



# BISHOP CREIGHTON ACADEMY: PSHE LONG TERM PLAN 2021 - 22

|        | Autumn: Relationships  |  |   | Spring: Living in the wider world   |  |  | Summer: Health and Wellbeing  |  |  |
|--------|--|--|---|---|--|--|---|--|--|
|        | 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   |
| Year 1 | Roles of different people; families; feeling cared for                       | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful   | What rules are; caring for others' needs; looking after the environment                         | Using the internet and digital devices; communicating online                     | Strengths and interests; jobs in the community   | Keeping healthy; food and exercise, hygiene routines; sun safety  | Recognising what makes them unique and special; feelings; managing when things go wrong                        | How rules and age restrictions help us; keeping safe online  |
| Year 2 | Making friends; feeling lonely and getting help                              | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information                    | What money is; needs and wants; looking after money  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year   | Safety in different environments; risk and safety at home; emergencies                                   |
| Year 3 | 3 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 polite       | 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                                 |
| Year 4 | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | Respecting differences and similarities; discussing differences sensitively                       | What makes a community; shared responsibilities   | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life  |
| Year 5 | 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             |
| Year 6 | 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 |



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| Year 1                            | Theme  | Programmes of Study                         | In this unit, pupils will learn...   |
|-----------------------------------|--|---|--|
| Autumn:<br>Relationships          | <b>Families and friendships</b><br>Roles of different people; families; feeling cared for                              | Refs: R1, R2, R3, R4, R5                    | <ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>  |
|                                   | <b>Safe relationships</b><br>Recognising privacy; staying safe; seeking permission                                     | R10, R13, R15, R16, R17                     | <ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>   |
|                                   | <b>Respecting ourselves and others</b><br>How behaviour affects others; being polite and respectful                    | R21, R22                                    | <ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>   |
| Spring: Living in the wider world | <b>Belonging to a community</b><br>What rules are; caring for others' needs; looking after the environment             | L1, L2, L3                                  | <ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>  |
|                                   | <b>Media literacy and Digital resilience</b><br>Using the internet and digital devices; communicating online           | L7, L8                                      | <ul style="list-style-type: none"> <li>how and why people use the internet</li> <li>the benefits of using the internet and digital devices</li> <li>how people find things out and communicate safely with others online</li> </ul>  |
|                                   | <b>Money and Work</b><br>Strengths and interests; jobs in the community  | L14, L16, L17                               | <ul style="list-style-type: none"> <li>that everyone has different strengths, in and out of school</li> <li>about how different strengths and interests are needed to do different jobs</li> <li>about people whose job it is to help us in the community</li> <li>about different jobs and the work people do</li> </ul>  |
| Summer: Health and wellbeing      | <b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety           | H1, H2, H3, H5, H8, H9, H10                 | <ul style="list-style-type: none"> <li>what it means to be healthy and why it is important</li> <li>ways to take care of themselves on a daily basis</li> <li>about basic hygiene routines, e.g. hand washing</li> <li>about healthy and unhealthy foods, including sugar intake</li> <li>about physical activity and how it keeps people healthy</li> <li>about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>how to keep safe in the sun</li> </ul> |
|                                   | <b>Growing and changing</b><br>Recognising what makes them unique and special; feelings; managing when things go wrong | H11, H12, H13, H14, H15, H21, H22, H23, H24 | <ul style="list-style-type: none"> <li>to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> <li>how to recognise feelings in themselves and others</li> <li>how feelings can affect how people behave</li> </ul>  |
|                                   | <b>Keeping safe</b><br>How rules and age restrictions help us; keeping safe online                                     | H28, H34                                    | <ul style="list-style-type: none"> <li>how rules can help to keep us safe</li> <li>why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>basic rules for keeping safe online</li> <li>whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>  |



