

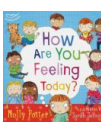



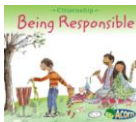


Westgate Primary School –PSHE Long Term Planning

<b>Focus SMSC strand</b> <b>EYFS – Year 6 (termly)</b> <b>See SMSC plan for details</b>	<b>School Value</b> Responsibility <b>British Value</b> Rule of Law	<b>School Value</b> Resilience <b>British Value</b> Democracy		<b>School Value</b> Tolerance <b>British Value</b> Tolerance of Different Faiths	<b>School Value</b> Kindness <b>British Value</b> Tolerance of different cultures/beliefs	<b>School Value</b> Trust <b>British Value</b> Mutual Respect	<b>School Value</b> Independence <b>British Value</b> Individual Liberty
<b>Year EYFS</b> Stands sequences differently to KS1 and KS2	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic Theme</b>	<b>Relationships</b>	<b>Keeping safe and staying safe</b>	<b>Feelings and Emotions</b>	<b>Our World</b>	<b>Keeping and Staying Healthy</b>	<b>Online Safety</b>	<b>Being Responsible</b>
<b>Key vocabulary (EYFS)</b> See separate sheet for KS1 and KS2	Relationship, family, love, care, security, healthy	Friend, share, community, cooperate, safe, unsafe	Sad, angry, worried, zones, regulation, blue, green, yellow, red, manage	Environment, refuse, planet, World, reuse, recycle, planet, different, positive, reduce	Healthy, unhealthy, germs, hazard, self-care, medicine, screen time, exercise.	Online, permission, safety, parental controls, positive, negative, respectful, safe, rules	Responsibility, Ready, Respectful, Safe, manners, self-respect
<b>PSHE Substantive knowledge</b>	To be able to identify what a relationship is.  To be able to know what makes a healthy relationship at home.  To be able to know what makes a healthy relationship at school.	To be able to identify what makes a good friend.  To be able to share with my friends.  To be able to play co-operatively with my friends on the playground.	To be able to talk about how we are feeling (sad, angry, worried) linked to <b>Zones of regulation</b> .  To be able to identify which zone relates to how I am feeling.	To know how I can make a positive impact in my home environment.  To recognise how I can make a positive difference to my school by reusing and recycling.  To know how we all can make a difference to our local environment and our wider world.	To know what we need to keep a healthy lifestyle. ( <b>Hazard, safety in the home</b> )  To be able to know how to wash our hands properly.  To be able to use self care techniques in order to develop a positive sense of self.	To know what it means to be online.  To be able to recognise the positive and negative aspects of being online.  To know how to be respectful online.	To be able to talk about how we can be responsible at home.  To be able to talk about how we can be responsible at school using ( <b>ready, respectful, safe</b> )  To be able to talk about how we can be responsible in our local community and wider world.
<b>Disciplinary Knowledge (Skills)</b>	<b>Development Matters</b>  Build constructive and respectful relationships	<b>Development Matters</b>  Express their feelings and consider the feelings of others.	<b>Development Matters</b>  Identify and moderate their own feelings socially and emotionally.	<b>Development Matters</b>  Show resilience and perseverance in the face of challenge	<b>Development Matters</b>  See themselves as a valuable individual.	<b>Development Matters</b>  To manage their own needs. -Personal hygiene To know and talk about	<b>Development Matters</b>  Think about the perspectives of others.

