





Bleak Hill Primary School

PSHE Long Term Plan and Progression



| Vision  | Intent  | Implementation  | Impact  |
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| <p>Bleak Hill is a nurturing environment in which each child is encouraged to reach their full potential. As a family we celebrate each child's uniqueness. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE supports and upholds this vision. PSHE deals with the diverse beliefs, values and attitudes that individuals and societies hold. They help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. PSHE helps children to acquire British values and attitudes which are necessary if they are to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen. Our vision is for every children to feel enabled to reflect on and Clarify their own values, attitudes and feelings by having the opportunity to explore a range of values and attitudes they encounter in their lives and in their future lives.</p> | <p>Our intention is that when children leave Bleak Hill, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.</p> <p>Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships, Health and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.</p> | <p><u>EYFS</u> - In the Foundation Stage, PSHE and Citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials. (see below)</p> <p><u>Key Stage 1 and Key Stage 2</u> - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities. Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, which 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.</p> <p>At Bleak Hill, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the 'Jigsaw'.</p> | <p>By the time our children leave our school they will:</p> <ul style="list-style-type: none"> • be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life • be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society • appreciate difference and diversity • recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty • be able to understand and manage their emotions • be able to look after their mental health and well-being • be able to develop positive, healthy relationship with their peers both now and in the future. • understand the physical aspects involved in RHSE at an age appropriate level • have respect for themselves and others. • have a positive self esteem |

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| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|-----------|----------------------|--|------------------|------------|---------------|-------------|
| Reception | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Year 1 | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Year 2 | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Year 3 | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Year 4 | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Year 5 | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Year 6 | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |

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| Reception | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|---|--|--|---|--|---|---|
| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Knowledge and Skills | <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a Classroom Being gentle Rights and responsibilities | <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself | <ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and Change Fun and fears Celebrations |
| Year Group End Points | <p>Help other to feel welcome. Making our school a safer place. Thinking about our right to learn. Caring for others. Working well with others.</p> | <p>Accept that we are all different. Include others when working and playing. Know how to help other people. Try to solve problems. Use kind words. Give and receive compliments</p> | <p>Stay motivated when doing something challenging. Keep trying even when things are tricky. Work well with a partner or a group. Have a positive attitude. Help others to achieve their goals.</p> | <p>Make healthy choices. Eat a balance diet. Be physically active. Try to keep themselves and others safe. Know how to be a good friend and have a healthy relationship. Keep Calm and deal with tricky situations.</p> | <p>Know how to make friends. Try to solve friendship problems when they occur. Help others feel part of a group. Show respect when dealing with other people. Know how to help themselves and others when they feel upset. Know and show what makes a good friendship</p> | <p>Understand that everyone is unique and special. Can express how they feel when they are happy. Understand and respect changes which happen in them. Understand changes which happen in them. Look forward to change.</p> |
| New Development Matters and ELGs | <p>Reception Communication and Language: Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases</p> <p>Personal, Social & Emotional Development: 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.</p> | | | <p>ELG Communication and Language – Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Communication and Language – Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Personal, Social & Emotional Development – Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> | | |

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| | <p>Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Physical Development Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p> <p>Understanding the World Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p> | | | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Personal, Social & Emotional Development – Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Personal, Social & Emotional Development – Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs</p> <p>Physical Development – Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Understanding the world – Past & Present Talk about the lives of people around them and their roles in society</p> | | | |
| <p>Lesson Sequence</p> | <ol style="list-style-type: none"> 1. Who...me? 2. How am I feeling today? 3. Being at school 4. Gentle hands 5. Our rights 6. Our responsibilities | <ol style="list-style-type: none"> 1. What am I good at? 2. I'm special, I'm me! 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself | <ol style="list-style-type: none"> 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards | <ol style="list-style-type: none"> 1. Everybody's body 2. We like to move it, move it! 3. Food glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger | <ol style="list-style-type: none"> 1. My family and me! 2. Make friends, make friends, never ever break friends (part 1) 3. Make friends, make friends, never ever break friends (part 2) 4. Falling out and bullying (part 1) 5. Falling out and bullying (part 2) 6. Being the best friends we can be | <ol style="list-style-type: none"> 1. My body 2. Respecting my body 3. Growing up 4. Fun and fears (part 1) 5. Fun and fears (part 2) 6. Celebration | |
| <p>Vocabulary</p> | <p>Talents Families Home Friends Standing up for myself</p> | <p>Challenges Perseverance Jobs Help</p> | <p>Exercise Healthy food Physical activity Sleep Clean</p> | <p>Family life Friendship Falling out</p> | <p>Bodies Respecting my body Fun Fears Growth</p> | <p>Talents Families Home Friends Standing up for myself</p> | |