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| Year 2                            | Theme  | Programmes of Study          | In this unit, pupils will learn...  |
|-----------------------------------|--|------------------------------|---|
| Autumn: Relationships             | <b>Families and friendships</b><br>Making friends; feeling lonely and getting help   | R6, R7 R8, R9, R24           | <ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>   |
|                                   | <b>Safe relationships</b><br>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour                        | R11, R12, R14, R18, R19, R20 | <ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> |
|                                   | <b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions | R23, R24, R25                | <ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>   |
| Spring: Living in the wider world | <b>Belonging to a community</b><br>Belonging to a group; roles and responsibilities; being the same and different in the community       | L2, L4, L5, L6               | <ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>  |
|                                   | <b>Media literacy and Digital resilience</b><br>The internet in everyday life; online content and information                            | L8, L9                       | <ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>   |
|                                   | <b>Money and Work</b><br>What money is; needs and wants; looking after money   | L10, L11, L12, L13, L15      | <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>  |



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| <b>Summer: Health and wellbeing</b> | <p><b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> | H4, H6, H7, H16, H17, H18, H19, H20    | <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>  |
|                                     | <p><b>Growing and changing</b><br/>Growing older; naming body parts; moving class or year</p>  | H20, H25, H26, H27                     | <ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>   |
|                                     | <p><b>Keeping safe</b><br/>Safety in different environments; risk and safety at home; emergencies</p>  | H29, H30, H31, H32, H33, H35, H36, H27 | <ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul> |



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| Year 3                            | Theme   | Programmes of Study | In this unit, pupils will learn...  |
|-----------------------------------|---|---------------------|---|
| Autumn: Relationships             | <b>Families and friendships</b><br>What makes a family; features of family life   | R1, R6, R7, R8, R9  | <ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> |
|                                   | <b>Safe relationships</b><br>Personal boundaries; safely responding to others; the impact of hurtful behaviour                        | R19, R22, R24, R30  | <ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>   |
|                                   | <b>Respecting ourselves and others</b><br>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | R30, R31            | <ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>  |
| Spring: Living in the wider world | <b>Belonging to a community</b><br>The value of rules and laws; rights, freedoms and responsibilities                                 | L1, L2, L3          | <ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>   |
|                                   | <b>Media literacy and Digital resilience</b> How the internet is used; assessing information online                                   | L11, L12            | <ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> </ul>   |



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|                              |  |                                       | <ul style="list-style-type: none"> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>  |
|                              | <b>Money and Work</b><br>Different jobs and skills; job stereotypes; setting personal goals                          | L25, L26, L27, L30                    | <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>  |
| Summer: Health and wellbeing | <b>Physical health and Mental wellbeing</b><br>Health choices and habits; what affects feelings; expressing feelings | H1, H2, H3, H4, H6, H7, H17, H18, H19 | <ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul> |
|                              | <b>Growing and changing</b><br>Personal strengths and achievements; managing and reframing setbacks                  | PoS Refs: H27, H28, H29               | <ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• 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</li> </ul>  |
|                              | <b>Keeping safe</b><br>Risks and hazards; safety in the local environment and unfamiliar places                      | H38, H39, H41                         | <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>   |



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| Year 4                            | Theme  | Programmes of Study     | In this unit, pupils will learn...   |
|-----------------------------------|--|-------------------------|--|
| Autumn: Relationships             | <b>Families and friendships</b><br>Positive friendships, including online  | R10, R11, R12, R13, R18 | <ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>  |
|                                   | <b>Safe relationships</b><br>Responding to hurtful behaviour; managing confidentiality; recognising risks online     | R20, R23, R27, R28      | <ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul> |
|                                   | <b>Respecting ourselves and others</b><br>Respecting differences and similarities; discussing difference sensitively | R32, R33                | <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>  |
| Spring: Living in the wider world | <b>Belonging to a community</b><br>What makes a community; shared  | L4, L6, L7              | <ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>  |
|                                   | Media literacy and Digital resilience<br>How data is shared and used   | L13, L14                | <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>  |