Westgate Primary School –PSHE Long Term Planning

						<p>the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>	
High Quality Texts							
<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 2 (part 2)</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main Theme</b>	<b>Keeping and Staying Safe</b>	<b>Keeping/Staying Healthy</b>	<b>Our World (5 – 8)</b>	<b>Being Responsible</b>	<b>Online Safety</b>	<b>Feelings and Emotions.</b>	<b>Relationships (5 – 8 )</b>
<b>Topic Theme</b>	<b>Baseline Assessment</b> <b>Road Safety</b>	<b>Baseline Assessment</b> <b>Washing Hands</b>	<b>Baseline Assessment</b> <b>Growing in Our World</b>	<b>Baseline Assessment</b> <b>Water Spillage</b>	<b>Baseline Assessment</b> <b>Online Bullying</b>	<b>Baseline Assessment</b> <b>Jealousy</b>	<b>Baseline Assessment</b> <b>friendships</b>
<b>Substantive Knowledge</b>	<p>Baseline – What do I need to keep safe from? What may put me and others at risk?</p> <p>What do I need to keep safe from? What may put me or others at risk?</p> <ul style="list-style-type: none"> <li>• understand why it is important to stay safe when crossing the road</li> <li>• be able to recognise a range of safe places to cross the road</li> <li>• understand the differences between safe and risky choices</li> <li>• know different ways to</li> </ul>	<p>Baseline – What can we do to keep healthy?</p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p>(Democracy, Individual Liberty)</p>	<p>Baseline - What is Earth? What grows on Earth?</p> <p>Developing a baseline of knowledge, key vocabulary and understanding of our planet</p> <ul style="list-style-type: none"> <li>• understand the needs of a baby</li> <li>• be able to recognise what you can do for yourself now you are older</li> <li>• be able to describe the</li> </ul>	<p>Baseline – What are we responsible for? How do responsibilities grow as we grow?</p> <ul style="list-style-type: none"> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the</li> </ul>	<p>Baseline – What is their understanding of computers, the internet and rules to keep safe?</p> <ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to recognise kind and unkind comments</li> </ul>	<p>Baseline – What emotions do we know and how do they make us feel mentally and physically?</p> <p>be able to recognise and name emotions and their physical effects</p> <ul style="list-style-type: none"> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<p>Baseline – Do they understand what a relationship and who they have relationships with?</p> <ul style="list-style-type: none"> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> <li>• understand the importance of caring about other people's feelings</li> <li>• be able to see a situation from another person's point of view</li> </ul> <p>(Democracy, Individual</p>

Westgate Primary School –PSHE Long Term Planning

	help us stay safe  (Democracy, Rule of Law, Individual Liberty)		common features of family life • be able to recognise the ways in which your family is special and unique  (Mutual Respect)	differences between being responsible and being irresponsible  Hazard Watch – Know what items are safe/unsafe to play with. Know potential dangers in different environments  (Democracy, Individual Liberty, Mutual Respect)	(Democracy, Mutual Respect)	(Individual Liberty)	Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs)
<b>Disciplinary Knowledge (Skills)</b>	*Resilience – Critical Thinker *Making Choices – Risks and Influences	*Resilience – Critical Thinker *Understanding Growth and Change *Making Choices – Risks and Influences *Communication – Speaking and Listening *Understanding Self and Others	*Understanding Growth and Change *Communication – Speaking and Listening *Understanding Self and	*Communication – Speaking and Listening *Understanding Self and Others *Resilience – Critical Thinker	*Resilience – Critical Thinker *Making Choices – Risks and Influences *Communication – Speaking and Listening	*Resilience – Critical Thinker *Communication – Speaking and Listening *Understanding Self and Others *Understanding growth and change	*Resilience – Critical Thinker *Communication – Speaking and Listening *Understanding Self and Others
<b>YEAR 2</b>	<b>Keeping Safe and Staying Safe</b>	<b>Keeping Healthy and staying Healthy</b>	<b>Our World (5 – 8)</b>	<b>Being Responsible</b>	<b>Online Safety</b>	<b>Feelings and Emotions.</b>	<b>Relationships (5 – 8)</b>
<b>Topic Theme</b>	<b>Tying Shoes Laces</b>	<b>Healthy Eating</b>	<b>Working in Our World</b>	<b>Practice Makes Perfect</b>	<b>Image Sharing</b>	<b>Worry Anger</b>	<b>Bullying Body Language</b>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> </ul>	<ul style="list-style-type: none"> <li>• know that food is needed for our bodies to be healthy and to grow</li> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to</li> </ul>	<ul style="list-style-type: none"> <li>• understand different ways we can receive money</li> <li>• know how to keep money safe</li> <li>• be able to describe the skills you may need in a future job or career</li> <li>• be able to</li> </ul>	<ul style="list-style-type: none"> <li>• be able to name ways you can improve in an activity or sport</li> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how your online actions can affect others</li> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> </ul>	<p><b>Worry</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people’s feelings</li> <li>• be able to see and understand bullying behaviours</li> <li>• know how to cope with these bullying behaviours</li> </ul> <p>(Democracy, Individual</p>

