring		Summer	
• about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried		they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say		class/year group	
Key Vocabulary		**Key Vocabulary**		**Key Vocabulary**	
Trusted Love Care	Relationship Care Family	Community Safety Key workers (fire fighters, police, ambulance)	Support Accident Emergency	Unkind Polite Responsibilities Local	Global Feelings Change in needs
Suggested Texts		**Suggested Texts**		**Suggested Texts**	
Medway Public Health Directorate - Primary RSE Lesson (KS1) Lesson 1 - My Special People. Metro Charity, KS1 Love and respectful relationships The Great Big Book of Families by Mary Hoffman Families, Families, Fa milies by Suzanne Lang		1decision (5-8) - Keeping/staying safe No dragons for tea. By Jean Pendziwol Visit from the Fire Brigade Visit from the Police		Medway Public Health Directorate - Primary RSE Lessons - KS1, Lesson 2, Growing up: the Human life cycle. 1decision (5-8) - Being responsible Alzheimer's Society - Creating a dementia friendly generation (ks1) The Day They Cleaned The Oceans by Jacqueline Hall Tyrannosaurus Drip by Julia Donaldson The Growing Story by Ruth Krauss & Helen Oxenbury	

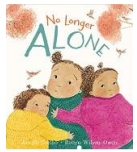
Year One and Two RSHE Long Term Plan

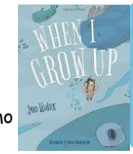
Cycle B

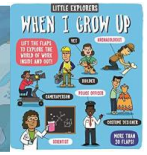
Autumn	Spring	Summer
Relationships – What makes a good friend? Friendship; feeling lonely; managing arguments - PoS refs: R6, R7, R8, R9, R25. **In this unit, pupils will learn…** • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendship • show to ask for help if a friendship is making them unhappy	**Health and wellbeing - What can helps us grow and stay healthy?** Being healthy: eating, drinking, playing and sleeping - PoS refs: H1, H2, H3, H4, H8, H9 **In this unit, pupils will learn…** • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun	**Health and wellbeing - What helps us stay safe?** Keeping safe; recognising risk; rules - PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9 **In this unit, pupils will learn…** • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Key Vocabulary Friend Lonely Argument Resolve Unhappy Managing Good	**Key Vocabulary** Balanced Healthy Exercise Screen-time Vitamins Rest Dental	**Key Vocabulary** Rules Restrictions (look specifically at fire, water and road) Risky Pressure Trust Sharing Secret (discuss good and bad secret keeping)
Suggested Texts BBC Bitesize How to make a good friend The Red Tree by Shaun Tan Superwrom by Julie Donaldson  	**Suggested Texts** Decision (5-8) Keeping healthy/staying safe BBC Bitesize - Healthy Cbeebies - Sun Safety Gregory, the Terrible Eater by Mitchell Sharmat The Dragon Who Couldn't Do Sporty Things By Anni Axworthy  	**Suggested Texts** Islington Healthy Schools Team - Drug Wise ThinkuKnow: Jessie and Friends 1decision (5-8) Computer Safety / Hazard Watch Red Cross - Life: Live it - Stay Safe BBC - Personal Safety Penguinpig by Stuart Spendlow & Amy Bradley. Ruby's Worry by Tom Percival  
Autumn	**Spring**	**Summer**
Relationships - What is bullying? Behaviour; bullying; words and actions; respect for others - PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25 **In this unit, pupils will learn…** • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them	**Health and wellbeing - How do we recognise our feelings?** Feelings; mood; times of change; loss and bereavement; growing up - PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27 **In this unit, pupils will learn…** • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about	**Living in the wider world - What jobs do people do?** People and jobs; money; role of the Internet - PoS refs: L15, L16, L17, L7, L8 **In this unit, pupils will learn…** • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people

Autumn	Spring	Summer
uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately • excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it	they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Bully Physical Uncomfortable Trusted Cyber bullying Safety	Mood Feelings (angry, sad, happy, confused, unhappy) Manage Important times that can change feelings (death, big life changes e.g. new class, new house) Sharing	Job (nurse, doctor, teacher ect. Regular jobs they know) Strength Interest Wage Spending Necessities Online jobs (e.g. online coach - Body Coach)
Suggested Texts	**Suggested Texts**	**Suggested Texts**
1decision (5-8) - Relationships BBC Bitwsize - Bullying We're all wonders by R J Palacio The Big Umbrella by Amy June Bates	PSHE Association - Mental Health and wellbeing lessons (KS1) Decisions (5-8) - Feelings and emotions BBC Bitesize - Feeling Sad All About Feelings by Felicity Brooks No longer Alone by Joseph Coelho	BBC Teach - What is my job? Lessons about keeping Money Safe Little Explored: When I Grow Up by Dynamo When I grow up by Jon Hales









Year Three and Four RSHE Long Term Plan

Cycle A		
Autumn	**Spring**	**Summer**
How can we be a good friend?	Why should we eat well and look after our teeth?	What keeps us safe?
What are families like?	Why should we keep active and sleep well?	What makes a community?

