



# Backworth Park Primary School Long Term Plan PSHE & RSE

	Throughout the Early Years Learning Journey. Health and Wellbeing – How can I stay safe? Relationships – Are all relationships the same? Living in the Wider World – Can we agree to disagree?		
	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> <li>✓ Form a secure bond with an adult</li> <li>✓ Play in parallel with increasing confidence on their own and with other children</li> <li>✓ Express a range of emotions.</li> <li>✓ Enjoy accessing a range of rooms around school, including the dinner hall.</li> <li>✓ Select from a small range of resources on offer within a single activity.</li> <li>✓ Be increasingly able to talk about and manage their emotions</li> <li>✓ Describe and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>✓ Become more outgoing with other adults in the Nursery room.</li> <li>✓ Begin to make friendships by playing in the same area.</li> <li>✓ Locate and bring additional resources to activities to achieve a particular goal.</li> <li>✓ Recognise healthy and unhealthy food and drinks.</li> <li>✓ Knows that we have to be careful with animals, e.g. stroke animals gently and do not approach without permission and an adult.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Select and use activities and resources, with help when needed.</li> <li>✓ Become more outgoing with un-familiar people, in the safe context of their setting.</li> <li>✓ Play with one or more other children, extending and elaborating play ideas.</li> <li>✓ Start to eat independently and learning how to use a knife and fork.</li> <li>✓ Follow rules with simple verbal prompts or visual reminders.</li> <li>✓ Take turns with verbal prompts from adults to pass over equipment.</li> <li>✓ Talk about the importance of exercise</li> <li>✓ Recognise the people in our community who can help us when we have a problem</li> <li>✓ Increasingly begin to follow simple rules, understanding why they are important.</li> <li>✓ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>✓ Begin to develop ways to calm themselves and use these with adult support.</li> <li>✓ Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>✓ Make healthy food choices.</li> <li>✓ Spontaneously take turns.</li> <li>✓ Join in with simple discussions with an adult about how to make things fair.</li> <li>✓ Choose the tools and materials they need to achieve a goal.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To be able to play in a group with friends, elaborating on ideas.</li> <li>✓ To begin to manage feelings and talk about emotions</li> <li>✓ To understand how others might be feeling</li> <li>✓ Know who to talk to if they are unsure of something (Internet)</li> <li>✓ Use a small range of adjectives to describe the emotions of story characters and friends.</li> <li>✓ Independently able to meet their own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands</li> <li>✓ Follow rules without reminders.</li> <li>✓ Listen and talk to special visitors to the setting.</li> <li>✓ Contribute to decisions about room layout and resources.</li> <li>✓ Accept simple resolutions suggested by adults and move on with play.</li> <li>✓ Carry out simple tasks requested to help someone else</li> <li>✓ To be responsible and be confident to be part of my community</li> <li>✓ To learn appropriate ways on how to be assertive</li> <li>✓ To be able to follow rules and know why they are important, articulating this to other children</li> <li>✓ Help new children by directing them towards activities and resources and solving simple practical tasks for them.</li> <li>✓ To begin to find solutions to quarrels and rivalries</li> <li>✓ Use a wider range of adjectives to describe feelings of friends and characters in books and films.</li> <li>✓ Take a role in domestic play and speak from another point of view.</li> </ul>