Westgate Primary School –PSHE Long Term Planning

	(Democracy, Rule of Law, Individual Liberty)	keep yourself and others healthy <ul style="list-style-type: none"> <li>know the differences between healthy and unhealthy choices</li> </ul> (Democracy, Individual Liberty)	recognise the differences between wants and needs  (Individual Liberty)	an activity or sport <ul style="list-style-type: none"> <li>be able to learn ways to set goals and work to reach them</li> </ul> (Democracy, Mutual Respect)	<ul style="list-style-type: none"> <li>Understand the types of images that you should and should not post online</li> </ul> (Democracy, Mutual Respect)	emotions <ul style="list-style-type: none"> <li>understand that feelings can be communicated with and without words</li> </ul> <b>Anger</b> <ul style="list-style-type: none"> <li>be able to recognise and name emotions and their physical effects</li> <li>know the difference between pleasant and unpleasant emotions</li> <li>learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>understand that feelings can be communicated with and without words</li> </ul> (Democracy, Mutual Respect)	Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs)  <ul style="list-style-type: none"> <li>understand that feelings can be shown without words</li> <li>be able to see a situation from another person’s point of view</li> <li>understand why it is important to care about other people’s feelings</li> </ul> Democracy, Individual Liberty, Mutual Respect
<b>Disciplinary Knowledge (Skills)</b>	*Resilience – Critical Thinker *Making Choices – Risks and Influences	*Understanding Growth and Change *Making Choices – Risks and Influences	*Resilience – Critical Thinker *Understanding Growth and Change *Communication – Speaking and Listening	*Understanding Growth and Change *Communication – Speaking and Listening *Understanding Self and Other	*Resilience – Critical Thinker *Making Choices – Risks and Influences *Understanding Self and Others	*Resilience – Critical Thinker *Making Choices – Risks and Influences *Communication – Speaking and Listening *Understanding Self and Others	*Resilience – Critical Thinker *Communication – Speaking and Listening *Understanding growth and change
<b>Year 3</b>	<b>Keeping Safe and Staying Safe</b>	<b>Keeping Healthy and staying Healthy</b>	<b>Our World (5 – 8)</b>	<b>Being Responsible</b>	<b>Online Safety</b>	<b>Feelings and Emotions.</b>	<b>Relationships (5 – 8)</b>
<b>Topic Theme</b>	<b>Leaning Out of Windows + Summative Assessment</b>	<b>Medicine + Summative Assessment</b>	<b>Looking After Our World + Summative Assessment</b>	<b>Stealing + Summative Assessment</b>	<b>Managing Friends Online Summative Assessment</b>	<b>Grief/loss Summative Assessment</b>	<b>Touch Summative Assessment</b>