Cycle B		
Autumn	**Spring**	**Summer**
How do we treat each other with respect?	How will we grow and change?	How can we manage risk in different places?
What strengths, skills and interests do we have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?

Year Three and Four RSHE Long Term Plan
Cycle A

Autumn

Relationships - How can we be a good friend?

Friendship; making positive friendships, managing loneliness, dealing with arguments - PoS refs: R10, R11, R13, R14, R17, R18

In this unit, pupils will learn…

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

Key Vocabulary

Identify	Dispute
Excluded	Reconcile
Lonely	Uncomfortable
Friendship	

Suggested Texts

Medway Public Health Directorate - Primary RSE lessons (KS2-Y3) Friendship

PSHE KS2: Friendship Struggles

Stick and Stone by Beth Ferry

Ruby's Worry by Tom Percival

The Suitcase by Chris Naylor-Ballesteros

Spring

Health and wellbeing - Why should we eat well and look after our teeth?

Being healthy: eating well, dental care - PoS refs: H1, H2, H3, H4, H5, H6, H11, H14

In this unit, pupils will learn…

- how to eat a healthy diet and the benefits of nutritionally rich Foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care

Key Vocabulary

Diet	Positive choices
Nutritious	Health checks
Oral hygiene	Advertisement
Balance diet	

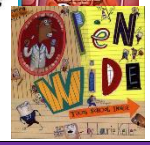
Suggested Texts

BBC - What is a balanced diet?

Professor Astrp Cat's Human Body Odysses by Dominic Walliman & Ben Newman

The Monster Health Book: A guide to eating healthy, being active & feeling great monsters and kids by Edward Miller

Open Wide by Laurie Keller



Summer

Health and wellbeing - What keeps us safe?

Keeping safe; at home and school; our bodies; hygiene; medicines and household products - PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29

In this unit, pupils will learn…

- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services

Key Vocabulary

Rules	Trust
Restrictions	Sharing
(look specifically at fire, water and road)	Secret (discuss good and bad secret keeping)
Risky	Pressure

Suggested Texts

NSPCC - The Underwear rule resources (PANTS)

Red Cross - Life. Live it. Stay safe.

Islington Healthy Schools Team - Drug Wise

Some Secrets should never be kept by Jayneen Sanders

Dot.Common Sense by Ben Hubbard

Autumn

Relationships - What are families like?

Families; family life; caring for each other - PoS refs: R5, R6, R7, R8, R9

In this unit, pupils will learn…

- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same

Spring

Health and wellbeing - Why should we keep active and sleep well?

Being healthy: keeping active, taking rest - PoS refs: H1, H2, H3, H4, H7, H8, H13, H14

In this unit, pupils will learn…

- how regular physical activity benefits bodies and feelings
- how to be active on a daily and weekly basis - how to balance

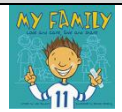
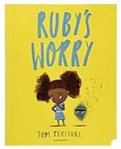
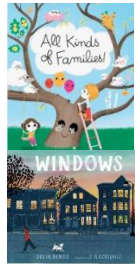
Summer

Living in the wider world - What makes a community?

Community; belonging to groups; similarities and differences; respect for others - PoS refs: R32, R33, L6, L7, L8

In this unit, pupils will learn…

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups

sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried	• what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Family Structure Celebrations Demonstrating Worried Different family structure (single parents, same sex parents, step-parents, blended families, foster and adoptive parents)	Physical activities Regular activities mood rest active influence	Job (nurse, doctor, teacher ect. Regular jobs they know) Strength Interest Wage Spending Necessities Online jobs (e.g. online coach - Body Coach)
Suggested Texts	**Suggested Texts**	**Suggested Texts**
Coram Life Education - Adoptable Schools Toolkit  RSE KS2: Different Families, same love My Family: Love and Care, Give and Share by Lisa Bullard Harold Loves His Wooly Hat by Vern Kousky 	BBC - Importance of sleep  BBC - Rod's Bad Day Ruby's Worry by Tom Percival I don't wasn't to sleep by Sigal Adler	PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y3/4) Belonging to a community  Premier League Primary Stars - Diversity Worcester University - Moving and moving home (KS2) All Kinds of Families by Mary Ann Hoberman Windows by Julia Denos and E. B. Goodale

Year Three and Four RSHE Long Term Plan
Cycle B

Autumn

Relationships - How do we treat each other with respect?