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<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>✓ Become familiar with the other children and adults in class.</li> <li>✓ Follow our classroom routines including self-help with clothing.</li> <li>✓ Follow classroom expectations set by the children.</li> <li>✓ Distinguish between healthy food choices and special treats.</li> <li>✓ Talk about and define what makes me special.</li> <li>✓ Build a vocabulary around feelings and emotions</li> <li>✓ Articulate and demonstrate handwashing and appropriate behaviour in the bathroom.</li> <li>✓ Perform action songs and rhymes confidently in our Autumn Assembly.</li> <li>✓ Follow wider school regimes like assembly and whole school singing.</li> <li>✓ Articulate and demonstrate teeth cleaning.</li> <li>✓ Articulate and demonstrate handwashing and food preparation.</li> <li>✓ Identify healthy ingredients in healthy snacks.</li> <li>✓ Work in pairs to succeed in a challenge.</li> <li>✓ Perform confidently to an audience during the Christmas sing along.</li> <li>✓ Show awareness and talk about same and different families and homes.</li> <li>✓ To know what it means to be respectful and to be treated with respect.</li> <li>✓ To take off and put on socks and shoes.</li> <li>✓ Talk about how to stay safe online.</li> <li>✓ Talk about different ways to stay safe in the dark (reflectors etc)</li> </ul>		<ul style="list-style-type: none"> <li>✓ Articulate the rationale for school rules, routines and expectations.</li> <li>✓ Work in a small group on tasks like turn taking games.</li> <li>✓ Articulate simple problem-solving approaches</li> <li>✓ Articulating how to stay safe while walking to and from school.</li> <li>✓ Talk about who can keep me safe in school, home and the wider community.</li> <li>✓ Know to tell an adult when they find something they are unsure of on the internet.</li> <li>✓ Show awareness that actions and words can hurt others feelings.</li> <li>✓ Work in a small group on tasks like turn taking games</li> <li>✓ Articulate how to solve any simple problems with some adult prompts.</li> <li>✓ Chose specific ingredients to support healthy eating.</li> <li>✓ Knowing what makes a good friend.</li> <li>✓ Being helpful in the classroom.</li> <li>✓ Being kind to living plants and creatures.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Engage in more complex and extended turn taking games, solving simple problems.</li> <li>✓ Read facial expressions and body language, extending the vocabulary of emotions.</li> <li>✓ Articulate reason for success or failure in a challenge.</li> <li>✓ Bouncing back when things go wrong, showing resilience.</li> <li>✓ Build and articulate strategies to make new friends.</li> <li>✓ Explain the importance of exercise.</li> <li>✓ Engage in games where different participants have different roles.</li> <li>✓ Build strategies to challenge undesirable behaviour towards them.</li> <li>✓ Explaining the importance of sleep.</li> <li>✓ Knowing how to stay healthy.</li> <li>✓ Understand and articulate the next transition in school – moving into Year 1.</li> </ul>	
<p><b>Year 1 Lesson Content</b></p>	<ul style="list-style-type: none"> <li>✓ what constitutes a healthy lifestyle – physical activity/rest/eating/dental health</li> <li>✓ about good and not so good feelings–describe feelings</li> <li>✓ identify strategies to help manage feelings</li> </ul>	<ul style="list-style-type: none"> <li>✓ keeping physically and emotionally safe online/road/cycle/rail etc</li> <li>✓ people who look after them – who to go to if they are worried</li> <li>✓ how people who look after them can protect them</li> </ul>	<ul style="list-style-type: none"> <li>✓ the difference between secrets and nice surprises/not keeping secrets that make you feel scared/uncomfortable</li> <li>✓ recognise what is fair/unfair/right/wrong</li> <li>✓ identify and respect similarities and</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise different types of teasing and bullying and know why they are wrong</li> <li>✓ how to deal with bullying–who to go to and how to get help</li> <li>✓ marriage represents a formal and legally recognised commitment of</li> </ul>	<ul style="list-style-type: none"> <li>✓ how they can contribute to the life of the classroom</li> <li>✓ rules and how these rules help them</li> <li>✓ people/beings have rights and we have responsibilities to protect those rights</li> </ul>	<ul style="list-style-type: none"> <li>✓ what improves and harms the local environment and what helps improve it</li> <li>✓ money comes from different sources and can be used for different purposes</li> <li>✓ why we are all unique</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ change and loss associated with moving home/lost toys, pets/friends</li> <li>✓ process of growing from young to old and how needs change</li> <li>✓ the importance of personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>✓ their responsibility for keeping themselves and others safe</li> <li>✓ who to tell/what to say/not keeping secrets</li> <li>✓ rules and principles for keeping safe online</li> </ul>	<p>differences between people and recognise that although others' families may look different from their own, they should respect those differences as all share the same love</p> <ul style="list-style-type: none"> <li>✓ to identify their special people and why they are special</li> <li>✓ to judge what physical contact is acceptable and how to respond</li> </ul>	<p>two people to each other which is intended to be lifelong</p> <ul style="list-style-type: none"> <li>✓ the characteristics of friendship and how important friendships are in making us feel happy and secure.</li> <li>✓ healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>✓ the importance of respecting others, even when they are very different from them (physically, in character, personality, backgrounds), or make/have different choices/preferences/ beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ belonging to different groups and communities-family/school</li> </ul>	<ul style="list-style-type: none"> <li>✓ what we have in common with everyone else</li> <li>✓ what we are good at, like/dislike.</li> <li>✓ special people in the community who help/protect them</li> </ul>
	<p><b>Drug and Alcohol lesson:</b> To learn about things that go into bodies or onto skin and how this can make people feel.</p>			<p><b>Drug and Alcohol lesson:</b> To learn about medicines, and the people who help them to stay healthy.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ongoing Incidental Teaching</p>	<ul style="list-style-type: none"> <li>✓ to communicate feelings to others and recognise how they respond</li> <li>✓ to recognise that their behaviour can affect others share opinions with others</li> <li>✓ listen to others and work cooperatively</li> <li>✓ that people's bodies and feelings can be hurt</li> <li>✓ to recognise when people are being unkind to them or others and how to respond</li> <li>✓ take turns/share</li> </ul>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2 Lesson Content</p>	<ul style="list-style-type: none"> <li>✓ recognise what they like/dislike and make informed choices to improve physical and emotional health</li> <li>✓ to think about themselves, learn from experiences, celebrate strengths and set challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>✓ rules and principles for keeping safe online</li> <li>✓ household products and medicines can be harmful</li> <li>✓ keeping physically and emotionally safe online/road/cycle/rail etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ the difference between secrets and nice surprises/not keeping secrets that make you feel scared/uncomfortable</li> <li>✓ recognise what is fair/unfair/right/wrong</li> <li>✓ identify and respect similarities and differences between people</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise when people are being unkind to them or others and how to respond</li> <li>✓ to recognise different types of teasing and bullying and know why they are wrong</li> <li>✓ how to deal with bullying-who to go to and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>✓ how they can contribute to the life of the classroom</li> <li>✓ rules and how these rules help them</li> <li>✓ people/beings have rights and we have responsibilities to protect those rights</li> </ul>	<ul style="list-style-type: none"> <li>✓ what improves and harms the local environment and what helps improve it</li> <li>✓ the role money plays in our lives-how to keep it safe, spending/saving/choices and influences</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ the importance of personal hygiene</li> <li>✓ how diseases spread and can be controlled/how they have a responsibility to their own health and simple skills to help diseases spread</li> <li>✓ growing and changing and the responsibilities independence can bring</li> <li>✓ the names of main body parts/similarities and differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>✓ people who look after them—who to go to if they are worried</li> <li>✓ how people who look after them can protect them</li> <li>✓ their responsibility for keeping themselves and others safe—who to tell/what to say/not keeping secrets</li> </ul>	<ul style="list-style-type: none"> <li>✓ to identify their special people and why they are special and how special people care for one another</li> <li>✓ to judge what physical contact is acceptable and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>✓ how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>✓ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ belonging to different groups and communities—family/school/other groups</li> </ul>	<ul style="list-style-type: none"> <li>✓ why we are all unique and that there will never be another them</li> <li>✓ what we have in common with everyone else</li> <li>✓ special people in the community who help/protect them—why they are important</li> </ul>
	<p><b>Drug and Alcohol lesson:</b> To learn about the rules for keeping safe around medicines and other household products.</p>					
Ongoing Incidental Teaching	<ul style="list-style-type: none"> <li>✓ to communicate feelings to others and recognise how they respond</li> <li>✓ to recognise that their behaviour can affect others</li> <li>✓ share their opinions and explain their views</li> <li>✓ listen to others and work cooperatively</li> <li>✓ offers support and feedback to others</li> <li>✓ that people's bodies and feelings can be hurt</li> <li>✓ healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>✓ protecting other's bodies and feelings</li> </ul>					
Year 3 Lesson Content	<ul style="list-style-type: none"> <li>✓ what positively and negatively affects their physical/ mental/ emotional health</li> <li>✓ how to make informed choices, recognising that choices can have positive, neutral/ negative consequences</li> <li>✓ begin to understand the concept of a 'balanced lifestyle</li> <li>✓ to recognise opportunities and develop the skills to</li> </ul>	<ul style="list-style-type: none"> <li>✓ school rules about health and safety, basic emergency aid procedures,</li> <li>✓ about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> <li>✓ how to recognise bullying and abuse in all its forms both in person and online.</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise and respond appropriately to a wider range of feelings in others</li> <li>✓ to recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>✓ that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other</li> </ul>	<ul style="list-style-type: none"> <li>✓ how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>✓ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> </ul>	<ul style="list-style-type: none"> <li>✓ to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>✓ why and how rules and laws that protect them and others are made and enforced</li> <li>✓ why different rules are needed in different situations and how to</li> </ul>	<ul style="list-style-type: none"> <li>✓ that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>✓ what being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</li> <li>✓ to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range/ intensity of their feelings to others</li> <li>✓ about change, including transitions (between key stages/ schools), loss, separation, divorce and bereavement</li> <li>✓ where and how to get help, strategies for keeping physically/ emotionally safe including road safety/ safety in the environment (rail, water and fire safety)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</li> <li>✓ that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>✓ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>✓ how to report concerns or abuse and where to get advice.</li> </ul>	<ul style="list-style-type: none"> <li>and want to spend their lives together and who are of the legal age to make that commitment</li> <li>✓ that their actions affect themselves and others</li> <li>✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>✓ to work collaboratively towards shared goals</li> </ul>	<ul style="list-style-type: none"> <li>✓ most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>✓ the meaning of self-respect and how this links to our own happiness</li> <li>✓ showing respect to others and expecting to be treated with respect by others, including those in positions of authority.</li> </ul>	<ul style="list-style-type: none"> <li>take part in making and changing rules</li> <li>✓ to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</li> <li>✓ to develop strategies for getting support for themselves or for others at risk</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>✓ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>
<p><b>Drug and Alcohol lesson:</b> To learn about the safe use of medicines and household products.</p>						
<p><b>Year 4 Lesson Content</b></p>	<ul style="list-style-type: none"> <li>✓ what positively and negatively affects their physical, mental and emotional health</li> <li>✓ to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</li> <li>✓ to recognise that they may experience conflicting emotions and when they</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise when they need help and to develop the skills to ask for help</li> <li>✓ to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</li> <li>✓ what is meant by the term 'habit' and why</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>✓ the concept of 'keeping something confidential or secret', when they should</li> </ul>	<ul style="list-style-type: none"> <li>✓ that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>✓ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> </ul>	<ul style="list-style-type: none"> <li>✓ to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>✓ why and how rules and laws that protect them and others are made and enforced</li> <li>✓ why different rules are needed in different</li> </ul>	<ul style="list-style-type: none"> <li>✓ that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>✓ to resolve differences by looking at alternatives, seeing and respecting others' points of view, making</li> </ul>



