



PHSE/RSE

Long Term Plan 2023 - 24

| | Autumn | | | Spring | | | Summer | | |
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| N | <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p> | | | <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Keeping ourselves safe – road safety walks</p> | | | <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Transition to Reception</p> | | |
| | Self-Regulation | Managing Self | Building Relationships | Self-Regulation | Managing Self | Building Relationships | Self-Regulation | Managing Self | Building Relationships |
| | Follow the social norms of the classroom and school | Explore new areas of learning E-safety | Remember my familiar adult's name | Follow the social norms of the classroom and school | Assessing risk E-safety | Remember my learning partner's name | Follow the social norms of the classroom and school | Assessing risk E-safety | Remember my learning partner's name |
| | Autumn | | | Spring | | | Summer | | |
| R | <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Autumn 1: No Outsiders – The Family Book Autumn 2: No Outsiders – You Choose</p> | | | <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Keeping ourselves safe – road safety walks Spring 1: No Outsiders – Red Rockets and Rainbow Jelly Spring 2: No Outsiders – Hello, Hello</p> | | | <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Transition to Year 1 Summer 1: No Outsiders – Mommy, Mama and Me Summer 2: No Outsiders – Blue Chameleon</p> | | |

| | Self-Regulation | Managing Self | Building Relationships | Self-Regulation | Managing Self | Building Relationships | Self-Regulation | Managing Self | Building Relationships |
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| | Follow the social norms of the classroom and school | Explore new areas of learning E-safety | Remember my learning partner's name Respecting similarities and differences celebrating special occasions | Follow the social norms of the classroom and school | Road safety walk Healthy eating, screen time, dental health, exercise | Remembering the names of my peers | Discussion of uniqueness | Why is it important to follow the rules and be safe E-Safety | Understanding own next steps and goals Respecting similarities and differences |
| | Autumn | | | Spring | | | Summer | | |
| | Relationships | | | Living in the Wider World | | | 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 wellbeing | Growing and changing | Keeping safe |
| 1 | Roles and different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite 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 |
| | Autumn 1: No Outsiders – Elmer Autumn 2: No Outsiders – Going To The Volcano | | | Spring 1: No Outsiders – Want To Play Trucks Spring 2: No Outsiders – Hair, It's A Family Affair | | | Summer 1: No Outsiders – My World, Your World Summer 2: No Outsiders – Errol's Garden | | |
| 2 | 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 cooperatively; 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 |
| | Autumn 1: No Outsiders – The Great Big Book Of Families | | | Spring 1: No Outsiders – How To Be A Lion Spring 2: No Outsiders – Amazing | | | Summer 1: No Outsiders – What The Jackdaw Saw | | |

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| | Autumn 2: No Outsiders – Can I Join Your Club? | | | | | | Summer 2: No Outsiders – All Are Welcome | | |
| 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect, courtesy and being polite | The value of rules and laws; rights, freedoms 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 reframing setbacks | Risk and hazards; safety in the local environment and unfamiliar places |
| | Autumn 1: No Outsiders – The Hueys in the New Jumper Autumn 2: No Outsiders – This Is Our House | | | Spring 1: No Outsiders – We’re All Wonders Spring 2: No Outsiders – Beegu | | | Summer 1: No Outsiders – The Truth About Old People Summer 2: No Outsiders – Planet Omar: Accidental Trouble Magnet | | |
| 4 | 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 decisions about money; using and keeping money safe | Maintaining a balanced 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 to everyday life |
| | Autumn 1: No Outsiders – Along came a different Autumn 2: No Outsiders – Dogs Don’t Do Ballet | | | Spring 1: No Outsiders – Red: A Crayon’s Story Spring 2: No Outsiders – Aalfred and Aalbert | | | Summer 1: No Outsiders – When Sadness Comes to Call Summer 2: No Outsiders – Julian is a Mermaid | | |
| 5 | Managing friendships 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 | Identifying 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 |

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| | Autumn 1: No Outsiders – And Tango Makes Three Autumn 2: No Outsiders – Mixed | | | Spring 1: No Outsiders – Kenny Lives with Erica and Martina Spring 2: No Outsiders – Rose Blanche | | | Summer 1: No Outsiders – How to Heal a Broken Wing Summer 2: No Outsiders – The Girls | | |
| 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions 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 affects 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 |
| | Autumn 1: No Outsiders – A Day in the Life of Marlon Bundo Autumn 2: No Outsiders – King of the Sky | | | Spring 1: No Outsiders – Leaf Spring 2: No Outsiders – The Island | | | Summer 1: No Outsiders – Introducing Teddy Summer 2: No Outsiders – The Only Way is Badger | | |