

**PSHE curriculum long term plan**

|          | YR                                                                                                                                           | Y1                                                                                                                                                          | Y2                                                                                                                                                                                     |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <b>Boundaries and keeping safe:</b><br>We belong to a class<br>Rules help us to keep safe<br>Friendships are important<br>Different emotions | <b>Making friend, playing and learning together:</b><br>Listening, sharing, working cooperatively<br>How to recognise bullying<br>How to ask for permission | <b>Mental health and wellbeing:</b><br>Intensity of feelings and strategies to manage<br>Different kinds of change and loss                                                            |
| Autumn 2 | <b>Independence:</b><br>Kindness and cooperation<br>Being resilient<br>Contributing to the class                                             | <b>Mental health and wellbeing:</b><br>Notice and name different feelings and thoughts<br>Simple self-regulation strategies                                 | <b>Keeping safe online:</b><br>How online content can impact on feelings<br>Making safe choices online                                                                                 |
| Spring 1 | <b>Self-regulation:</b><br>Managing our emotions<br>Solving problems                                                                         | <b>Celebrating me, you and our families</b><br>Explore similarities and differences<br>How family members can show care and love                            | <b>Me, my body and staying safe:</b><br>How people change from young to old<br>Names of private body parts<br>Talk PANTS rules to help to keep safe                                    |
| Spring 2 | <b>Respect:</b><br>Cooperation<br>Mine and others' feelings and thoughts                                                                     | <b>Safety at home:</b><br>Hazards and risks at home<br>Strategies to stay safe including household products and medicines                                   | <b>Money and work:</b><br>Strengths and interest and what this means for jobs you choose<br>What is money and how jobs can help us to earn money<br>Difference between needs and wants |
| Summer 1 | <b>Focus:</b><br>Healthy choices<br>Confidence to try new things                                                                             | <b>Being healthy:</b><br>Healthy lifestyles- sleep, food and drink, physical activity, hygiene, sun safety                                                  | <b>Keeping safe outside the home:</b><br>Learning about risk through the context of road and rail safety<br>What is an emergency and how to get help                                   |
| Summer 2 | <b>Resilience and coping with change:</b>                                                                                                    | <b>Showing kindness to ourselves and others:</b>                                                                                                            | <b>Looking back and moving on:</b><br>Reflect on time at FIS                                                                                                                           |

|  |                                     |                                                           |                                                                                    |
|--|-------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------|
|  | Confidence for Y1<br>What is change | Importance of kindness<br>Recognising and naming emotions | Know that change is a natural part of life<br>Set positive goals to support change |
|--|-------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------|

### Assessment outcomes

| YR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At the end of YR children should confidently be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | At the end of Y1 children should confidently be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | At the end of Y2 children should confidently be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> </li> <li>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</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> | <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Name things that help keep me healthy</li> <li>Say how I feel and begin to describe different feelings</li> <li>Recognise when I need help and tell an adult I trust</li> <li>Follow simple routines that help me stay clean and safe</li> <li>Talk about what I am good at and what I enjoy</li> <li>Identify safe and unsafe situations and begin to make safe choices</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Name the people who care for me and explain how they help me</li> <li>Show kindness and take turns with others</li> <li>Recognise when someone is unkind and tell an adult</li> <li>Know what bullying is and what to do if it happens</li> <li>Say what makes a good friend (sharing, listening, helping)</li> </ul> | <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Name different feelings and describe what might cause them</li> <li>Use simple strategies to help calm myself when I feel upset or worried</li> <li>Recognise when something might be unsafe and explain what to do</li> <li>Talk about changes that happen as I grow and how I can look after my body</li> <li>Explain how to keep safe in different places (roads, rail, online basics)</li> <li>Set a simple goal and talk about how I can achieve it</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Describe what makes a positive relationship (kindness, respect, listening)</li> <li>Recognise different types of families and understand that they are all important</li> <li>Talk about my own boundaries and respect other people's boundaries</li> </ul> |

Frogmore Infant School  
PSHE curriculum plan and assessment outcomes

|                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that families can be different</li> <li>• Begin to understand personal boundaries</li> <li>• Use simple strategies to resolve disagreements (talking, asking for help)</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Follow class rules and explain why they are important</li> <li>• Take part in group activities and listen to others' ideas</li> <li>• Identify things I am responsible for in school (tidying, looking after belongings)</li> <li>• Talk about what I like learning and what I want to get better at</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise when someone needs help and offer support or tell an adult</li> <li>• Explain the difference between secrets that are safe and secrets that are unsafe</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively in a group and share ideas confidently</li> <li>• Describe what money is used for and explain that people make different choices about spending</li> <li>• Talk about my strengths and things I want to improve</li> <li>• Recognise that people have different jobs and roles in the community</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|