



'Life in all its fullness'
John 10:10

Christ Church C.E.(VC) Primary School

PSHE Long Term Plan 2022-23-24

Physical, Social and Health Education (PSHE) at Christ Church School

We want to ensure that by the time our children leave Christ Church School they will have the knowledge and skills they need to manage their academic, personal and social lives in a positive way. Our PSHE curriculum is designed to support this by helping children to recognise and maintain healthy, respectful relationships, as well as supporting children to develop an essential understanding of how to keep themselves safe and healthy.

It is taught through 6 themes that run throughout the school:

Me and My Relationships



My Healthy Lifestyle



Keeping Myself Safe



Growing and Changing



Becoming an Active Citizen



Me and My Future



Online and offline

As today's children and young people are growing up with a whole range of new technologies, children are spending increasing amounts of time in the online world. We want children to experience all the benefits of the internet, whilst gaining an understanding of the risks and what they can do to keep themselves safe. Online safety is threaded through both our PSHE and computing curriculums.

Relationships Education

Relationships education at Christ Church School aims to support children to understand the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This includes how to be a good friend, how to recognise healthy, supportive friendships as well as recognising characteristics of friendships that may be unhealthy. Children will learn about different families and the characteristics of a stable and caring family life. They will also learn about permission, consent and mutual respect as some of the ways they can keep themselves and other safe, both on and offline. Relationships education is always taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, whilst ensuring children have the knowledge they need of the law.

Physical Health and Mental Wellbeing

We want children to acquire strategies and skills that support their mental wellbeing that they can use throughout their lifetime. Not only is children's happiness a priority, both for our school and for parents, we also know that children learn best when they are feeling safe and calm. Learning about mental wellbeing is central to this, including understanding the positive and negative impact that the online world may have on mental health. We want our children know how to keep themselves physically healthy, building on work they have done in science, DT and PE to understand the importance of healthy eating and having an active lifestyle. This is particularly important in the modern age, where fast food is easily available and people are spending more time on sedentary tasks such as being online. Children will also learn about their bodies and some of the physical and emotional changes they may experience as they go through puberty and towards adulthood. This is taught using PSHE Association approved resources that use age appropriate language and explanations. It is so important that children are given correct, factual information about this, especially in today's world where so much contradictory information is available online. We want children to properly understand and feel comfortable to talk about what is happening to their bodies so that they can get support for this if they need it.

SEND

We know that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. It is important that all children are able to access and understand the content of PSHE lessons. This is supported by the use of a range of teaching strategies, including discussion, video and pictorial resources. Teachers ensure that the level of language used in lessons is appropriate and accessible to all children. Some children may require further resources such as vocabulary mats, additional adults or additional small group sessions.

Curriculum Links






Science – Nutrition, physical health/fitness: Animals, including humans units

PE – Physical health








DT – Food (classes 1 and 4)

Computing – e-safety









NC	Relationships Education		
	<p style="text-align: center;">Families and people who care for me</p> 	<p style="text-align: center;">Caring friendships</p> 	<p style="text-align: center;">Respectful relationships</p> 
National Curriculum	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 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. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that 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. 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. 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> 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. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
	<p style="text-align: center;">Online relationships</p> 	<p style="text-align: center;">Keeping Safe</p> 	
	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. 	









NC	Physical Health and Mental Wellbeing		
	<p style="text-align: center;">Mental Wellbeing</p> 	<p style="text-align: center;">Internet Safety and Harms</p> 	<p style="text-align: center;">Healthy eating</p> 
National Curriculum	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.3 33 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
			<p style="text-align: center;">Drugs, alcohol and tobacco</p> 
			<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
		<p style="text-align: center;">Health and prevention</p> 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.
	<p style="text-align: center;">Physical Health and Fitness</p> 	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science related to allergies, immunisation and vaccination. 	<p style="text-align: center;">Basic First Aid</p> 
	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 		<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.