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	<ul style="list-style-type: none"> <li>might need to listen to, or overcome these</li> <li>✓ about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</li> <li>✓ to differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>✓ that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>habit can be hard to change</li> <li>✓ rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them</li> <li>✓ that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>✓ how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>	<ul style="list-style-type: none"> <li>or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>✓ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> <li>✓ how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> </ul>	<ul style="list-style-type: none"> <li>✓ most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>✓ the same principles apply to online relationships as to face-to-face relationships, we should show respect for others online including when we are anonymous</li> <li>✓ the meaning of self-respect and how this links to our own happiness</li> <li>✓ showing respect to others and expecting to be treated with respect by others, including those in positions of authority</li> </ul>	<ul style="list-style-type: none"> <li>situations and how to take part in making and changing rules</li> <li>✓ to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</li> <li>✓ to develop strategies for getting support for themselves or for others at risk</li> </ul>	<ul style="list-style-type: none"> <li>decisions and explaining choices</li> <li>✓ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>✓ to consider the lives of people living in other places and people with different values and customs</li> </ul>
	<p><b>Drug and Alcohol lesson:</b> To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health.</p>					
<p><b>Year 5 Lesson Content</b></p>	<ul style="list-style-type: none"> <li>✓ what positively and negatively affects their physical, mental and emotional health</li> <li>✓ about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</li> <li>✓ to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment)</li> </ul>	<ul style="list-style-type: none"> <li>✓ key facts of puberty, how their body will, and their emotions may, change as they approach and move through puberty, including menstrual wellbeing and the menstrual cycle</li> <li>✓ strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>✓ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>✓ to recognise and manage 'dares'</li> <li>✓ to recognise and challenge stereotypes</li> <li>✓ how to recognise bullying and abuse in all its forms (including prejudice-based</li> </ul>	<ul style="list-style-type: none"> <li>✓ that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>✓ the characteristics of a good friend.</li> <li>✓ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to</li> </ul>	<ul style="list-style-type: none"> <li>✓ to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>✓ to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>✓ that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>✓ that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the</li> </ul>



