

## MPPS – PSHE Curriculum Long Term Plan

The school uses SCARF resources which provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing. It ensures the DfE Relations Education and Health Education statutory requirements are met. Using SCARF across all age groups, we ensure progression in knowledge, attitudes and values, and skills, including the key skills of social and emotional learning, to improve outcomes for all children. EYFS units of work provide essential building blocks for PSHE in Key Stages 1 and 2. Additional resources from the Pol-Ed scheme of work and St Johns Ambulance are used to help develop an understanding of how to keep safe both now and in the future.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area	<b>Me and My Relationships</b>	<b>Valuing Differences</b>	<b>Keeping Myself Safe</b>	<b>Rights &amp; Responsibilities</b>	<b>Being My Best</b>	<b>Growing &amp; Changing</b>
Year Nursery	<p><b>Marvellous me; I'm special.</b></p> <p>Recognise that they are unique. Describe different feelings and use this skill to manage relationships. Understand that some families are different from theirs, but these families also love and care for one another.</p>	<p><b>Me and my friends; Friends and family; Including everyone.</b></p> <p>Recognise that there are differences and similarities between themselves and others. Celebrate their friends and include them. Understand people have different cultures and religions.</p>	<p><b>What's safe to go in my body?; Safety indoors and outdoors; People who help to keep me safe</b></p> <p>Explain what they should do if they feel unsafe. Recognise potential dangers and how to stay safe, inside and outside. Learn the importance of keeping safe around medicines and unknown products.</p>	<p><b>Looking after myself; Looking after others; Looking after my environment.</b></p> <p>Learn about taking some responsibility for their own health. Describe ways in which they can help others and why they would do so. Take care of their home, their learning environment and the natural environment.</p>	<p><b>What does my body need? I can keep trying; I can do it!</b></p> <p>Talk about healthy choices and activities. Develop resilience and persistence in their learning. Working cooperatively with others when faced with a challenge.</p>	<p><b>Growing and changing in nature; When I was a baby; Girls, boys and family</b></p> <p>Talk about change in the environment. Describe the changes in babies, young animals and plants as they grow. Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.</p>
Year Reception	<p><b>All about me; What makes me special; Me and my special people; Who can help me?; My feelings.</b></p> <p>Talk about similarities and differences. Name special people in their lives.</p>	<p><b>I'm special, you're special; Same and different; Same and different families; Same and different homes; I am Kind; I am caring.</b></p>	<p><b>What's safe to go in my body; Keeping myself safe- what's safe to go into my body; Safe indoors and outdoors; Listening to my feelings; Keeping safe online; People who help keep me safe.</b></p>	<p><b>Being helpful at home and caring for our classroom; Looking after my special people; Looking after my friends; Caring for our world; Looking after money</b></p>	<p><b>Bouncing back when things go wrong; Yes, I can; Healthy eating; Move your body; A good night's sleep</b></p> <p>Feel resilient and confident in their learning.</p>	<p><b>Seasons; Life Stages-Plants animals and humans; Life stages-human life stage-who will I be? Where do babies come from; Getting bigger; Me and my body-girls and boys.</b></p>

