



Poulton Lancelyn

PSHE

Long Term Plan

Draft Summer 2023

## PSHE Rationale

Extracted from RSE Guidance (2019)

*“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help and to know where to access support.”*

At Poulton Lancelyn Primary School, we are committed to providing pupils with a broad and balanced curriculum and giving children opportunities to develop a range of knowledge, skills and personal qualities to help them to succeed later in life. We understand that the world our pupils are growing up in is ever changing and evolving and that pupils will need resilience, independence and a clear understanding of the types of behaviour that are acceptable and unacceptable – both online and offline – in order to live a happy and successful life. This will allow them to make decisions about their own behaviour as well as behaviours that should or should not be tolerated from others. We are proud of our pupils and the way that they behave and conduct themselves. We are dedicated to providing pupils with a PSHE curriculum that meets their needs and prepares them for a future as independent, self-respecting adults who are able to contribute positively to society.

# PSHE Intent

All about us and our families

Internet safety and online relationships

Being safe and healthy

Respectful relationships and caring friendships

Physicality, relationships and sex

Health and wellbeing

## Year 1

## Year 2

## Year 3

## Year 4

## Year 5

## Year 6

**Autumn 1**  
All about us and our families

### 1. What are feelings/emotions?

Know what emotions are – a feeling inside in response to a situation  
Know how to recognise and name feelings such as fear, surprise, sadness, anger, happiness

### 2/3. Managing your feelings (positive and negative) – 2 lessons

Know how to recognise and name some emotional triggers (lost toy/change in routine)  
Give examples of ways that we could react to an emotional trigger  
Understand that there might be a range of potential responses to an emotional trigger and recognise expected behaviours

### 4. Needs and wants

Give examples of things that we need to stay happy and safe and things that we want  
Know that different people may have different needs

### 5. What is a family?

Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs  
Know about the different people in their family / those that love and care for them  
Know what their family members, or people that are special to them, do to make them feel loved and cared for

### 6. Immediate and extended families

Know that immediate family relates to mother, father and siblings and extended family relates to all people in mother/father's families e.g. their sister = your auntie

### 1. Managing your feelings

Know how to recognise and name feelings such as fear, joy, disgust, surprise, sadness, anger, happiness  
Know that these emotions can be felt on a scale – mild or extreme or in between depending on the situation  
Recognise that our own behaviour can affect others and others' behaviour can affect us  
Recognise and name some emotional triggers and understand that there are expected responses and behaviours

### 2. What is perseverance?

Know what it means to persevere  
Give some examples of challenges we may face where perseverance is needed  
Understand that sometimes perseverance is difficult depending on our feelings and emotions

### 3. Roles and responsibilities

Know about different rights and responsibilities that they have in school and the wider community  
Know the roles of adults in and around school and how they can keep us safe  
How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

### 4. How can I be a good friend?

Know how to be a good friend, e.g. kindness, listening, honesty  
Give examples of the different ways that people meet and make friends  
List some strategies for positive play with friends, e.g. joining in, including others, etc.

### 5. How do families keep us safe and happy?

Know how families are all different but share common features – what

### 1. What makes me me? (personal talents)

Know how to recognise personal qualities and individuality and give examples  
Identify positive things about themselves and their achievements and know that recognising these things helps to develop self-worth

### 2. Managing your feelings

Know how to recognise and name feelings such as pride, shame, dismay  
Know that these emotions can be felt on a scale – mild or extreme or in between depending on the situation  
Recognise that our own behaviour can affect others and others' behaviour can affect us  
Recognise appropriate emotional and behavioural responses to an emotional trigger

### 3. Expectations and respect (class rules)

Establish clear expectations for behaviour (relate to new behaviour work)  
To recognise respectful behaviours e.g. helping or including others, being responsible  
Know to model respectful behaviour in different situations e.g. at home, at school, online  
Know the importance of self-respect and their right to be treated respectfully by others  
Know what it means to treat others, and be treated, politely  
Know the ways in which people show respect and courtesy in different cultures and in wider society

### 4. Solving problems and resilience

Know how to identify their own personal strengths and interests and what they're proud of (in school, out of school)

### 1. Personal goals

Know how to set goals for themselves  
Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

### 2. Managing your feelings

Know how to recognise and name feelings such as pride, shame, dismay, embarrassment, empathy  
Know that feelings can change over time and can be experienced at different levels of intensity  
Know the importance of expressing feelings  
Give examples of responding to feelings in proportionate and disproportionate ways

### 3. Expectations and respect (class rules)

Establish clear expectations for behaviour (relate to new behaviour work)  
Know about the features of positive healthy friendships such as mutual respect, trust and sharing interests  
Know about the importance of respecting the differences and similarities between people

### 4. Challenges

Describe how they feel when they make a mistake and explain what can be learned from making mistakes.  
Explain that there are some things they can control and others they cannot.  
Give examples of challenges we have faced and may face in the future and ways to navigate them  
Understand the role that resilience and perseverance has in tackling challenges.