1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Me and My Relationships</p> 	<p>My Healthy Lifestyle</p> 	<p>Keeping Myself Safe</p> 	<p>Growing and Changing</p> 	<p>Becoming an Active Citizen</p> 	<p>Me and My Future</p> 
Class 1 – Overview	<p>Different relationships in our lives, including friends, families and others. Share and be kind to others.</p>	<p>Healthy eating, getting enough rest, importance of hygiene and tooth care. Mental wellbeing including resilience and dealing with change.</p>	<p>Safety rules including medicines, road safety, fire safety, online safety, emergency services.</p>	<p>My body and the right to keep things private. Adults that help me and what to do if I am worried about my friendships or relationships.</p>	<p>Agreeing and disagreeing, asking questions, taking a vote.</p>	<p>Understand money. Jobs people do. Recognise achievements, set new goals.</p>
Vocabulary	<p>Friend Relationship Family Respect Difference Safe / Safety Sharing Working together Teasing Loss</p>	<p>Healthy Change Resilience Hygiene Feelings Emotions</p>	<p>Safe Safety Online Offline</p>	<p>Touch Boy Girl Private / Privacy Secret Worry Body Parts</p>	<p>Right Wrong Acceptable Unacceptable Fair Unfair</p>	<p>Achievements Proud Goals</p>









2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Me and My Relationships</p> 	<p>My Healthy Lifestyle</p> 	<p>Keeping Myself Safe</p> 	<p>Growing and Changing</p> 	<p>Becoming an Active Citizen</p> 	<p>Me and My Future</p> 
Class 2 – Overview	<p>Understand the characteristics of healthy friendships and family life. Caring for each other. Being a good friend. Being respectful of differences and recognising things we have in common.</p>	<p>Healthy lifestyles including hygiene, dental health, sun protection. Build on resilience, managing feelings and emotions, including uncomfortable emotions.</p>	<p>Safety rules continued. The role of medicines. Calling 999. Making safe choices both online and in real life.</p>	<p>Body similarities and differences. Privacy. Good and bad touch. Who to tell if I am worried about anything I see or hear online, or anything that happens in real life. Permission.</p>	<p>Take part in debate. Making a contribution to decisions about school. Looking after my environment.</p>	<p>Balancing needs and wants. Paying for things. Awareness that future choices do not need to follow stereotypes. Recognise achievements, set new goals.</p>
Vocabulary	<p>Bullying Healthy Respectful Cultural Ethnic Same Different</p>	<p>Emotions Happy Sad Embarrassed Excited Worried</p>	<p>Online Offline Emergency</p>	<p>Gender Male Female Good Bad Attention Physical Value Unique Permission</p>	<p>Rights Contribution Environment</p>	<p>Stereotypes</p>









3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Me and My Relationships</p> 	<p>My Healthy Lifestyle</p> 	<p>Keeping Myself Safe</p> 	<p>Growing and Changing</p> 	<p>Becoming an Active Citizen</p> 	<p>Me and My Future</p> 
Class 3 – Overview	<p>Maintain positive relationships both online and offline. Manage falling out with friends. Seek help and using coping strategies. Empathy. Coping with change, including separation and bereavement.</p>	<p>Make healthy choices and developing good habits for eating, exercise and mental wellbeing. Communicate own feelings and respond appropriately to the feelings of others. Describe resilience.</p>	<p>Demonstrate my knowledge of safety rules in a range of contexts. Identify and manage risks both on and offline. Deal with peer pressure. Balance my screen time.</p>	<p>The difference between secrets and surprises. Acceptable and unacceptable physical contact. Responsibility for increased independence both online and offline. Know when and how to ask for help.</p>	<p>Participate in making and changing rules. Understand that the media can be biased and where to go to for impartial advice.</p>	<p>Make decisions about how to spend money, including contributing to charity. Know ways of raising or earning money. Challenge stereotypes in job roles. Recognise achievements, set new goals.</p>
Vocabulary	<p>Separation Divorce Bereavement Empathy Violent Troubled Anxious Uneasy React/Reaction Maintain Coping strategies</p>	<p>Habits Wellbeing Communication</p>	<p>Peer pressure Manage Balance</p>	<p>Contact Responsibilities Independence Consequence Same-sex Trusted Network Consent / Permission</p>	<p>Participate Impact Impartial advice</p>	<p>Stereotypes Challenge Contribute Financial decisions</p>



