Dunnington Primary School

Personal, Social and Health Education including statutory guidance for SRE 2020

PSHE including SRE Long Term Plan

Intent:

The long term plan for PSHE and RSE aims to meet the requirements of the statutory government guidance for Relationships and Sex Education (RSE) as well as the curriculum requirements set out by the PSHE association. We want children at Dunnington to have a secure understanding of the three core areas: Living in the Wider World, Relationships and Healthy Lifestyles, equipping them with the skills they need to succeed in 21st century Britain.

The PSHE long term plan covers the requirements of the statutory guidance for RSE, whilst aiming to uphold the values of our Church of England school. At the time of writing this long term plan the RSE policy is also being reviewed by governors to ensure that we are meeting our statutory responsibilities in the way that best suits our school.

Implementation

The PSHE and RSE programme of study will be implemented using resources from Coram Life Education, namely the SCARF programme (Safety, Caring, Achieving, Respecting, Friendship). This programme is aligned to the statutory RSE guidance as well as the requirements of the PSHE association. At Dunnington we have taken the lessons of the programme and used them to create our own long term plan.

The plan is structured to ensure that everyone in school is covering broadly the same themes at the same time of year. Living in the Wider World will be in the first term, Relationships in the second and Healthy Lifestyle in the third term. This ensures that children revisit topics in a consistent way. Although children will not repeat individual lessons in a two year cycle, they will keep revisiting the same themes, just in slightly different ways, ensuring they continually build on these important ideas.

The Warwickshire Taking Care protective behaviours programme will be taught alongside lessons from the SCARF programme.

Impact

It is hope that this PSHE programme will support children in becoming confident young people who know how to keep themselves safe from all the challenges they will encounter in their lives beyond this school. They will also learn valuable skills in self-confidence, tolerance and respect which will support them in achieving well in other areas of their school life.

PSHE Long Term Plan – Overview

Cycle A	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
Whole School PSHE Focus	**Living in the Wider World**			**Relationships**			**Healthy Lifestyles**		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Reception	Special people, friends,	Understanding different environments, school and home	Looking after money, recognising, using and spending	Understanding own feelings; knowing who can help you with your feelings	Families and family structures, people who are kind to us,	Similarities and differences between each other	Healthy eating, sleep and exercise	Changes of plants, animals and humans	Keeping own body safe, knowing who can help you
Year 1 and 2	Group and class rules; respecting own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; how to use money – saving and spending money	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and becoming more independent; correct names for body parts	Keeping safe around household products; how to ask for help if worried about something
Year 3 and 4	Being part of the community; learning about who works in the community	Responsibilities, rights and duties to maintain a healthy environment	Role of money; managing money. What is meant by interest and loan?	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Positive, healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Listen and respond effectively to people; share points of view	What makes a balanced diet? Making sensible choices with food; what influences our food choices?	Recognising what they are good at; setting goals; changes at puberty. Changes that happen in life and feeling associated with change	How to keep safe in local area and online; people who help them stay healthy and safe
Year 5 and 6	Human rights; the rights of the child; cultural practice and British law; being part of a community; groups that support communities. Being critical of what is in the media how this influences others	Different rights, responsibilities and duties towards the environment	Importance of finance in people's lives; being a critical consumer; looking after money; interest, loan; debt management; tax	Confidentiality and when to break a confidence; managing dates	Different types of relationships; recognising when a relationship is unhealthy; committed, loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raising concerns and challenge	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make good choices	Recognising what they are good at; setting goals; aspirations; changes at puberty; human reproduction; roles and responsibilities of parents	Strategies for managing personal safety in the local environment; online safety; sharing images and mobile phone safety.

PSHE Long Term Plan – Overview

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School PSHE focus	**Living in the Wider World**		**Relationships**		**Healthy Lifestyles**	

	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Reception	Special people, friends,	Understanding different environments, school and home	Looking after money, recognising, using and spending	Understanding own feelings; knowing who can help you with your feelings	Families and family structures, people who are kind to us,	Similarities and differences between each other	Healthy eating, sleep and exercise	Changes of plants, animals and humans	Keeping own body safe, knowing who can help you
Year 1 and 2	Group and class rules; everyone is unique in some ways and the same in others	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate physical touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts
Year 3 and 4	Appreciating the difference and diversity in the UK and around the world	Sustainability of the environment across the world	Enterprise – what this means; developing skills in enterprise	Recognising feelings in others; responding to how others are feeling	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Recognising and responding to bullying	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe.
Year 5 and 6	Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise	Responding to feelings in others	Actions have consequences of actions; working collaboratively, negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge; what makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Independence; increased responsibility; keeping safe, influences on behaviour, resisting pressure; rights to protect their body and speaking out; who is responsible for healthy and safety; where to get help and advice