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| Year 1 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|------------------------------|---|--|---|--|--|--|
| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Knowledge and Skills | <ul style="list-style-type: none"> Feeling special and safe Being part of a class rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter | <ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | <ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | <ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | <ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | <ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Year Group End Points | <ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe | <ul style="list-style-type: none"> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. | <ul style="list-style-type: none"> I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. | <ul style="list-style-type: none"> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples where being healthy can help me feel happy. | <ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. | <ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. |
| Lesson Sequence | <ol style="list-style-type: none"> Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning Charter | <ol style="list-style-type: none"> The same as... Different from... What is 'bullying'? What do I do about bullying? Making new friends | <ol style="list-style-type: none"> My treasure chest of success Steps to goals Achieving together Stretchy flowers Overcoming obstacles Celebrating my success | <ol style="list-style-type: none"> Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me | <ol style="list-style-type: none"> Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships | <ol style="list-style-type: none"> Life cycles Changing Me My changing body Boys' and girls' bodies Learning and growing Coping with changes |

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| | | 6. Celebrating difference; celebrating me | | | | |
| Vocabulary | Special Safe Community Consequences Rewards | Similarities Differences Bullying Celebrating | Success Achievement Learning styles Overcoming obstacles | Medicine Medication Road safety | Belonging Physical contact Preferences Celebrations | Life cycles (animal/human) Male Female Changes |
| Year 2 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Knowledge and Skills | <ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | <ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | <ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | <ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | <ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | <ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (Correct terminology) Assertiveness Preparing for transition |
| Year Group End Points | <ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. | <ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. | <ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. | <ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. | <ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. | <ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older and recognise that other people might feel differently to me. |
| Lesson Sequence | <ol style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities | <ol style="list-style-type: none"> Boys and girls Boys and girls Why does bullying happen? | <ol style="list-style-type: none"> Goals to success My learning strengths Learning with others A group challenge | <ol style="list-style-type: none"> Being healthy Being relaxed Medicine safety Healthy eating Healthy eating | <ol style="list-style-type: none"> Families Keeping safe – exploring physical contact | <ol style="list-style-type: none"> Life cycles in nature Growing from young to old The Changing me |

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| | <ul style="list-style-type: none"> 3. Rewards and consequences 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter | <ul style="list-style-type: none"> 4. Standing up for myself and others 5. Gender diversity 6. Celebrating difference | <ul style="list-style-type: none"> 5. Continuing our group challenge 6. Celebrating our achievement | <ul style="list-style-type: none"> 6. Happy, healthy me! | <ul style="list-style-type: none"> 3. Friends and conflict 4. Secrets 5. Trust and appreciation 6. Celebrating my special relationships | <ul style="list-style-type: none"> 4. Boys' and girls' bodies 5. Assertiveness 6. Looking ahead |
| Vocabulary | <ul style="list-style-type: none"> Hope Fear Fair Valuing Contributions Choices | <ul style="list-style-type: none"> Assumptions Stereotypes Gender Gender diversity | <ul style="list-style-type: none"> Realistic Strengths cooperation Contributing | <ul style="list-style-type: none"> Relaxation Nutrition Lifestyle | <ul style="list-style-type: none"> Boundaries Secrets Trust Appreciation | <ul style="list-style-type: none"> Life cycles (plants) Young Old Independence |
| Year 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |

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|------------------------------|---|--|---|---|---|---|
| Knowledge and Skills | <ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in Challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives | <ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (Child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments | <ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New Challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting | <ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line scenarios • Respect for myself and others • Healthy and safe choices | <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends | <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition |
| Year Group End Points | <ul style="list-style-type: none"> • I can explain how my behaviour can affect how others feel and behave. • I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. | <ul style="list-style-type: none"> • I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. • I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. | <ul style="list-style-type: none"> • I can explain the different ways that help me learn and what I need to do to improve. • I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. | <ul style="list-style-type: none"> • I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help. • I can express how being anxious/ scared and unwell feels. | <ul style="list-style-type: none"> • I can explain how my life is influenced positively by people I know and also by people from other countries. • I can explain why my choices might affect my family, friendships and people around the world who I don't know. | <ul style="list-style-type: none"> • I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. |
| Lesson Sequence | <ol style="list-style-type: none"> 1. Getting to know each other 2. Our nightmare school 3. Our dream school 4. Rewards and consequences 5. Our learning charter | <ol style="list-style-type: none"> 1. Families 2. Family conflict 3. Witness and feelings 4. Witness and solutions 5. Words that harm | <ol style="list-style-type: none"> 1. Dreams and goals 2. My dreams and ambitions 3. A new challenge 4. Our new challenge 5. Our new challenge – overcoming obstacles 6. Celebrating my learning | <ol style="list-style-type: none"> 1. Being fit and healthy 2. Being fit and healthy 3. What do I know about drugs? 4. Being safe 5. Safe or unsafe 6. My amazing body | <ol style="list-style-type: none"> 1. Family roles and responsibilities 2. Friendships 3. Keeping myself safe online 4. Being a global citizen 5. Being a global citizen | <ol style="list-style-type: none"> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead |

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| | 6. Owning our learning charter | 6. Celebrating difference: compliments | | | 6. Celebrating my web of relationships | |
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| Vocabulary | Goals self-worth Positivity Challenges Perspectives | Diverse families Family conflict Child-centred Compliments Witness Solutions | Ambitions Enthusiasm Managing feelings Budgeting | Food labelling Healthy choices Online safety Offline safety | Roles Negotiation Diverse lives Impact | Internal External Needs |
| Year 4 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Knowledge and Skills | <ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | <ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | <ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | <ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | <ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | <ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Year Group End Points | <ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. | <ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. | <ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. | <ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. | <ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. | <ul style="list-style-type: none"> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. |

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| Lesson Sequence | <ol style="list-style-type: none"> 1. Becoming a class 'team' 2. Being a global citizen 3. Rights, responsibilities and democracy 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter | <ol style="list-style-type: none"> 1. Judging by appearances 2. Understanding influences 3. Understanding bullying 4. Problem-solving 5. Special me 6. Celebrating difference: how we look | <ol style="list-style-type: none"> 1. Hopes and dreams 2. Broken dreams 3. Overcoming disappointment 4. Creating new dreams 5. Achieving goals 6. We did it! | <ol style="list-style-type: none"> 1. My friends and me 2. Group dynamics 3. Smoking 4. Alcohol 5. Healthy friendships 6. Celebrating my inner strength and assertiveness | <ol style="list-style-type: none"> 1. Jealousy 2. Love and loss 3. Memories 4. Getting on and falling out 5. Girlfriends and boyfriends 6. Celebrating my relationships with people and animals | <ol style="list-style-type: none"> 1. Unique me 2. Having a baby 3. Girls and puberty 4. Circles of change 5. Accepting change 6. Looking ahead |
| Vocabulary | Democracy Motivation Class Citizen Voice Peer pressure | Judgment Appearance Acceptance Influences Impressions | Disappointment Overcoming Resilience Positive attitude | Healthy friendships Smoking Alcohol Inner strength Assertiveness | Jealousy Love/loss Memories Girlfriends Boyfriends | Being unique Body changes Transition Accepting change Having a baby |