Westgate Primary School –PSHE Long Term Planning

<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• be able to understand ways we can keep ourselves and others safe at home</li> <li>• know the differences between safe and risky choices</li> </ul> <p>(Democracy, Rule of Law, Individual Liberty)</p> <p>Summative Assessment – Who keeps us safe? How to keep safe in a range of scenarios. Understanding of hazards in the home and the community</p>	<ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul> <p>Hazard Watch – Know what food and drink items are safe or unsafe to eat and drink. Know dangers that can affect others such as siblings (raw meat, out of date food...)</p> <p>(Democracy)</p> <p>Summative Assessment What can we do to keep healthy?</p>	<ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul> <p>(Mutual Respect)</p> <p>Summative Assessment What do we already know and what do we need to do to take care of our world.</p>	<ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul> <p>(Democracy, Mutual Respect)</p> <p>Summative Assessment Children will be able to identify how to act responsibly at home and in the community.</p>	<ul style="list-style-type: none"> <li>• be able to identify possible dangers and consequences of talking to strangers online</li> <li>• know how to keep safe in online chatrooms</li> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online.</li> </ul> <p>(Democracy)</p> <p>Summative Assessment – What do we understand about computers, the internet and rules to keep safe?</p>	<ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p>(Democracy)</p> <p>Summative – Create a tool kit for managing feelings and emotions.</p>	<ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people’s feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul> <p>(Democracy, Individual Liberty, Mutual Respect)</p> <p>Summative Assessment –</p> <p>Summative – To know how to positively manage relationships.</p>
<p><b>Disciplinary Knowledge (Skills)</b></p>	<p>*Resilience – Critical Thinker</p> <p>*Making Choices – Risks and Influences</p> <p>*Communication – Speaking and Listening</p>	<p>*Resilience – Critical Thinker</p> <p>*Making Choices – Risks and Influences</p> <p>*Communication – Speaking and Listening</p>	<p>*Resilience – Critical Thinker</p> <p>*Making Choices – Risks and Influences</p> <p>*Communication – Speaking and Listening</p>	<p>*Resilience – Critical Thinker</p> <p>*Making Choices – Risks and Influences</p> <p>*Communication – Speaking and Listening</p> <p>*Understanding Self and Others</p>	<p>*Resilience – Critical Thinker</p> <p>*Making Choices – Risks and Influences</p> <p>*Communication – Speaking and Listening</p> <p>*Understanding Self and Others</p>	<p>*Resilience – Critical Thinker</p> <p>*Communication – Speaking and Listening</p> <p>*Understanding Self and Others</p>	<p>*Resilience – Critical Thinker</p> <p>*Making Choices – Risks and Influences</p> <p>*Communication – Speaking and Listening</p>
<p><b>Year 4</b></p>	<p><b>Keeping and Staying Safe</b></p>	<p><b>Keeping and Staying Healthy</b></p>	<p><b>The Working World (8 – 11)</b></p>	<p><b>Being Responsible</b></p>	<p><b>Online Safety</b></p>	<p><b>Feelings and Emotions</b></p>	<p><b>Growing and changing</b></p>
<p><b>Topic Theme</b></p>	<p>Baseline + Cycle Safety</p>	<p>Baseline + Healthy Living</p>	<p>Baseline + Chores at home</p>	<p>Baseline + Coming Home on Time</p>	<p>Baseline + Online Bullying</p>	<p>Baseline + Jealousy</p>	<p>Baseline + Appropriate Touch/Relationships</p>