Red Class – PSHE Long Term Plan

	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Special people, friends,	Understanding different environments, school and home	Looking after money, recognising, using and spending	Understanding own feelings; knowing who can help you with your feelings	Families and family structures, people who are kind to us,	Similarities and differences between each other	Healthy eating, sleep and exercise	Changes of plants, animals and humans	Keeping own body safe, knowing who can help you
Lessons from SCARF programme	All about me	Being helpful at home and caring for our classroom	Looking after money (1)	My feelings (1)	I'm special, you're special	Same and different families	Healthy eating (1)	Seasons	What's safe to go onto my body
	What makes me special?	Caring for our world	Looking after money (2)	My feelings (2)	Same and different	Same and different homes	Healthy eating (2)	Life stages – plants, animals, humans	Keeping myself safe – what safe to go into my body (medicines)
	Looking after my special people			Me and my special people		Kind and caring (1)	Move your body	Life stages – Human life stages – who will I be?	Safe indoors and outdoors
	Looking after my friends			Who can help me?		Kind and caring (2)	A good night's sleep	Getting bigger	
	Keeping safe online							Me and my body	
	People who help me keep safe								

Blue Class – PSHE Long Term – Cycle A

	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Group and class rules (L1) ; respecting own and others' needs; (L3) groups and communities they belong to; (L4) people who work in the community; (L10) getting help in an emergency (L10)	Looking after the local environment (L5)	Where money comes from; how to use money – (L6) saving and spending money (L7)	Recognising feelings in self and others; (R1) sharing feelings (R1) fairness and unfairness (R4)	Secrets and keeping safe; special people in their lives (R3) teasing and bullying and how to solve it (R13, 14)	Respecting similartities and differences in others; (R8) sharing views and ideas (R6, R7) Identify special people, what makes them special and how to care for them (R9)	Healthy choices; (H1) different feelings; (H4) managing feelings (H4)	Growing; changing and becoming more independent; (H9) correct names for body parts (H10)	Keeping safe around household products (H11); how to ask for help if worried about something (H13)
Lessons from SCARF programme	Why we have classroom rules (Y1)	Around and about our school (Y1)	Harold's money (Y1)	Our feelings (Y1)	Surprises and secrets (Y1)	Pass on the praise (Y1)	Eat well (Y1)	Then and now (Y1)	What could Harold do? (Y1)
	Taking care of something (Y1)		How should we look after our money (Y1)	How are you feeling today? (Y2)	Should I tell? (Y2)	Same or different (Y1)	My body needs (Y2)	Keeping privates private (Y1)	Harold's picnic (Y2)
	Getting on with others (Y2)			It's not fair! (Y1)	Types of bullying (Y2)	Who are our special people (Y1)	Our feelings (Y1)	What does my body do? (Y2)	Thinking about feelings (Y1)
	When I feel like erupting (Y2)			An act of kindness (Y2)	Don't do that! (Y2)				How safe would you feel (Y2)
	Feeling Safe (Y2)								

Blue Class – PSHE Long Term – Cycle B

	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Group and class rules; (L1, L2) everyone is unique in some ways and the same in others (L8)	Looking after the local environment	Where money comes from; (L6) saving and spending money; making choices; keeping track of money spent/saved (L7)	Behaviour; (R2) bodies and feelings can be hurt (R11)	Listening to others and playing cooperatively; (R6) appropriate and inappropriate physical touch; (R10) teasing and bullying (R13, 14)	Respecting similarities and differences in others (R8); sharing views and ideas (R7)	What helps keep bodies healthy; (H1) hygiene routines (H6)	Recognising what they are good at setting goals (H3). Change and loss and how it feels (H5)	Keeping safe in different situations; how to ask for help if they are worried about something; (H13) privacy in different contexts
Lessons from SCARF programme	Harold's school rules (Y1)	How can we look after our environment (Y2)	Harold saves for something special (Y1)	How do we make others feel? (Y2)	How are you listening? (Y1)	What makes us who we are? (Y2)	Super sleep (Y1)	Harold learns to ride his bike (Y1)	Who can help? (1) (Y1)
	Our ideal classroom (1) (Y2)		Harold goes camping (Y2)	Feelings and bodies (Y1)	Solve the problem (Y2)	A helping hand (Y2)	I can eat a rainbow (Y1)	Harold loses Geoffrey (Y1)	Respecting privacy (Y2)
	Our ideal classroom (2) (Y2)			Fun or not? (Y2)	Good or bad touches (Y1)		Healthy me (Y1)	Sam moves house (Y2)	
	Our special people balloons (Y1)				I don't like that! (Y2)		Harold's wash and brush up (Y1)		
	My body, your body (Y2)				Unkind, tease or bully? (Y1)		Harold's bathroom (Y2)		

