

The Dove Shell Federation PSHE Long Term Plan

'So God created humankind in his image, in the image of God he created them' (Genesis 1:27, NRSV)

'I have come in order that you might have life—life in all its fullness'

(John 10:10, GNB)



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS..?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Golden Promises Supporting children to build relationships Aspirations: Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self – Confidence building: Class roles and responsibilities Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me - Feelings Learning about qualities and differences and celebrating these Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios e.g. Social Stories	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Talking about what makes a good friend Dreams and Goals Show resilience and perseverance in the face of challenge. Growth mindset language Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Positive behaviours moving to Y1
SELF - REGULATION						
MY HAPPY MIND	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation. 		
Creating lifelong habits and a positive mental wellbeing culture in which children build resilience, self-esteem and character.	✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty.					

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn: Relationships						
National/global awareness: October 10th – World Mental Health Day/Hello Yellow November 11th – Remembrance Day November 18th – Children in Need						
Families and relationships ↓	Role of family	Making friends	What makes a family	Positive friendships	Managing friendships	Attraction to others
	Different families	Feeling lonely	Features of family life	Positive online friendships	Peer pressure	Romantic relationships
	Feeling cared for	Getting help				LGBTQ+
Safe relationships ↓	Staying safe	Managing secrets	Personal boundaries	Managing confidentiality	Appropriate and inappropriate physical contact	Consent
	Recognising privacy	Resisting pressure and getting help	Safely responding to others	Responding to hurtful behaviour	Feeling safe	Managing pressure and getting help
	Seeking permission	Recognising hurtful behaviour	The impact of hurtful behaviour	Recognising risks online		
Respecting ourselves and others ↓	Being polite and respectful	Recognising things in common and differences	Recognising respectful behaviour	Discussing difference sensitively	Responding respectfully to a wide range of people	Respect and tolerance
	How behaviour affects others	Playing and working cooperatively	The importance of self-respect		Prejudice	Individual liberty
		Sharing opinions			Discrimination	
Spring: Living In The Wider World						
National/global awareness: - January 17th – Martin Luther King Jr day - January 27th – Holocaust Memorial day						

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- February 7th – Safer Internet Day - March 18th – Comic Relief - March 19th – Mother’s Day						
Belonging to a community ↓	What rules are	Belonging to a group	Democracy	What makes a community	Climate change	Diversity
	Caring for others needs	Roles and responsibilities	The rule of law	Shared responsibility	The impact of climate change	Challenging discrimination
	Looking after the environment	Recognising things in common and differences in the community	Rights and responsibilities		Environmental advocacy	Challenging stereotypes
Media Literacy and digital resilience	See Computing scheme of work					
Money and work ↓	Strengths and interests	What money is	Different jobs	Making decisions about money	Job interests and aspirations	Influences and attitudes towards money
	Jobs in the community	Needs and wants	Job stereotypes	Keeping money safe	What influences career choice	Financial risks
		Earning pocket money	Setting personal goals		Workplace stereotypes	Financial fraud
Summer: Health and Wellbeing						
<u>National/global awareness:</u> June 18 th – Father’s Day June 20 th – World Refugee day July 5 th – NHS birthday						
<u>Additional PSHE:</u> - Y4 puberty lessons - Y5 educational visit to Greater Manchester Fire and Rescue Centre - Y6 First Aid workshop						
	See Science scheme of work and My Happy Mind					Managing change

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Physical health and mental well being ↓						Loss and bereavement Managing time online
Growing and changing ↓	Recognising what makes them special and unique	Growing older	Personal strengths	Emotional changes in puberty	Personal identity	Transition into Key Stage Three
	Feelings	Transition into Key Stage Two	Personal achievements	Support with puberty	Individuality	Managing increased independence
	Managing when things go wrong		Managing and re-framing setbacks			
Keeping safe ↓	How rules help us	How age restrictions help us	Road safety	Railway safety	Fire safety	Drug use and the law
	Safety at home	Sun safety	Safety in unfamiliar places	Water safety	Alcohol use and the law	Drug use and the media
	Stranger danger	How to respond in an emergency	Medicines and household products safety	Drugs common to everyday life	Smoking use and the law	Drug risks