Westgate Primary School –PSHE Long Term Planning

<p><b>Substantive Knowledge</b></p>	<p>Baseline-How can we keep safe at home, at school and in the community?</p> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice</li> <li>• create a set of rules for and identify ways of keeping safe</li> </ul> <p>(Democracy , Rule of Law, Individual Liberty)</p>	<p>Baseline- What is a healthy lifestyle choice? How can we make healthy lifestyle choices?</p> <ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways to maintain a healthy lifestyle</li> </ul> <p>(Democracy, Individual Liberty)</p>	<p>Baseline – Where does money come from to pay for all the services that keep us healthy, safe and educated?</p> <ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul> <p>(Democracy, Individual Liberty, Mutual Respect)</p>	<p>Baseline - How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?</p> <ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul> <p>(Rule of Law, Mutual Respect, Democracy)</p>	<p>Baseline - What are the positives and negatives of using computers and being online?</p> <ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings and emotions that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> <li>• identify how and who to ask for help</li> </ul> <p>(Democracy, Individual Liberty, Mutual Respect)</p>	<p>Baseline - How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?</p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul> <p>(Democracy, Mutual Respect, Tolerance of those of different faiths and beliefs)</p>	<p>Baseline – Do we all grow and change in the same way and at the same time?</p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>
<p><b>Disciplinary Knowledge (Skills)</b></p>	<p>*Resilience – Critical Thinker *Making Choices – Risks and Influences *Communication – Speaking and Listening</p>	<p>*Resilience – Critical Thinker *Understanding Growth and Change *Making Choices – Risks and Influences</p>	<p>*Resilience – Critical Thinker *Making Choices – Risks and Influences *Understanding Self and Others</p>	<p>*Making Choices – Risks and Influences *Resilience – Critical Thinker *Understanding growth and change.</p>	<p>*Resilience – Critical Thinker *Making Choices – Risks and Influences *Understanding growth and change</p>	<p>*Resilience – Critical Thinker *Making Choices – Risks and Influences *Understanding Self and Others</p>	<p>*Making Choices – Risks and Influences *Communication – Speaking and Listening *Understanding Self and Others</p>
<p><b>Year 5</b></p>	<p><b>Keeping and Staying Safe</b></p>	<p><b>Keeping and Staying Healthy</b></p>	<p><b>The Working World</b></p>	<p><b>Being Responsible</b></p>	<p><b>Online Safety</b></p>	<p><b>Feelings and Emotions</b></p>	<p><b>Growing and changing</b></p>

Westgate Primary School –PSHE Long Term Planning

Topic Theme	Peer Pressure + Adult and Children’s Views	Smoking + Adult and Children’s Views	(8 – 11) Enterprise + Adults and Children’s Views	Looking out for Others + Adults and Children’s Views	Image Sharing + Adult’s and Children’s Views	Anger + Adult’s and Children’s Views	Puberty + Adult’s and Children’s Views
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul> <p>(Democracy, Rule of Law, Individual Liberty, Mutual Respect)</p>	<ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> </ul> <p>(Democracy, Rule of Law, Individual Liberty)</p>	<ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul> <p>(Individual Liberty)</p>	<ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others’ lives in a negative way</li> </ul> <p>(Democracy, Mutual Respect, Tolerance of those of different faiths and beliefs, Individual Liberty)</p>	<ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul> <p>(Democracy, Rule of Law, Mutual Respect)</p>	<ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.</li> </ul> <p>(Democracy, Individual Liberty, Mutual Respect)</p>	<ul style="list-style-type: none"> <li>• explain what puberty means</li> <li>• describe the changes that boys and girls may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> <li>• identify who and what can help us during puberty</li> </ul> <p>(Rule of Law, Individual Liberty)</p>
<b>Disciplinary Knowledge (Skills)</b>	<ul style="list-style-type: none"> <li>*Resilience – Critical Thinker</li> <li>*Making Choices – Risks and Influences</li> <li>*Communication – Speaking and Listening</li> <li>*Understanding Self and Others</li> </ul>	<ul style="list-style-type: none"> <li>*Resilience – Critical Thinker</li> <li>*Understanding Growth and Change</li> <li>*Making Choices – Risks and Influences</li> <li>*Communication – Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>*Resilience – Critical Thinker</li> <li>*Making Choices – Risks and Influences</li> <li>*Communication – Speaking and Listening</li> <li>*Understanding Self and Others</li> </ul>	<ul style="list-style-type: none"> <li>*Communication – Speaking and Listening</li> <li>*Understanding Self and Others</li> </ul>	<ul style="list-style-type: none"> <li>*Resilience – Critical Thinker</li> <li>*Making Choices – Risks and Influences</li> <li>*Understanding Self and Others</li> <li>*Understanding growth and change</li> </ul>	<ul style="list-style-type: none"> <li>*Making Choices – Risks and Influences</li> <li>*Communication – Speaking and Listening</li> <li>*Understanding Self and Others</li> <li>*Understanding growth and change</li> </ul>	<ul style="list-style-type: none"> <li>*Communication – Speaking and Listening</li> <li>*Understanding Self and Others</li> <li>*Understanding growth and change</li> </ul>

