

Long Term RSHE Plan (Key Stage 2 – Formal and Semi Formal) 2023 - 2024

[PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](https://www.pshe-association.org.uk) Note – Sex Education Year 6 only

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision	Ideas for Cross curricular links
<p>Self-Awareness</p> <p>Me, who I am, my likes, dislikes, strengths and interests.</p> <ul style="list-style-type: none"> Things we are good at Kind and unkind behaviours Playing and working together People who are special to us Getting on with others 	<p>Self-care, support and safety</p> <p>Looking after myself and keeping safe.</p> <ul style="list-style-type: none"> Taking care of ourselves Keeping safe Trust Keeping safe online Public and Private 	<p>Managing feelings</p> <p>Understanding feelings, and that how I feel and how others feel affects choices and behaviour.</p> <ul style="list-style-type: none"> Identifying and expressing feelings Managing strong feelings 	<p>Healthy lifestyles</p> <p>Being and keeping healthy. Physically and mentally.</p> <ul style="list-style-type: none"> Healthy eating Taking care of physical health Keeping well 	<p>The world I live in</p> <p>Living confidently in the wider world.</p> <ul style="list-style-type: none"> Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community 	<p>Changing and growing</p> <p>Relationships (see below for more planning ideas)</p> <p>How I and others are changing; new opportunities and responsibilities.</p> <ul style="list-style-type: none"> Baby to adult Changes at puberty Dealing with touch Different types of relationship 	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p> <p>Resilience</p> <p>Behaviour Management</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

- PSHE Association – the above grid relates to each section of learning and identifies learning outcomes for each topic area in progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each column builds on the one before, assumes that the pupil has met the previous column's outcomes, and in some cases introduces new or additional learning in successive columns.

Relationships

Each lesson below has its own lesson plan, which are saved on the shared area. Please teach at the stage you think is appropriate to the learners in your class or individuals. Where necessary you may want to teach lessons earlier such as the HPV lesson and body changes.

Stage 1 (Year group R – Teacher reference for resources)

My Feelings	Pupils can identify a range of feelings and how these are expressed, including word to describe them and simple strategies for managing feelings.
My body	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.
My Relationships	Pupils understand that there are similarities and differences between everyone and can celebrate this.
My Beliefs	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.
My rights and responsibilities	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.
Asking for help	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Stage 2 (Year group 1 – Teacher reference for resources)

My Feelings	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.
My body	Pupils can correctly name the main parts of the body, including external genitalia using scientific words.

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My Relationships	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.
My Beliefs	Pupils can identify and respect the differences and similarities between people.
My rights and responsibilities	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.
Asking for help	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Stage 3 (Year group 2 – Teacher reference for resources)

My Feelings	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.
My body	Pupils can recognise how they grow and will change as they become older.
My Relationships	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.
My Beliefs	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.
My rights and responsibilities	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.
Asking for help	Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

Stage 4 (Year group 3 – Teacher reference for resources)

My Feelings	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.
My body	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness.
My Relationships	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.
My Beliefs	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.
My rights and responsibilities	Pupils understand the right to protect their body from unwanted touch.
Asking for help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Stage 5 (Year group 4 – Teacher reference for resources)

My Feelings	Pupils can recognise and respond to a wide range of emotions in themselves and others and ways to respond.
My body	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.
My Relationships	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond.
My Beliefs	Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.
My rights and responsibilities	Pupils know marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.
Asking for help	Pupils can recognise when they may need help to manage a situation and have developed the skill to ask for help.

Stage 6 (Year group 5 – Teacher reference for resources)

My Feelings	Pupils can anticipate how their emotions may change as they approach and move through puberty.
My body	Pupils can anticipate how their body may change as they approach and move through puberty.
My Relationships	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.
My Beliefs	Pupils know correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.
My rights and responsibilities	Pupils have strategies for keeping safe online, knowing personal information including images of themselves and others can be shared without permission.
Asking for help	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

Stage 7 (Year group 6 – Teacher reference for resources)

My Feelings	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.
My body	Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female organs.
My Relationships	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.

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My Beliefs	Pupils know some cultural practices are against British Law and universal human rights, including female genital mutilation (FGM).
My rights and responsibilities	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.
Asking for help	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.