Yellow Class – PSHE Long Term – Cycle A

	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Being part of the community (L9); learning about who works in the community (L10) Debate topical issues (L1)	Responsibilities, rights and duties to maintain a healthy environment (L7)	Role of money; managing money. (L13) What is meant by interest and loan? (L14)	Keeping something confidential or secret; (R9) when to break a confidence; recognise and manage dares (R15)	Positive, healthy relationships and friendships; (R2) maintaining friendship; (R3) actions affect ourselves and others; (R4, R7) working collaboratively (R11)	Listen and respond effectively to people; share points of view (R10)	What makes a balanced diet? (H2) Making sensible choices with food; what influences our food choices? (H3)	Recognising what they are good at; setting goals; (H5) changes at puberty. Changes that happen in life and feeling associated with change (H18)	How to keep safe in local area and online (H23); people who help them stay healthy and safe (H22)
Lessons from SCARF programme	My community (Y3)	Let's have a tidy up (Y3)	Can Harold afford it? (Y3)	Secret or surprise (Y3)	Friends are special (Y3)	Respect and challenge (Y3)	Derek cooks dinner (Y3)	Top talents (Y3)	None of your business (Y3)
	My school community (1) (Y4)	Logo quiz (Y4)	Harold's expenses (Y4)	Dan's dare (Y3)	Relationship tree (Y3)		SCARF Hotel (Y4)	What makes me ME! (Y4)	Picture wise (Y4)
	Volunteering is cool (Y4)			How dare you! (Y4)	Family and friends (Y3)			My changing body (Y3)	Helping each other stay safe (Y3)
	For or against (Y3)				Friend or acquaintance (Y4)			All change! (Y4)	Who helps us stay safe? (Y4)
					Human machines (Y4)			Period positive (Y4)	
								My feelings are all over the place (Y4)	

Yellow Class – PSHE Long Term – Cycle B

	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Appreciating the difference and diversity in the UK and around the world (L11) Explore and critique how the media present information (L17)	Sustainability of the environment across the world (L15)	What is meant by interest and loan? (L14)	Recognising feelings in others; responding to how others are feeling (R1) Understand that actions affect themselves and others (R7)	Acceptable and unacceptable physical contact; (R8) solving disputes and conflicts amongst peers (R12) Understand that marriage is a commitment freely entered into (R6)	Recognising and responding to bullying (R14) Respond respectfully to a wide range of people (R10	What makes a balanced lifestyle (H2) and making choices; drugs common to everyday life; (H17) hygiene and germs (H12)	Describing feelings; (H6) conflicting feelings and how to manage feelings (H7)	School rules on health and safety; basic emergency aid; (H14) people who help them stay healthy and safe. (H23)
Lessons from SCARF programme	Our friends and neighbours (Y3)	Harold's environment project (Y3)	Earning money (Y3)	Different feelings (R1)	Body space (Y3)	Let's celebrate our differences (Y3)	Raisin Challenge (Y3)	When feelings change (Y4)	Safe or unsafe (Y3)
	The people we share our world with (Y4)	Harold's Seven Rs (Y4)	Why pay taxes? (Y4)	Danger or risk (R7)	How can we solve this problem? (Y3)	Zeb (Y3)	Making choices (Y4)	An email from Harold! (Y4)	Keeping ourselves safe (Y4)
	Super searcher (Y3)				Can you sort it? (Y4)	What would I do? (Y4)	Help or harm (Y3)		Who helps us stay healthy and safe? (Y4)
	In the news! (Y4)				Together (Y4)	Respect and challenge (R10)	Alcohol and cigarettes: the facts (Y3)		
	That is such a stereotype (B)						Medicines – check the label (Y4)		