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| Year 5 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|-----------------------|--|--|--|--|--|---|
| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Knowledge and Skills | <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | <ul style="list-style-type: none"> Future dreams The importance of money Jobs and Careers Dream job and how to get there Goals in different cultures Supporting others (Charity) Motivation | <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | <ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules | <ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Year Group End Points | <ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. | <ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. | <ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. | <ul style="list-style-type: none"> I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. | <ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. | <ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends. |

Bleak Hill Primary School

PSHE Long Term Plan and Progression



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| Lesson Sequence | <ol style="list-style-type: none"> 1. My year ahead 2. Being a citizen of my country 3. Year 5 responsibilities 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter | <ol style="list-style-type: none"> 1. Different cultures 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Does money matter? 6. Celebrating difference across the world | <ol style="list-style-type: none"> 1. When I grow up (my dream lifestyle) 2. Investigate jobs and careers 3. My dream job – why I want it and the steps to get there 4. Dreams and goals of young people in other cultures 5. How can we support each other? 6. Rallying support | <ol style="list-style-type: none"> 1. Smoking 2. Alcohol 3. Emergency aid 4. Body image 5. My relationship with food 6. Healthy me | <ol style="list-style-type: none"> 1. Recognising me 2. Safety with online communities 3. Being in an online community 4. Online gaming 5. My relationship with technology: screen time 6. Relationships and technology | <ol style="list-style-type: none"> 1. Self and body image 2. Puberty for girls 3. Puberty for boys 4. Conception 5. Looking ahead (part 1) 6. Looking ahead (part 2) |
| Vocabulary | Aspirations National citizenship Conflict Vote Participation | Cultural diversity Racism Rumours Material wealth Respecting culture | Financial success Long-term Charity | Vaping Emergency aid Body image Relationships with food Healthy choices | Self-recognition Self-esteem Online communities Gaming Gambling Grooming | Self-image Media influence Puberty Conception IVF |
| Year 6 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |

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| Theme | Being Me in My World | Celebrating Difference (including anti bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|------------------------------|---|---|---|--|--|--|
| Knowledge and Skills | <ul style="list-style-type: none"> Identifying goals for the year Global Citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | <ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion /exclusion Differences as conflict, difference as celebration Empathy | <ul style="list-style-type: none"> Personal learning goals, in and out of school Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | <ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | <ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | <ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |
| Year Group End Points | <ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. | <ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. | <ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. | <ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. | <ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. | <ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. |
| Lesson Sequence | <ol style="list-style-type: none"> My year ahead Being a global citizen (part 1) Being a global citizen (part 2) The learning charter | <ol style="list-style-type: none"> Am I normal? Understanding difference Power struggles Why bully Celebrating difference | <ol style="list-style-type: none"> Personal learning goals Steps to success My dream for the world Helping to make a difference | <ol style="list-style-type: none"> Taking responsibility for my health and well-being Drugs Exploitation Gangs | <ol style="list-style-type: none"> What is mental health? My mental health Love and loss Power and control | <ol style="list-style-type: none"> My self image Puberty Babies: conception to birth Boyfriends and girlfriends |

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| | <ul style="list-style-type: none"> 5. Our learning charter 6. Owing our learning Charter | <ul style="list-style-type: none"> 6. Celebrating difference | <ul style="list-style-type: none"> 5. Helping to make a difference 6. Recognising our achievements | <ul style="list-style-type: none"> 5. Emotional and mental health 6. Managing stress and pressure | <ul style="list-style-type: none"> 5. Being online: Real or fake? Safe or unsafe? 6. Using technology responsibly | <ul style="list-style-type: none"> 5. Real self and ideal self 6. The year ahead |
| Vocabulary | <ul style="list-style-type: none"> Global Citizenship Children's Universal Rights Group dynamics Role-modelling Anti-social behaviour | <ul style="list-style-type: none"> Perceptions of normality Disability Empathy Inclusion Exclusion | <ul style="list-style-type: none"> Success Criteria Recognition Evaluating | <ul style="list-style-type: none"> Personal responsibility Substances Exploitation County Lines/Gangs Managing stress | <ul style="list-style-type: none"> Mental health Sources of support Control Power | <ul style="list-style-type: none"> Body image Physical attraction Consent Sexting |