Respect for self and others; courteous behaviour; safety; human rights - PoS refs: R19, R20, R21, R22, R25, R27,R29, R30, R31, H45, L2, L3, L10

In this unit, pupils will learn…

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- the rights that children have and why it is important to protect these*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

Key Vocabulary

Privacy Respect Responsibility Secrets (both good and bad)	Aggressive Inappropriate (online and physical contact – what it means) Polite

Suggested Texts

Premier League Primary Stars - Play the right way/inclusion

1decsion - Being responsible / A world without judgement

Alzheimer's Society - Creating a dementia-friendly generation (KS2)

The Lost Thing by Shaun Tan

Spring

Health and wellbeing - How will we grow and change?

Growing and changing; Puberty - PoS refs: H31, H32, H34

In this unit, pupils will learn…

- about puberty and how bodies change during puberty
- how puberty can affect emotions and feelings
- how personal hygiene routines change during puberty
- how to ask for advice and support about growing and changing and puberty

Key Vocabulary

Erection Wet dream Menstruation Emotions	Puberty (body changes during - voice break, hair growth) Hygiene Growing Changes

Suggested Texts

Medway Public Health Directorate - Primary RSE lessons (Y4/5)

Puberty

Betty - It's perfectly natural

What Happened to by Sister? By Simona Ciralol

Summer

Health and wellbeing - How can we manage risk in different places?

Keeping safe; out and about; recognising and managing risk - PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15

In this unit, pupils will learn…

- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Key Vocabulary

Predict and assess Risk Same examples as year 1/2 topic but discuss fireworks, sun, digital devices such as snapchat/tiktok and how to keep safe in those) Peers	Influence Impact Personal information Inappropriate online contact (friend request/messages from people you don't know, requests that make you unconformable) Law (discuss cyber laws)

Suggested Texts

PHSE Association and GambleAware - Exploring risk (KS2)

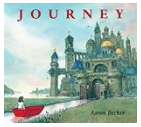
Google & Parentzone - Be Internet Legends

NSPCC - Share Aware

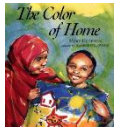
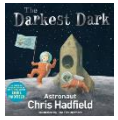
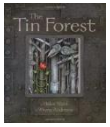
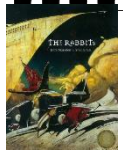
Islington Healthy Schools Team - Drug Wise

RSE KS2: Keeping my self safe

Dot.Common Sense by Ben Hubbard



Journey by Arron Becker

Autumn	Spring	Summer
Health and wellbeing - What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing setbacks - PoS refs: H27, H28, H29, L25 **In this unit, pupils will learn…** • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking	**Health and wellbeing - How can we manage our feelings?** Feelings and emotions; expression of feelings; behavior - PoS refs: H17, H18, H19, H20, H23 **In this unit, pupils will learn…** • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings	**Living in the wider world - How can our choices make a difference to others and the environment?** Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions - PoS refs: L4, L5, L19, R34 **In this unit, pupils will learn…** • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
Key Vocabulary Individuality Self-worth Strengths Skills Self-esteem Goals Set back (how to manage) Mistakes	**Key Vocabulary** Feelings Puberty (how emotions change) Behaviour Grief Intensity Everyday things changing feelings (e.g. school, arguments with friends/family)	**Key Vocabulary** Environment Money How choices affect others (fair trade, single use plastic, charity) Care Concern Personal responsibility Compassion
Suggested Texts Premier League Primary Stars - Self-esteem/resilience The Most Magnificent Thing by Ashley Spires Exclamation Mark by Amy Krouse Rosenthal & Tom Lichtenheld 	**Suggested Texts** PSHE Association - Mental Health and wellbeing lessons (KS2 - Y3/4) The Colour of Home by Mary Hoffman and Karin Littlewood  The Red Tree by Shaun Tan The Darkest Dark by Chris Hadfield  	**Suggested Texts** Premier League Primary Stars/Sky Ocean Rescue - Tackling plastic pollution RSPCA - Compassionate classroom lessons Team Margot - Giving help to others (resources on blood, stem cell and bone marrow donation) 1decision - Being responsible/The working world Zoo by Anthony Browne The Tin Forest by Helen Ward and Wayne Anderson  A River by Mark Martin The Rabbits by John Marsden and Shaun Tan 

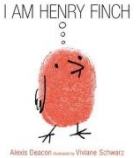
Year Five and Six RSHE Long Term Plan

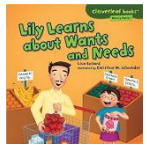
Cycle A		
Autumn	**Spring**	**Summer**
How can friends communicate safely?	How can drugs common to everyday life affect health?	What decisions can people make with money?
What makes up a person's identity?	How can we help in an accident or emergency?	What jobs would we like?