Green Class – PSHE Long Term – Cycle A

	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Human rights; the rights of the child; (L3) cultural practice and British law (L7); being part of a community; (L9) groups that support communities. Being critical of what is in the media how this influences others (L17)	Different rights, responsibilities and duties towards the environment (L7)	Importance of finance in people's lives; (L13) being a critical consumer; (L14)	Confidentiality and when to break a confidence; (R9) managing dares (R15)	Different types of relationships; recognising when a relationship is unhealthy; (R2), (R4) committed, loving relationships; marriage. (R6) Acceptable and unacceptable physical touch; (R8, R20) personal boundaries and the right to privacy (R21)	Listening to others; raising concerns and challenge (R10, R11, R12)	What positively and negatively affects health and wellbeing; (H1) making informed choices; (H2) benefits of a balanced diet; different influences on food; skills to make good choices (H3)	Recognising what they are good at; setting goals; (H5) aspirations; changes at puberty; (H18) human reproduction; (H19) roles and responsibilities of parents (H19)	Strategies for managing personal safety in the local environment; online safety; sharing images and mobile phone safety. (H24, H25)
Lessons from SCARF programme	My School Community (2) (Y5)	Rights, responsibilities and duties (Y5)	Spending wisely (Y5)	Dear Ash (Y5)	Relationship cake recipe (Y5)	Kind conversations (Y5)	Getting fit (Y5)	Different skills (H5)	Play, like, share (Y5)
	Community Art (Y6)	Project Pitch (1) (Y6)	What's it worth? (Y6)	Ella's diary dilemma (Y5)	Solve the friendship problem (Y6)	Respecting differences (Y6)	Media manipulation (Y6)	This will be your life (Y6)	
	Fact or opinion (Y5)	Project Pitch (2) (Y6)	Happy Shoppers (Y6)		Advertising friendships (Y6)	Collaboration challenge (Y5)	Five ways to wellbeing project (Y6)	Changing bodies and feelings (Y5)	
	I look great (Y6)				Acting appropriately (Y6)	Let's negotiate (Y6)	It all adds up (Y5)	Help I'm a teenager – get me out of here! (Y5)	
	Fakebook friends (Y6)				Don't force me (Y6)			Growing and changing bodies (Y5)	

								Is this normal (Y6)	

Green Class – PSHE Long Term – Cycle B									
	Living in the Wider World			Relationships			Healthy Lifestyles		
	Rights and responsibilities	**Environment**	**Money**	**Feelings and Emotions**	**Healthy Relationships**	**Valuing Difference**	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**
Key themes	Rules and laws; (L2) changing rules and laws; anti-social behaviour; (L6) respecting and resolving differences (L7)	How resources are allocated; effect of this on individuals; communities and environment (L10) Appreciate the national, regional religious and ethnic identities in the United Kingdom	Develop understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'	Responding to feelings in others (R1)	Actions have consequences of actions; (R13) working collaboratively, (R12) negotiation and compromise; giving feedback (R16)	Listening to others; (R13) raise concerns and challenge; (R15) what makes people the same or different; (R11) recognising and challenging stereotypes; (R17) discrimination and bullying (R14)	Images in the media and reality; (H25) how this can affect how people feel; risks and effects of drugs (H17)	Recognising what they are good at; setting goals; (H5) aspirations. Intensity of feelings; (H6, H7) managing complex feelings. Coping with change and transition; bereavement and grief (H8)	Independence; increased responsibility; (H11) keeping safe, influences on behaviour, resisting pressure; (H13, H14) rights to protect their body and speaking out; who is responsible for healthy and safety; where to get help and advice (H23)
Lessons from SCARF programme	Communication (Y5)	Mo makes a difference (Y5)	Lend us a fiver (Y5)	How good a friend are you? (Y5)	Stop, start, stereotypes (Y5)	Working together (Y6)	Drugs: true or false (Y5)	How are they feeling? (Y5)	Independence and responsibility (Y5)
	Spot Bullying (Y5)	Action stations! (B)	Jobs and taxes (Y6)	Dan's day (Y6)	Is it true? (Y5)	We have more in common than not (Y6)	Drugs: it's the law! (Y5)	Our emotional needs? (Y5)	Being assertive (Y5)

		The land of the Red People (Y5)				OK to be different (Y6)	What sort of drug is…? (Y6)	Joe's story (part 1)	Behave yourself (Y6)
		We have more in common than not (Y6)						Joe's story (part 2)	
								Dear Hetty (Y5)	
								Helpful or unhelpful, managing change (Y6)	