



BISHOPSWOOD SCHOOLS FEDERATION LONG TERM PLANNING: PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Ourselves	Celebration	Pick and Mix	Brilliant Books	Spring has sprung	Animals
Activity/ task	<p>Me – a special person Look in a mirror and discuss similarities and differences. Paint a self-portrait for display. Circle time – <i>what makes me special?</i> Celebrate achievements at home and in school make a bar graph; make an <i>All about me</i> book. planning board. Role play. Posters/cards showing expressions.. Circle time – <i>I am happy, sad, etc, when ...</i> Stories – <i>Farmer Duck</i> and discuss. Explain bullying and link to the feelings objective; teach strategies for dealing with the situation, eg: tell an adult. Introduce <i>Talking Ted</i> as a means of taking turns to speak. Class task, responsibility board. Teach routines – washing hands after using toilet, before lunch; flushing toilet; daily routines – washing, brushing teeth, etc.</p>	<p>My special people Display of special toys, books, objects to explain the meaning of <i>special</i>. Circle time or class discussion about who is special to the children. Draw or paint a special person, label who and why they are special. Photo of <i>special people in my life</i>. Talk about photo to a partner. Make an <i>All about me</i> book. Stories – as a stimulus, as a response, that needs finishing. Circle time repartee. Child says “<i>I am good at ...</i>”, teacher responds “<i>How do you know?</i>” Define <i>care about</i> – who loves/likes you? Discussion and story – <i>Can’t you sleep, Little bear?</i> Role play, drama and games involving saying “<i>Thank you</i>” and “<i>Sorry</i>” in a range of situations.</p>	<p>Being healthy and safe Stick favourite foods pictures from magazines onto paper plates and discuss choices. Make choices about snack time – milk or water; apple or banana. Decide who to play with. Discuss how characters in stories feel when they are well/unwell – doctors, no school, take medicine, etc. Practical activity – what goes on or in the body? Extend by gathering children’s ideas. Create a <i>medicine chest</i> of familiar medicine. Teach that only adults/some adults can give you medicines. <i>Who can give you breakfast, playtime snack, packed lunches, medicines? Could friends do this?</i> Visitor in the classroom.</p>	<p>Growing and changing Teach routines and explain what they are for. Make pictorial reminders for other children of hygiene routines, such as flushing toilet and washing hands. Encourage demonstration of skills, such as in physical education lessons and outdoor play. Celebrate out-of-school activities, such as swimming, riding a bicycle. Circle time – <i>Simon says</i>. Draw and label a picture of the body – individual and class display. Children bring in photos to make a personal timeline. Displays of babies, toys. Visitors – grandparent, mother and baby/toddler, older child. Story – <i>Tell me what it’s like to be big</i>.</p>	<p>People who help Make a <i>My family book</i> or a <i>Special person book</i> of mum, dad, step-parent, carer, grandparent, brothers and sisters, aunts and uncles, best friend, and other special people. Visit other members of staff around the school, have them visit the class or assembly to talk to children and encourage them to ask questions. Visits from family members/ carers or outside agencies, such as school nurse, police officer, speech therapist. Role play of different roles and how they help.</p>	<p>Being involved Circle time. Activities using a parachute. Games involving taking turns, such as <i>Lotto, Snakes and ladders</i>. Everyday opportunities for responsibility. Work with a partner. Role play and puppets. Job planning board with opportunities for choices. Plan independent activities together. <i>All about me</i> book as a personal profile. Pet day – pet or plant topic. Plant seeds, and growing and caring for plants. Develop instructions for looking after plants and pets – writing, scribed, taped.</p>

Objectives	<p>ELG 06 - Self-Confidence and Self-Awareness - Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG 07 - Managing Feelings and Behaviour - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG 08 - Making Relationships - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>ELG 13 - People and Communities - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>					
Year 1	Does a toy have to be shiny and new to be worth playing with?	Where do the leaves go in winter?	Was being the Queen the same for Q Elizabeth I and Q Victoria as it is for Elizabeth II?	Where did and do the wheels on the bus go?	Why do we remember Mary Anning?	Why can't a Meerkat live in the North Pole?