Westgate Primary School –PSHE Long Term Planning

Year 6	Keeping and Staying Safe	Keeping and Staying Healthy	The Working World (8 – 11)	Being Responsible	Computer Safety	Feelings and Emotions	Growing and changing
Topic Theme	Water Safety + Summative Assessment	Alcohol (Drug extension) + Summative Assessment	In – App Purchases + Summative Assessment	Stealing + Summative Assessment	Making Friends Online + Summative Assessment	Worry + Summative Assessment	Conception + Summative Assessment
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul> <p>(Democracy, Rule of Law, Individual Liberty)</p> <p>Summative Assessment To know a range of ways to keep safe at home, at school and in the community.</p>	<ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe Drug extension:</li> <li>• understand the difference between ‘legal’ and ‘illegal’ drugs</li> <li>• carry out research around cannabis</li> <li>• identify the risks associated with using cannabis</li> </ul> <p>(democracy, Rule of Law, Individual Liberty)</p> <p>Summative Assessment How can we keep and stay healthy?</p>	<ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul> <p>(Democracy)</p> <p>Summative Assessment What do we know about the Working World?</p>	<ul style="list-style-type: none"> <li>• explain what consent means</li> <li>• recognise the importance of being honest and not stealing</li> <li>• explain why it is important to have a trusting relationship between friends and family</li> <li>• identify how making some choices can impact others’ lives in a negative way</li> </ul> <p>(Mutual Respect, Democracy, Rule of Law)</p> <p>Summative Assessment Why is it important to be considerate and maintain a positive reputation? Discuss skills and strategies learnt to support positive behaviour</p>	<ul style="list-style-type: none"> <li>• list the key applications that we may use now and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul> <p>(Democracy, Rule of Law)</p> <p>Summative Assessment Know and understand the potential dangers of talking to people online Staying safe online Pupils design a range of ways to stay safe online. Revisit the initial assessment and highlight new learning.</p>	<ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul> <p>(Democracy)</p> <p>Summative Assessment Be able to recognise and positively manage thoughts, feelings and emotions.</p>	<ul style="list-style-type: none"> <li>• explain the terms ‘conception’ and ‘reproduction’</li> <li>• describe the function of the female and male reproductive systems</li> <li>• identify the various ways adults can have a child</li> <li>• explain various different stages of pregnancy</li> <li>• identify the laws around consent</li> </ul> <p>(Rule of Law, Individual Liberty)</p> <p>Summative Assessment – Do children have a good understanding of how to safely and positively manage relationships now and in the future?</p>
<b>Disciplinary Knowledge</b>	*Resilience – Critical Thinker *Making Choices – Risks	*Resilience – Critical Thinker *Understanding Growth	*Resilience – Critical Thinker *Understanding	*Resilience – Critical Thinker *Making Choices –	*Resilience – Critical Thinker *Making Choices – Risks	*Making Choices – Risks and Influences *Communication –	*Communication – Speaking and Listening *Understanding Self and



Westgate Primary School –PSHE Long Term Planning

<b>(Skills)</b>	and Influences *Communication – Speaking and Listening *Understanding Self and Others	and Change *Making Choices – Risks and Influences *Understanding Self and Others	Growth and Change *Making Choices – Risks and Influences	Risks and Influences *Understanding Self and Others	and Influences *Understanding Self and Others	Speaking and Listening *Understanding Self and Others *Understanding growth and change	Others *Understanding growth and change
-----------------	---	--	--	---	---	--	---