	<p>Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.</p>	<p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p><b>Pol-Ed: The police can help you.</b> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. Developing a positive relationship with the police.</p>
<p><b>Year 1</b></p>	<p><b>Why we have classroom rules; Thinking about feelings; Our feelings; Feelings and Bodies; Our special people; Good friends; How are you listening?</b> <b>Pol-Ed: What does a PSCO do.</b></p> <p>Name a variety of different feelings and explain how these might make me behave. Think of different ways of dealing with 'not so good' feelings. Know when you need help and who to go to for help. Talk about different classroom rules.</p>	<p><b>Same or Different? Unkind, tease or bully; Harold's school rules; Balloons: Who are our special people?; It's not fair!</b></p> <p>Know how people are similar as well as different. Explain why things sometimes seem unfair, even if they are not. Recognise bullying and what you should do about it.</p>	<p><b>Super sleep; Who can help? What could Harold do? ; Good or bad touch?; Sharing pictures; Harold loses Geoffrey.</b> <b>Pol Ed: Keeping Safe.</b></p> <p>Know what you need to do to be strong. Give examples of how to keep healthy. Recognise feelings, to help stay safe including online safety (e.g. sad - talk to someone). Recognise safe and unsafe touches. Know when medicines might be harmful (e.g. overdose, if not needed,</p>	<p><b>Harold has a bad day; Around and about school; Taking care of something; Harold's money; How should we look after our money; Basic first aid.</b></p> <p>Give examples of how to look after yourself and the environment - at school or at home. Know ways that we look after money. Learn basic first aid and how to get help if you need it.</p>	<p><b>I can eat a rainbow; Eat well; Catch it, Bin it, Kill it! Harold learns to ride a bike; Pass on the praise; Harold's wash up and brush up;</b></p> <p>Explain why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. Understand the importance of health and hygiene. Develop a growth mindset and learn about cooperation. Name a few different ideas of what you can do if you find something difficult.</p>	<p><b>Healthy me; Taking care of a baby; Then and Now; Who can help; Secrets and surprises; PANTS lesson on NSPCC</b> <b>Pol-Ed: Road safety.</b></p> <p>Identify an adult to talk to at both home and school if you need help. Say things you can do now that you couldn't do when you were a toddler. Explain what some of the body parts do. Recognise how you can take care of yourself and others including staying safe on the road.</p>

	Learn about the role of the police.		another person's medicine, etc.) Know how to spot danger.			
<b>Year 2</b>	<p><b>Our Ideal Classroom; How are you feeling today? Don't do that! Types of bullying; Being a good friend; Let's all be happy</b></p> <p>Knowing how to get help, if being bullied and what to do if someone teases. Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. Talk about classroom rules Give ideas about being a good friend Express my feelings in a safe, controlled way.</p>	<p><b>What makes us who we are; My special people; When someone's feeling left out; An act of kindness; How do we make others feel; Solve the problem.</b></p> <p>Explain what to do if being left out Give examples of good listening skills and explain why listening skills help to understand a different point of view. Celebrating difference, being kind and helping others. Recognising who can help us.</p>	<p><b>Harold's picnic; How safe would you feel? What should Harold say? I don't like that; Fun or not?; Should I tell?; PANTS lesson NSPCC</b></p> <p>Give examples of safe and unsafe secrets and explain safe people who can help if something feels wrong. Give examples of touches that are ok or not ok (even if they haven't happened to me) Identify a safe person to tell if you felt 'not OK' about something. Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p><b>Getting on with others; When I feel like erupting; How can we look after our environment?; Harold saves for something special; Feeling safe; Playing games.</b></p> <p>Give examples of ideas to help stay settled and calm. Developing cooperation skills and self-regulation. Online safety. Looking after money – saving and spending.</p>	<p><b>You can't do it!, My day! Harold's bathroom; Harold's postcard, What does my body do? Basic first aid</b></p> <p>Name different parts of my body that are <i>inside</i> me and help to turn food into energy. Know what is needed to get energy. Explain how setting a goal or goals will help to achieve targets. Develop a growth mindset. Understand the importance of looking after our bodies, hygiene, health, exercise, and sleep</p>	<p><b>A helping hand; Sam moves house; haven't you grown! My body, your body!, Respecting privacy. Pol-Ed: Physical contact</b></p> <p>Talk about who helps us to grow and what things I can now do myself that I couldn't when I was younger. Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Give examples of how to give feedback to someone. Recognise acceptable and unacceptable physical contact.</p>
<b>Year 3</b>	<p><b>As a rule; Looking after special our people; How can we solve this problem? Dan's Dare; Thanks; Friends are special. Pol-Ed: The police officer</b></p> <p>Accept the views of others and understand that not everyone always agrees with each other.</p>	<p><b>Family and friends; Respect and challenge; Our friends and neighbours; Let's celebrate our differences; Zeb</b></p> <p>Give examples of different community groups and what is good about having different groups.</p>	<p><b>Safe or unsafe; Alcohol and cigarettes: the facts; The risk robot; Super searcher; None of your business; Danger or risk? Help or harm</b></p> <p>Explain how to make a situation less risky or not risky at all. Say why medicines can be helpful or harmful.</p>	<p><b>Our helpful volunteers; Recount task; Harold's environmental project; Can Harold afford it?; Earning money.</b></p> <p>Talk about ways of checking whether something is a fact or just an opinion.</p>	<p><b>Derek cooks dinner; For or against?; I am fantastic; Poorly Harold; Body teamwork; Top talents</b></p> <p>Give examples of taking responsibility for keeping healthy. Explain and give an example of a developed skill or talent and the goal-</p>	<p><b>Relationship tree; Secret or surprise; Body space; Basic first aid; Pol-Ed: Protected characteristics; hate crime</b></p> <p><b>First aid: Emergencies and calling for help.</b></p> <p>Name things that make a positive relationship and</p>