Cycle B		
Autumn	**Spring**	**Summer**
What will change as we become more independent?	How can we keep healthy as we grow?	How can the media influence people?
How do friendships change as we grow?	How can we keep healthy as we grow?	How can the media influence people?

Year Five and Six RSHE Long Term Plan

Cycle A

Autumn	Spring	Summer
Health and wellbeing - What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes - PoS refs: H25, H26, H27, R32, L9 **In this unit, pupils will learn…** • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others	**Health and wellbeing - How can we help in an accident or emergency?** Basic first aid, accidents, dealing with emergencies - PoS refs: H43, H44 **In this unit, pupils will learn…** • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	**Health and wellbeing - How can drugs common to everyday life affect health?** Drugs, alcohol and tobacco; healthy habits - PoS refs: H1, H3, H4, H46, H47, H48, H50 **In this unit, pupils will learn…** • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs
Key Vocabulary Gender Stereotypes Personal identity e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes Common Biological Gender identify Transgender Discrimination	**Key Vocabulary** First aid Trauma Emergencies Basic illnesses e.g. burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions Appropriate adult support	**Key Vocabulary** Smoking Tobacco Vaping Alcohol Drugs Legal Protect Illegal Habit Concerns Worried Trusted Laws
Suggested Texts PSHE Association - Inclusion, belonging and addressing extremism (KS2-Y5/6) Stereotypes Premier League Primary Stars - Developing Values Metro Charity KS2 - Gender I am Henry Finch by Alexis Deacon The Worst Princess by Anna Kemp Dogs don't do ballet by Anna Kemp The arrival by Shaun Tan  	**Suggested Texts** Red Cross - Life. Live it. Help save lives/Emergency action BBC Bitesize The Kids' Guide to First Aid by Karen Buhler Gale 	**Suggested Texts** Islington Healthy Schools Team - Drug wise 1decision - Keeping/Staying healthy BBC - What are medicines?

Autumn	Spring	Summer
Living in the wider world - What decisions can people make with money? Money; making decisions; spending and saving - PoS refs: R34, L17, L18, L20, L21, L22, L24 **In this unit, pupils will learn…** • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions	**Relationships - How can friends communicate Safely?** Friendships; relationships; becoming independent; online safety - PoS refs: R1, R18, R24, R26, R29, L11, L15 **In this unit, pupils will learn…** • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feelworried, unsafe or uncomfortable • how to ask for help or advice and respond topressure, • inappropriate contact or concerns about personal safety	**Living in the wider world - What jobs would we like?** Careers; aspirations; role models; the future - PoS refs: L26, L27, L28, L29, L30, L31, L32 **In this unit, pupils will learn…** • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Wages Savings account Current accounts Loans Credit cards Banks Risks with money e.g. it can be won, lost or stolen	Communication Independence Online Safe to share Pressure Inappropriate contact Social media Relationship (discuss risks friendships and boyfriend/girlfriend) Consent	Jobs Career Interviews Different job pays and why (volunteers, graduate jobs) Skills Degree Apprenticeships University Gender roles/stereotypes
Suggested Texts	**Suggested Texts**	**Suggested Texts**
1decision (5-8) - Money Matters Natwest Money Sense Lily Learns about Wants and Needs (Cloverleaf Books: Money Basics) Visit from Natwest (Workshop section on the Natwest Link) 	Thinkuknow - Play, Like, Share Google & Parentzone - Be Internet Legends The Red Prince by Chalrie Roscoe On Sudden Hill by Linda Sarah The Internet Sleuths by A. M. Marcus 	BBC - Careers and the world of work Franklin's Flying Bookshop by Jen Campbell The Bear and the Piano by David Linchfield

Year Five and Six RSHE Long Term Plan
Cycle B

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr>
<td>Relationships - What will change as we become more independent?

Different relationships, changing and growing, adulthood, independence, moving to secondary school - PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16

In this unit, pupils will learn…
• how growing up and becoming more independent comes with increased opportunities and responsibilities
• that there are ways to prevent a baby being made[2]
• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
• how puberty relates to growing from childhood to adulthood
• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</td>
<td>Health and wellbeing - How can we keep healthy as we grow?