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	<ul style="list-style-type: none"> <li>and to use this as an opportunity to build resilience</li> <li>✓ to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>✓ how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> <li>✓ strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)</li> </ul>	<ul style="list-style-type: none"> <li>✓ how information and data is shared and used online.</li> <li>✓ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>✓ how to make a clear and efficient call to emergency services if needed and the concepts of basic first aid</li> <li>✓ to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p>bullying both in person, online and through social media)</p> <ul style="list-style-type: none"> <li>✓ to understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy</li> <li>✓ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>seek help or advice from others, if needed</p> <ul style="list-style-type: none"> <li>✓ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>✓ that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>✓ the same principles apply to online relationships as to face-to-face relationships, we should show respect for others online including when we are anonymous.</li> </ul>	<ul style="list-style-type: none"> <li>✓ that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>✓ to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</li> <li>✓ to develop strategies for getting support for themselves or for others at risk</li> </ul>	<p>environment across the world</p> <ul style="list-style-type: none"> <li>✓ what is meant by enterprise and begin to develop enterprise skills</li> <li>✓ to explore and critique how the media present information</li> </ul>
	<p><b>Drug and Alcohol lesson:</b> To learn how the correct use of medicines, vaccinations and immunisation, helps maintain health and wellbeing.</p>			<p><b>Drug and Alcohol lesson:</b> To learn about some of the risks and effects of legal and illegal drug use.</p>		
<p><b>Year 6 Lesson Content</b></p>	<ul style="list-style-type: none"> <li>✓ what positively and negatively affects their physical, mental and emotional health</li> <li>✓ to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</li> <li>✓ about change, including transitions (between key stages and schools), loss,</li> </ul>	<ul style="list-style-type: none"> <li>✓ the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> <li>✓ how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel</li> </ul>	<ul style="list-style-type: none"> <li>✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>✓ about the difference between, and the terms associated with, sex, gender identity and sexual orientation</li> <li>✓ how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person,</li> </ul>	<ul style="list-style-type: none"> <li>✓ the characteristics of a good friend.</li> <li>✓ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>✓ to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in</li> </ul>	<ul style="list-style-type: none"> <li>✓ about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>✓ to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> </ul>