	<p>Give ideas about being a good friend and explain how to make up with a friend if you've fallen out. Develop an understanding of the role of the police.</p>	<p>Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Know how to keep my personal details safe online. Explain why information I see online might not always be true</p>	<p>Give examples and say how you can help the people who help me. Understand how to manage money.</p>	<p>setting to get there or make improvements.</p>	<p>some things that make a negative relationship Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. Understand protected characteristics and what a hate crime is. Knowing how to call for emergency services.</p>
<p><b>Year 4</b></p>	<p><b>An email from Harold; Okay or not okay; Human machines; Different feelings; Under pressure. Pol-Ed: What is antisocial behaviour.</b></p> <p>Recognise when a person is feeling worried just by their body language. Explain what to do if someone was upsetting me or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive. Recognise and describe behaviours that are antisocial.</p>	<p><b>Can you sort it? Islands; Friend or acquaintance?; What would I do?; The people we share our world with?; That is such a stereo type! Pol-Ed: Your actions</b></p> <p>Talk about ways that people are different, including religious or cultural differences Explain why it's important to challenge stereotypes that might be applied to me or others. Describe how your actions impact on others.</p>	<p><b>Danger, risk or hazard? Picture wise; How dare you!; Medicines; check the label; Keeping ourselves safe; Raisin challenge</b></p> <p>Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Identify risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol Give examples of positive and negative influences, including things that could influence me when I am making decisions</p>	<p><b>Who helps us stay safe and healthy; It's your right!; How do we make a difference?; In the news!; Safety in numbers; Why pay taxes?</b></p> <p>Explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour. Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Give examples of these decisions and how they might relate to me.</p>	<p><b>What makes me, ME!; Making choices?; SCARF Hotel; Harold's 7 Rs; My school community; Basic first aid</b></p> <p>Give examples of different things to do to keep healthy. Give different examples of things to do to help look after the environment. Be confident dealing with an emergency.</p>	<p><b>Moving house; My feelings are all over the place! All change!; Secret or surprise?; Preparing for changes at puberty.</b></p> <p><b>First aid: Bites and stings Allergies</b></p> <p>Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have difficult feelings Talk about why people get married. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>

