

*'Believe in the Light so you will be Children of the Light.'*

**PSHE Long Term Plan 2024/25**

**EYFS Early Learning Goals – Personal Social and Emotional Development:**

**Making Relationships:**

• Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Self-confidence and self-awareness:**

• Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing Feelings and Behaviour:**

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

	Autumn			Spring			Summer		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Nursery	Begin to make sense of their own life-story and family's history.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Develop their sense of responsibility and membership of a community.	Begin to play with and explore the chosen technology.	Show interest in different occupations.	Be increasingly independent in meeting their own care needs, e.g brushing teeth, using	Begin to recognise that we change as we grow.	Remember rules without needing an adult to remind them. Know how to keep safe in

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			Continue developing positive attitudes about the differences between people				the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		the school environment.
<b>Reception</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Build constructive and respectful relationships	Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	See themselves as a valuable individual. Understand that some places are special to members of their community.	Begin to play with and explore the chosen technology.	Show interest in different occupations.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing	To know that we change and develop as we grow from babies to adults.	Begin to know how to keep safe in the local environment eg road safety.

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							- sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian		
<b>Y1</b>	<p>Roles of different people; families; feeling cared for</p> <p><i>What makes a family, different types of families.</i></p>	<p>Recognising privacy; staying safe; seeking permission</p> <p><i>What does it mean to ask permission and who to report to when feeling unsafe.</i></p>	<p>How behaviour affects others; being polite and respectful</p> <p><i>How we respect and listen to one another regardless of our differences.</i></p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p><i>How rules keep us safe and we follow them to keep ourselves and others safe.</i></p>	<p>Using the internet and digital devices; communicating online</p> <p><i>What does being online mean and how can we use the internet to communicate.</i></p>	<p>Strengths and interests; jobs in the community</p> <p><i>How different strengths and interests are needed for different jobs.</i></p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><i>How we can keep healthy through our diet and exercise, hygiene routines; sun safety.</i></p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><i>How our 'big feelings' can change and effect our decisions.</i></p>	<p>How rules and age restrictions help us; keeping safe online</p> <p><i>To know rules keep use safe and who we can go to when we are feeling unsafe.</i></p>
<b>Y2</b>	<p>Making friends; feeling lonely and getting help</p>	<p>Managing secrets; resisting pressure and getting help; recognising</p>	<p>Recognising things in common and differences; playing and working</p>	<p>Belonging to a group; roles and responsibilities; being the same</p>	<p>The internet in everyday life; online content and information</p>	<p>What money is; needs and wants; looking after money</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth</p>	<p>Growing older; naming body parts; moving class or year</p>	<p>Safety in different environments; risk and safety at home; emergencies</p>

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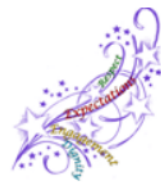
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	<i>How friendships are made and how to seek help if friendships are causing unhappiness.</i>	hurtful behaviour <i>Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</i>	cooperatively; sharing opinions <i>What ways in which they are the same and different to others and that there is a great deal they share in common.</i>	and different in the community <i>The different rights and responsibilities we have in school and how a community can help people from different groups to feel included.</i>	<i>Not everyone can be trusted online, cyber bullying and the consequences of this.</i>	<i>The value of money and the things that money can buy.</i>	healthy; managing feelings and asking for help <i>Benefits of sleep, how the things we put in our body affect us and how to be safe around medicine.</i>	<i>Children know and understand that they are growing and developing in a God-given community (Journey in Love).</i>	<i>How to be at home, on the road and rail.</i>
<b>Y3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polit	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Y4</b>	Positive friendships,	Responding to hurtful behaviour;	Respecting differences and	What makes a community;	How data is shared and used	Making decisions about money;	Maintaining a balanced lifestyle; oral	Physical and emotional changes in	Medicines and household

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	including online	managing confidentiality; recognising risks online	similarities; discussing difference sensitively	shared responsibilities		using and keeping money safe	hygiene and dental care	puberty; external genitalia; personal hygiene routines; support with puberty	products; drugs common to everyday life
<b>Y5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Y6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



# St John Fisher

Catholic Nursery & Primary School

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Please see additional document for No Outsiders