Activity/ task	<p>Working well together Creating a community, class charter, turn taking, Golden Rules Exploring feelings What if there is a problem? Safety within school Focusing on feelings Calming down Self-awareness Parachute & team games Harvest assembly RRR</p>	<p>Being a good friend How can we work together Build a buddy Anti- Bullying week Working well together cooperating in a group/ taking turns Wash your hands Janey! Internet safety</p>	<p>What is a goal? Can I achieve a goal? Other people are special too People who help us Who I am/ Who are you? People who need help – blind, deaf Sharing feelings Listening skills & debate Stories about others' needs & friends (Amazing Grace, Cleversticks, Kipper, Old Bear stories) Anti-Bullying</p>	<p>Caring for myself Understanding own feelings Feeling proud Keeping healthy (dentist, doctors) Keeping our body healthy & clean on & in our body Wash your hands janey! Anti-bullying Medicines (what is a medicine) Keeping safe Stranger danger Keeping safe & caring for myself</p>	<p>Caring for others Observational drawings of a friend Family relationships What do plants need to survive? Audit of school grounds & green rules for outdoor learning P4C & listening opportunities Understanding how to care for others Multicultural understanding</p>	<p>Looking forward How we change over time Feelings Making changes happen Dealing with the uncertainty of change Reviewing progress and personal achievement Taking more responsibilities for self and others Considering the value of being part of different groups and communities Transition to yr2 (Dogger & Pumpkin soup) Keeping safe How to keep safe inside & outside Road safety, water safety Who can keep us safe Safety symbols, labels Stranger danger</p>

Objectives	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • know the school and classroom rules and how they help them • agree rules for their class or group • co-operate with others in work and play, sharing and taking turns • contribute to a discussion or conversation • put their views forward clearly and appropriately • identify ways of helping in class and improving the environment by their own actions. Make simple choices between activities. 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • know the different groups to which they belong: families, friends, school, etc • recognise worth in others • make positive statements about other people • understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying • show respect by listening to what other people say • understand that other people have needs • consider the value of being a friend and having friends • show a willingness to care for others • recognise the ways their own behaviour affects others • ask for and give permission 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • own their own feelings, making "I" statements • carry out personal routines • develop skills for maintaining personal hygiene, cleaning teeth, washing hands • be motivated to be clean and healthy • think about what can go on their body and in their body and that some substances can be harmful • begin to understand how infections are passed between people • know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines. 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • begin to accept everyone as an individual • appreciate the difference between <i>needs</i> and <i>wants</i> • respect others' needs, feelings and opinions • value other people's achievements • understand the needs of plants and animals • begin to take some responsibility for self and others, eg: in the classroom, playground, school visits • identify jobs in the classroom and school and know what contribution they make to the life of the class and school • consider the value of being part of different groups and communities • begin to recognise the way their choices can affect others 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe • know places that are safe • follow simple safety rules and instructions • appreciate the need to take care and the need for safe actions • know some of the rules for keeping safe, eg: medicines, tablets, household substances, fire, water • care about keeping themselves and others safe. 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • perform tasks independently • value their achievements and talents, want to do well, and make the most of opportunities • review their progress and recognise personal achievement, strengths and weaknesses • identify personal goals for improvement • know some of the things that can cause different emotions • be able to talk about a range of emotions and feelings
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Year 2	What happened in the Great Fire Of London?	Why did the Titanic sink?	Why was Neil Armstrong a very brave person?	Where would you prefer to live: England or Perth?	Why do we love to be beside the seaside?	How can you be the next Masterchef?