### 5. How we treat different members of

### 1. My identity

Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)  
Know 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)

### 2. Setting ourselves goals (ambitions)

Know about the role ambition can play in achieving a personal goal  
Know how or why someone might choose a certain career  
Identify steps needed to achieve my goals and understand how to motivate myself to work on these

### 3. Managing your feelings

Know how to recognise and talk about feeling multiple emotions (good and bad at the same time) and give some examples  
Know how to recognise and talk about false emotions (e.g. pretending to like a present) and give some examples  
Know that many factors can affect mood and give some examples – responsibilities, personal preferences, exercise  
Empathise with others in a hypothetical emotional trigger scenario and suggest appropriate behavioural responses

### 4. Expectations and respect (class rules)

Establish clear expectations for behaviour (relate to new behaviour work)

### 1. Identity

Know 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)

### 2. Setting ourselves goals (ambitions)

Know about the role ambition can play in achieving a future career  
Identify jobs that they might like to do in the future  
Know about the role ambition can play in achieving a future career  
Understand how people contribute to society and how this is recognised.

### 3. Managing your feelings

Know that many factors can affect mood and give some examples – responsibilities, personal preferences, exercise  
Know that emotions can have a range of intensity and give some examples – mildly annoyed when... extremely angry when...  
Recognise the impact of life events on our emotions and name some examples  
Know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome  
Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available

### 4. Expectations and respect (class rules)

Establish clear expectations for behaviour (relate to new behaviour work)

### 5. Roles and responsibilities (role models)

		<p>is the same and different about them Know about different features of family life, including what families do / enjoy together Give examples of things that some family members do for them that keep them safe and happy</p> <p><b>6. What makes a healthy family life?</b> Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>Know how to recognise common challenges to self -worth e.g. finding school work difficult/friendship issues Recognise and give examples of basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p><b>5. Relationships within families</b> Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays Know how people within families should care for each other and the different ways they demonstrate this. Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p><b>Different types of families</b> Know ways that families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p>	<p><b>our families (inc. age here)</b> Understand that families are all different and they offer each other support but sometimes they can experience problems. Recognise that different family members need different levels of care depending on their age (infant siblings, elderly grandparents)</p> <p><b>6. Respecting differences between types of families</b> Know that people have different kinds of relationships in their lives, including romantic or platonic relationships Know 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</p>	<p><b>5. Marriage (inc forced marriage)</b> Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p><b>6. Separation and family issues</b> Know ways of managing feelings at times of loss, grief or change Understand that sometimes families can make children feel unhappy or unsafe.</p>	<p>Know about the link between values and behaviour and how to be a positive role model Know how to discuss issues respectfully Know how to listen to and respect other points of view Know how to constructively challenge points of view they disagree with</p> <p><b>6. Personal choices within family relationships</b> Know ways in which couples show their love and commitment to one another, including those who are not married or who live apart Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults Know that people have the right to choose whom they marry or whether to get married Know that to force anyone into marriage is illegal</p>
<p><b>Autumn 2</b> <b>Internet safety and online relationships</b>  (Education for a Connected World)</p>	<p><b>1.Speaking to people online</b> Know what online and offline means Know that different devices allow us to go online Know that there are different ways to communicate online</p> <p><b>2.Responsible online behaviour and where to go for help</b> Know that we don't have to do anything online we don't want to do Know that no one can force us to do anything online Know that if someone tried to get us to do something we should speak to our adults Know that we should ask for permission to do things online and why it is important</p> <p><b>3.What to share online</b> Know what personal information means Know ways that I can put information on the Internet</p>	<p><b>1.People may look and act differently online</b> Know that people communicate online with 'strangers' and why this might be risky Know that people may look or act differently online and offline</p> <p><b>2.What can make you feel sad online?</b> Know that we can encounter a range of things online Know that we need to get help- from our adults if we see content that makes us feel sad</p> <p><b>3.Online communication and consent</b> Know that people share information online Know that some is made up and some is true Know that we can't share other people's information without their permission</p>	<p><b>1.Online identity (inc phones)</b> Know what is meant by the term 'identity' Explain how people can represent themselves in different ways online Explain ways that someone might change their identity online (gaming, avatar, social media) and why</p> <p><b>2.Trusting people online (chat rooms)</b> Describe ways people who have similar likes and interests can get together online Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p><b>3.Online sharing</b> Know how to search for information about others online Give examples of what anyone may or may not be willing to share about themselves online</p>	<p><b>1.Differences in online and offline identify</b> Explain how online identity can be different to offline identity Know that others online might pretend to be someone else and suggest reasons why they might do this</p> <p><b>2.Healthy and unhealthy online behaviours</b> Describe strategies for safe and fun experiences in a range of online social environments (e.g. <b>livestreaming</b>, gaming platforms). Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p><b>3.Online sharing</b> E#Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p><b>5. Ways peoples can be bullied online</b></p>	<p><b>1.Copying an identity. Responsible choices about online identity</b> Know how online identity can be copied, modified or altered Know how to make responsible choices about having an online identity</p> <p><b>2.Online communities</b> Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p><b>3.Online sharing (images)</b> Know that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p><b>1. Challenging and rejecting inappropriate representations (grooming)</b> Know how to identify and critically evaluate online content relating to gender, race, disability and culture Explain why it is important to challenge and reject inappropriate representations online</p> <p><b>2.Sharing online</b> Know how sharing something online may have an impact either positively or negatively. Know how things shared privately online can have unintended consequences for others, e.g. <b>screen-grabs</b>. Know how to be kind online and respect boundaries by asking for permission before sharing online content about others</p>