<p><b>Year 5</b></p>	<p><b>Give and take; How good a friend are you? Relationship cake recipe; Being assertive; Our emotional needs; Communication. Pol-Ed: Crime</b></p> <p>Give examples of emotional needs and explain why they are important. Explain why these qualities are important. Give examples of how to be assertive) and explain why you might need to be assertive at times. Gain an understanding of different types of crime.</p>	<p><b>Qualities of friendship; Kind conversation; The land of the Red People; Happy being me; Is it true? It could happen to anyone; Stop, start stereotypes. Pol-Ed: Crime</b></p> <p>Give examples of different faiths and cultures and positive things about having these differences Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p><b>Spot bullying; Ella’s diary dilemma; Decision’s dilemma; Play, like, share; Drugs: true or false? Smoking; Would you risk it? Vaping-healthy or unhealthy. Pol-Ed: Crime</b></p> <p>Give examples of things that might influence a person to take risks online, and that we have choices to make. Know about dangers of smoking and vaping, and percentages of teenagers who smoke.</p>	<p><b>What’s the story? Fact or opinion?; Rights, responsibilities and duties; Mo makes a difference; Spending wisely; Lend us a fiver!; Local councils Pol-Ed: Crime</b></p> <p>Give examples of some of the rights and related responsibilities as we grow older, at home and school. Give examples of things to keep healthy Explain that local councils have to make decisions about how money is spent on things we need in the community. Give an example of some of the things they have to allocate money for.</p>	<p><b>It all adds up! Different skills; My school community; Independence, and responsibility; Star qualities? Basic first aid. Pol-Ed: Crime prevention</b></p> <p>Give an example of increased independence and how that has also helped to show responsibility. Name several qualities that make people attractive related to their behaviours. Recognise and explain steps that can be taken to prevent being the victim of theft.</p>	<p><b>How are they feeling? Taking notice of our feelings; Dear Hetty Changing bodies and feelings; Growing up and changing bodies Help! I’m a teenager, get me out of here; First aid: Bleeding Burns and scalds. Pol-ED: The effects of crime. Knife crime. Pol-ED: Crime prevention</b></p> <p>Explain what resilience is and how it can be developed. List ways that to prepare for changes (e.g. to get the facts, talk to someone). Identify when I need help and identify trusted adults who can help. Explain the impact that crime, including knife crime has on many others.</p>
<p><b>Year 6</b></p>	<p><b>Working together, Solve the friendship problem; Assertiveness skills; Behave yourselves; Dan’s day; Don’t force me; Acting appropriately; Pol-Ed: Crime</b></p> <p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>	<p><b>Okay to be different; We have more in common than not; Respecting differences; Tolerance and respect for others; Advertising friendships; Boys will be boys: challenging stereotypes Pol-Ed: What is grooming?</b></p> <p>Reflect and give reasons for why some people show</p>	<p><b>Think before you click! To share or not to share; Rat Park! What sort of a drug is...? Drugs: It’s the law; Alcohol: what is normal?; Pol-Ed: Recognising acts of grooming Pol-Ed: Crime</b></p> <p>Explain why emotional needs as important as physical needs are and what might happen if a</p>	<p><b>Two sides to every story; Fakebook friends; What’s it worth? Action stations; Happy shoppers; Democracy in British elections; Democracy in Britain (how laws are made). Pol-Ed: Crime</b></p> <p>Explain how people’s social media profiles often give a biased view of them.</p>	<p><b>This will be your life! 5 ways to well-being project Our recommendations; What’s the risk? Pol-Ed: The effects after grooming. First aid: Basic life support Head injuries Pol-ED: Crime</b></p> <p>Explain how to overcome problems and challenges</p>	<p><b>Helpful or unhelpful: managing change; I look great! Media manipulation; Pressure online; Is this normal? Making babies. Pol-Ed: Human rights; Child criminal exploitation. Pol-ED: Crime</b></p> <p>Give examples of a secret that should be shared with a trusted adult.</p>

	<p>Give examples of negotiation and compromise. Explain what inappropriate touch is and give example.</p>	<p>prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. Explain what is meant by grooming.</p>	<p>person doesn't have their emotional needs met. Explain ways of staying safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). Explain what acts of grooming might look like.</p>	<p>Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. Explain the advantages and disadvantages of different ways of saving money. Develop an understanding of democracy and laws.</p>	<p>on the way to achieving goals. Give examples of an emotional risk and a physical risk. Understand the impact that grooming can have on the victim.</p>	<p>Talk about emotional changes associated with 'puberty' and how people may feel when their bodies change. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities). Develop an understanding of human rights and what we are entitled to. Recognise what child criminal exploitation is.</p>
--	---	--	---	--	---	---