4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My Relationships 	My Healthy Lifestyle 	Keeping Myself Safe 	Growing and Changing 	Becoming an Active Citizen 	Me and My Future 
Class 4 – Overview	<p>Importance of stable, loving and caring relationships. Recognise different family structures. Importance of respect and empathy towards others, both online and offline. Identify a network of people who support individuals, families and groups and know how to get support.</p>	<p>Understand simple routines to keep healthy. Understand the impact of immunisation. Impact of physical activity and healthy eating on mental health, including having a positive self-image. Build my own strategies for resilience. Recognise a range of emotions in myself and others.</p>	<p>Understand the consequences of my actions both on and offline. Understand that some substances and drugs are illegal. Understand online, offline or media sources can influence behaviour choices. Recognise online bullying. Know some reasons to keep personal information private online</p>	<p>Recognise my worth as an individual. Understand body image and the factors that impact on this. Recognise some of the physical and emotional changes that may happen as puberty.</p>	<p>Know what democracy is and how a democratic government works. Understand why some people enter the country. Know about individual and community rights. Know what discrimination means and how to respond to this. Discuss what poverty means to different people.</p>	<p>Differentiate between essentials and desires. Understand value for money, make informed choices about how to spend money. Importance of making a good impression in a selection process. Understand the benefits of employment, including financial and other benefits. Recognise achievements, set new goals.</p>
Vocabulary	<p>Legal Civil Partnership Forced Marriage Commitment Couple Worth</p>	<p>Immunisation Virus Bacteria Prevent Routine</p>	<p>Dares Challenges Confidential Media Substances</p>	<p>Boundaries Puberty Menstruation Periods Consent</p>	<p>Viewpoint Dispute Conflict Compromise Debate Democracy</p>	<p>Essentials Desires Informed Good impression</p>









5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Me and My Relationships</p> 	<p>My Healthy Lifestyle</p> 	<p>Keeping Myself Safe</p> 	<p>Growing and Changing</p> 	<p>Becoming an Active Citizen</p> 	<p>Me and My Future</p> 
Class 5 – Overview	<p>Recognising healthy and unhealthy friendships/relationships. An identified network of people to go to if I am worried. Strategies for coping with incidents both online and offline. Knowing how to recognise anti-social and aggressive behaviours, including discriminatory behaviour and how to respond.</p>	<p>Understand the need for good nutrition, sleep and physical activity approaching adolescence. Understand mental ill health and the importance of getting support.</p>	<p>Know basic emergency first aid. Make informed decisions about risky behaviour. Know the benefits of the internet but understand the need to balance screen time. Know how data is stored and shared. Be a responsible user of mobile devices. Know how and when to seek help and who from.</p>	<p>Understand physical and emotional changes that happen in puberty and how to manage these. Know about reproduction (Y6) – further information given to parents before teaching this unit. Understand risks and judge what is acceptable and unacceptable physical contact and online communication.</p>	<p>Understand forms of government that are / are not democratic. Appreciate the national, regional, religious and ethnic identities in the UK. Understand universal human rights and why these are important. Debate topical issues and events and challenge injustice and discrimination.</p>	<p>Understand online bank accounts and how to keep money safe. Begin to understand the world of employment and careers. Take part in an enterprise activity. Understand how the money we earn impacts on the community. Recognise achievements, set new goals. Transition.</p>
Vocabulary	<p>Aggressive / Assertive Anti-social Cyber-Bullying</p>	<p>Nutrition Adolescence</p>	<p>Data</p>	<p>Reproduction Conception Physical Contact Consent Resist Pressure Aggressive Assertive</p>	<p>Diversity Disability Hate Crime Discrimination Homophobia Transphobia Biphobia Racism</p>	<p>Confidential Enterprise</p>



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WS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My Relationships 	My Healthy Lifestyle 	Keeping Myself Safe 	Growing and Changing 	Becoming an Active Citizen 	Me and My Future 
Whole School	Celebrating Differences (1 Decision) Protected characteristics (1 Decision)	5 ways to wellbeing What is bullying?	Safer Internet Day (Digital Leaders) Children's Mental Health Week (1 Decision)	NSPCC Speak Out, Stay Safe Permission and consent	Pupil Voice – whole school council	Primary Futures - Careers Coping with change

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Other Events	Sports Day Macmillan coffee morning	Anti-Bullying Week	Safer Internet Day Children's Mental Health Week	Walk to school week Fair Trade Fortnight Earth Day	Growing up in North Yorkshire Survey	Transition days