Activity/ task	<p>Who is in charge? Building a community, class charter Introducing Yr 2 responsibilities Exploring feelings Calming down Welcoming others Create a list of people in charge Debate about a local issue (play areas) Knowing more about what Tadley has to offer</p>	<p>Changing friendships Qualities of a friend P4C links Getting on and falling out Feelings & emotions Making new friends and dealing with losing friends How to mend a friendship Concern for others Anti-Bullying week</p>	<p>Celebrating and recognising What have I achieved? I can... I like ... Origami challenge Expressive arts Celebration tree Family photographs display- looking at the similarities and differences between families Anti- Bullying Peer group pressure Goal time Team challenges Data handling height, eye colour... Visitors from other countries People from around the world (Silver Shoes, Once upon a time stories)</p>	<p>My body is important What makes us happy Feeling good about myself Relaxed Anti-bullying Keeping safe – road safety Personal body space Staying healthy – foods, exercise & self-esteem Names of the main parts of the body Medicines and how they are used World health & immunisation When to keep a secret (suggest using drama, role play, puppets to help)</p>	<p>Taking charge Resolving conflicts Knowing that people have things in common but everyone is unique Multicultural understanding Group challenge – fundraising, research & cooperation for project of their choice e.g. trip, changes in classroom/school Good & bad choices Money (Kipper & the Giant, Gordon in Charge stories)</p>	<p>Looking forward How have they changed since starting school Record achievements What responsibilities do you have now that you didn't have when you started school? Respecting their own properties and those of others P4C – respect, responsibility Changing our behaviour Planning for change Setting new goals Changing emotions Summer Holidays Transition to yr3</p>
Objectives	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> communicate and co-operate with others to contribute to the life of the class and school know about shops, services and advertising know that we have to pay for what we buy know about the 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> be able to express positive statements about themselves and others recognise and name feelings feel good about themselves identify some similarities and differences between people such as gender, 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> feel good about themselves value their bodies and monitor what they put into it, as all substances can be harmful if not used properly understand the need for exercise and rest to keep healthy know the range of 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> consider the qualities of a friend, and what they value in friends understand what a friend is, and how to be a friend understand that friendships can change make new friends and deal with losing friends 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> develop personal values by being able to clarify what is important to them understand that they have choices, exploring ideas of <i>good</i> and <i>bad</i>, <i>right</i> and <i>wrong</i> and <i>uncertain</i> recognise choices they have made or 	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> begin to take responsibility for self and others in and out of school, eg: classroom, playground, visits begin to understand about trust and reliability appreciate and want to care for their environment, classroom, school

	<p>world immediately around them, including community services, libraries, leisure centres, museums, etc</p> <ul style="list-style-type: none"> • know what improves and harms their local environment and know some of the different ways people look after it • observe surroundings and be able to make some judgements • know people in their community who can help them • respond with increasing confidence to new people and situations. 	<p>appearance, abilities, families and cultural background</p> <ul style="list-style-type: none"> • know that people have things in common but that everyone is unique • be proud of who they are and understand that difference does not mean better or worse • explore the idea of fairness for all • begin to question media messages and stereotypes 	<p>options open to them, eg: food, games and activities</p> <ul style="list-style-type: none"> • know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg: immunisation • know that some diseases are infectious and can be controlled • appreciate the need to take care, to be safe and care about keeping themselves and others' safe • know the names of more parts of their bodies • know that they have rights over their own bodies • know when to keep a secret and when to tell 	<ul style="list-style-type: none"> • recognise and name feelings, including feelings associated with change • begin to learn to manage feelings positively and effectively • reflect and learn from their experiences. 	<p>can make</p> <ul style="list-style-type: none"> • recognise what is important to them in making choices • learn to consider options and find relevant information • think about how money can be spent other than on themselves • recognise ways in which their own choices and behaviour affects others, including bullying and being bullied • recognise that their actions have consequences for themselves • show awareness of their right to decide 	<p>grounds, local area</p> <ul style="list-style-type: none"> • respect their own and other people's property – personal and public • begin to value resources and understand that they are limited • begin to accept everyone as an individual, respecting others' needs, opinions and feelings • listen, concentrate and hold the attention of a listener • reflect on how they have changed since starting school • value their achievements, and be able to describe what they have achieved • set targets for themselves.
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