	<p>Know that we don't share any personal information online If someone asks for information or makes us feel sad/frightened we need to tell our adults straight away</p> <p><b>4. How to behave online</b> Know that we need to treat people online as we would treat them in real life Know that what we say online has an impact on other people Know that our actions online can make people sad</p> <p><b>5.Keeping myself safe using technology</b> Know who would be trustworthy to share personal information with Know who can help me if something happens online without my consent Know that we should always ask an adults before clicking yes or accepting things online</p> <p><b>6.Passwords and private information</b> Know that passwords are used to protect information, accounts and devices</p>	<p><b>4.Online information and who can see it</b> Know that we can use the Internet to find information online Know what devices can be used to access information on the Internet Know who to ask before we share things with others online Know that information will stay online (for a long time) and could be copied</p> <p><b>5.Online bullying</b> Describe ways that people can be kind online Know example of unkind online behaviour</p> <p><b>6.Keeping myself safe using technology</b> Know who would be trustworthy to share personal information with Know that we should always ask an adults before clicking yes or accepting things online Know some suitable rules to keep us safe and healthy online</p> <p><b>7.Passwords and private information</b> Know that passwords are used to protect information, accounts and devices Know what 'private' means Describe and explain some rules for keeping information private online</p>	<p>Know the importance of giving and gaining permission before sharing things online Know who to ask if unsure about sharing information online</p> <p><b>4.Online bullying and support</b> Explain how someone's feelings can be hurt by what is said or written online. Know the appropriate ways to behave towards other people online and why this is important Give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><b>5.Time spent on technology</b> Know why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p><b>6.Age restrictions</b> Explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> <p><b>7.Keeping passwords private</b> Know simple strategies for creating and keeping passwords private.</p>	<p>Know ways people can be bullied through a range of media (e.g. image, video, text, <b>chat</b>). Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p><b>6.Limiting technology time</b> Explain how using technology can be a distraction from other things, in both a positive and negative way. Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p> <p><b>7.Digital age of consent</b> know what the digital age of consent is and the impact this has on online services asking for consent. Know how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p>	<p><b>4.Differences between online and physical bullying</b> Know that what one person perceives as playful joking and teasing (including '<b>banter</b>') might be experienced by others as bullying. Know and give examples of the differences between online and physical bullying</p> <p><b>5.Blocking</b> Know a range of ways to report concerns and access support both in school and at home about online bullying. Know how to block abusive users Know the <b>helpline services</b> which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p><b>6.Ways that technology can affect well-being</b> Know and describe some ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. Know the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p>	<p><b>3.Protecting digital personality (social media)</b> Know the ways in which anyone can develop a positive online reputation. Know ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. Know strategies anyone can use to protect their '<b>digital personality</b>' and online reputation, including degrees of <b>anonymity</b>.</p> <p><b>4.How to capture and evidence online bullying</b> Know how to capture bullying content as evidence (e.g <b>screen-grab</b>, <b>URL</b>, <b>profile</b>) to share with others who can help me. Know how someone would report online bullying in different contexts</p> <p><b>5.Fake news</b> Know how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. Know and define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and '<b>ad targeting</b>' and targeting for <b>fake news</b>). Know how <b>fake news</b> may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p><b>6.Regulating content</b> Know how to identify, flag and report inappropriate content.</p> <p><b>7.Password security</b> Know some effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p><b>8. Privacy settings – scams and phishing emails</b> Know ways in which some online content targets people to gain money or information illegally; Know some strategies to help me identify such content (e.g. <b>scams</b>, <b>phishing</b>). Know simple ways to increase privacy on apps and services that provide privacy settings.</p>
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