Looking after ourselves; growing up; becoming independent; taking more responsibility - PoS refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10

In this unit, pupils will learn…
• how mental and physical health are linked
• how positive friendships and being involved in activities such as clubs and community groups support wellbeing
• how to make choices that support a healthy, balanced lifestyle including:
» how to plan a healthy meal
» how to stay physically active
» how to maintain good dental health, including oral hygiene, food and drink choices
» how to benefit from and stay safe in the sun
» how and why to balance time spent online with other activities
» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
» how to manage the influence of friends and family on health choices
• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</td>
<td>Living the wider world - How can the media influence people?

Media literacy and digital resilience; influences and decision-making; online safety - PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23

In this unit, pupils will learn…
• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
• that not everything should be shared online or social media and that there are rules about this, including the distribution of images
• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
• how text and images can be manipulated or invented; strategies to recognise this
• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
• to recognise unsafe or suspicious content online and what to do about it</td>
</tr>
<tr>
<td>Key Vocabulary
Forced/arranged marriage
Puberty
Reproduction (same vocab as previous years but add womb, testicles, semen, ovaries)
Opportunities

Prevention (contraceptives e.g. condoms – look at culture behind this how different cultures think differently about this)
Forced/arranged marriage</td>
<td>Key Vocabulary
Mental health – what is it and who to speak to
Physical health – what is it and who to speak to

Friendships – discuss what a positive friendship
Balanced lifestyle – discuss food, activities, dental, sun, online use, sleep and influences from family and friends)</td>
<td>Key Vocabulary
Media – discuss effects on peoples wellbeing
Social media rules – image distribution/rules with who owns images

Manipulation
Reliability – of media contents</td>
</tr>
<tr>
<td>Suggested Texts
Medway Public Health Directorate - Primary RSE Lessons (Y6)

Betty - It's perfectly natural

Childline: Forced Marriage</td>
<td>Suggested Texts
PSHE Association Mental health and wellbeing (KS2 - Y5/6) lessons 1 and 2

PSHE Association and - The sleep factor (KS2)

Rise Above - Sleep (KS2)

Avocado baby by John Burningham

Imaginary Fred by Eoin Colfer & Oliver Jeffers

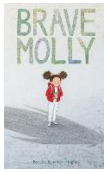
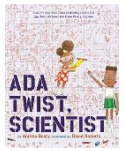
Cloud Boy by Marcia Williams

The Heart and the Bottle by Oliver Jeffers

 </td>
<td>Suggested Texts
PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y5/6) Extremism

PSHE Association, National Literacy Trust and The Guardian Foundation - NewsWise Lesson 3, 5 and 6

BBFC - Let's watch a film - making choices about what to watch</td>
</tr>
</table>

Autumn	Spring	Summer
Relationships - How do friendships change as we grow? Different relationships, changing and growing, adulthood, independence, moving to secondary school - PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16 **In this unit, pupils will learn…** • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • how friendships may change as they grow and how to manage this • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership	**Health and wellbeing - How can we keep healthy as we grow?** Looking after ourselves; growing up; becoming independent; taking more responsibility - PoS refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10 **In this unit, pupils will learn…** • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or • managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else	**Living the wider world - How can the media influence people?** Media literacy and digital resilience; influences and decision-making; online safety - PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23 **In this unit, pupils will learn…** • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
Key Vocabulary Relationships Friendships Manage Attraction Faith LGBT Love	**Key Vocabulary** Healthy/unhealthy habits Drugs – how it affects health Strategies FGM – see link below	**Key Vocabulary** Influence Suspicious/unsafe Gambling – look at risks Appropriate of age range of games and media
Suggested Texts NSPCC - Making sense of relationships (KS2) PHSE Association - Mental health and wellbeing (KS2 - Y5/6) Lesson 3, Feelings and common anxieties - secondary school Rise Above - Transition to secondary school BBC Bitesize - Relationships The Faraway Island by Dianne Hofmeyr My Two Blankets by Irena Kobald Marshall Armstrong is New to our School by David Mackintosh Once Upon an Ordinary School Day by Colin McNaughton 	**Suggested Texts** Rise Above - Social Media (KS2) BBC - What do humans need to stay healthy? Brave Molly by Brooke Boynton-Hughes 	**Suggested Texts** Childnet - Trust me Islington Healthy Schools Team Drug wise Rise Above - Social Media Ada Twist, Scientist by Andrea Beaty