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|                              | <b>Money and Work</b><br>Making decisions about money; using and keeping money safe   | L17, L19 L20, L21  | <ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>  |
| Summer: Health and wellbeing | <b>Physical health and Mental wellbeing</b><br>Maintaining a balanced lifestyle; oral hygiene and dental care                                 | H2, H5, H11        | <ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>  |
|                              | <b>Growing and changing</b><br>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | H30, H31, H32, H34 | <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>   |
|                              | <b>Keeping safe</b><br>Medicines and household products; drugs common to everyday life  | H10, H38, H40, H46 | <ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul> |





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| Year 5                            | Theme   | Programmes of Study          | In this unit, pupils will learn...   |
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| Autumn: Relationships             | <b>Families and friendships</b><br>Managing friendships and peer influence  | R14, R15, R16, R17, R18, R26 | <ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul> |
|                                   | <b>Safe relationships</b><br>Physical contact and feeling safe  | R9, R25, R26, R27, R29       | <ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>   |
|                                   | <b>Respecting ourselves and others</b><br>Responding respectfully to a wide range of people; recognising prejudice and discrimination | R20, R21, R31, R33           | <ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>   |
| Spring: Living in the wider world | <b>Belonging to a community</b><br>Protecting the environment; compassion towards others  | L4, L5, L19                  | <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>  |



## BISHOP CREIGHTON ACADEMY: PSHE LONG TERM PLAN 2021 - 22

|                              |   |                         |  |
|------------------------------|---|-------------------------|--|
|                              | <p><b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact</p>          | L12, L14                | <ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul>   |
|                              | <p><b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>                 | L27, L28, L29, L31, L32 | <ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people's career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>  |
| Summer: Health and wellbeing | <p><b>Physical health and Mental wellbeing</b><br/>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> | H8, H9, H10, H12        | <ul style="list-style-type: none"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>how medicines can contribute to health and how allergies can be managed</li> <li>that some diseases can be prevented by vaccinations and immunisations</li> <li>that bacteria and viruses can affect health</li> <li>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>to recognise the shared responsibility of keeping a clean environment</li> </ul> |
|                              | <p><b>Growing and changing</b><br/>Personal identity; recognising individuality and different qualities; mental wellbeing</p>                 | H16, H25, H26, H27      | <ul style="list-style-type: none"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>   |
|                              | <p><b>Keeping safe</b><br/>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>                   | H38, H43, H44, H45      | <ul style="list-style-type: none"> <li>to identify when situations are becoming risky, unsafe or an emergency</li> <li>to identify occasions where they can help take responsibility for their own safety</li> <li>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>how to deal with common injuries using basic first aid techniques</li> <li>how to respond in an emergency, including when and how to contact different emergency services</li> <li>that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>                                       |



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| Year 6                            | Theme   | Programmes of Study     | In this unit, pupils will learn...   |
|-----------------------------------|---|-------------------------|--|
| Autumn: Relationships             | <b>Families and friendships</b><br>Attraction to others; romantic relationships; civil partnership and marriage                     | R1, R2, R3, R4, R5, R7  | <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be love</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>   |
|                                   | <b>Safe relationships</b><br>Recognising and managing pressure; consent in different situations                                     | R26, R28, R29           | <ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>  |
|                                   | <b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues | R30, R34                | <ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>  |
| Spring: Living in the wider world | <b>Belonging to a community</b><br>Valuing diversity; challenging discrimination and stereotypes                                    | L8, L9, L10, R21        | <ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>   |
|                                   | <b>Media literacy and Digital resilience</b><br>Evaluating media sources; sharing things online                                     | H37, L11, L13, L15, L16 | <ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul> |
|                                   | <b>Money and Work</b><br>Influences and attitudes to money; money and financial risks   | L18, L22, L23, L24      | <ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>  |



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|                                     |   |  |   |
|-------------------------------------|---|--|---|
| <b>Summer: Health and wellbeing</b> | <b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | H13, H14, H15, H20, H21, H22, H23, H24 | <ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> |
|                                     | <b>Growing and changing</b><br>Human reproduction and birth; increasing independence; managing transitions  | H24, H33, H35, H36                     | <ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>  |
|                                     | <b>Keeping safe</b><br>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media                                 | H37, H42, H46, H47, H48, H49, H50      | <ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>  |