# Backworth Park Primary School Long Term Plan PSHE & RSE

	<p>separation, divorce and bereavement</p> <ul style="list-style-type: none"> <li>✓ which, why and how, commonly available substances and drugs (including alcohol, tobacco, vapes and 'energy drinks') can damage their immediate and future health and safety</li> <li>✓ that some are restricted and some are illegal to own, use and give to others</li> <li>✓ about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</li> </ul>	<p>uncomfortable or are concerned by such a request</p> <ul style="list-style-type: none"> <li>✓ how information and data is shared and used online</li> <li>✓ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>✓ how to report concerns or abuse, and the vocabulary and confidence needed to do so or where to get advice</li> <li>✓ how to make a clear and efficient call to emergency services if needed and the concepts of basic first aid.</li> </ul>	<p>online and through social media)</p> <ul style="list-style-type: none"> <li>✓ that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>✓ that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</li> <li>✓ that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>✓ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> </ul>	<ul style="list-style-type: none"> <li>✓ to recognise and challenge stereotypes</li> <li>✓ the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>✓ that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>✓ have an awareness of the risks associated with people they have never met</li> <li>✓ the same principles apply to online relationships as to face-to-face relationships, we should show respect for others online including when we are anonymous</li> </ul>	<p>the United Nations Declaration of the Rights of the Child</p> <ul style="list-style-type: none"> <li>✓ to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</li> <li>✓ to develop strategies for getting support for themselves or for others at risk</li> <li>✓ that they have different kinds of responsibilities rights and duties at home, at school, in the community and towards the environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ to critically examine what is presented to them in social media and why it is important to do so</li> <li>✓ understand how information contained in social media can misrepresent or mislead</li> <li>✓ the importance of being careful what they forward to others</li> </ul>
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## Backworth Park Primary School Long Term Plan PSHE & RSE

**Drug and Alcohol lesson:** To learn about the reasons why people use drugs; managing situations and peer influence.

**Drug and Alcohol lesson:** To learn mixed messages about drug use in the media exist and these can influence opinions and decisions.

### First Aid

By the end of Primary all children will know:

- ▶ How to make a clear and efficient call to emergency services
- ▶ Concepts of basic first-aid, which will include: calling for help, basic life support, asthma, bleeding, allergies, head injuries, choking, bees & stings, burns & scalds