

	Long Term Plan for PSHE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Zones of Regulation - Implemented in Spring term. The first lesson of each PSHE topic will focus on the Zones of Regulation.					
	PSED Curriculum - Development Matters					
EYFS	Mr Potato Head Rules: Right/ Wrong Need for Rules PSED: Jigsaw	Celebrating Diwali: learning about and respecting different cultures' celebrations. Protected Characteristics: Religion or Belief	Building critical thinking: Children approaching and overcoming a challenge in their play. Working with friends and using teamwork to solve a problem.	Relationships - Our bodies growing Up	Healthy Week: focus on factors that affect overall health such as eating well, exercise and hygiene.	Transition to Reception Transitions to Year 1
Zones of Regulation			Nursery - To know that happy and sad are feelings or emotions and know when I am feeling these. Reception - To know and use words such as happy, sad, upset, angry, cross, tired and excited to explain feelings.	Nursery - To know the signs which tell us when others are happy or sad. (Happy signs; laughing, smiling and sad signs; crying and mouth down) Reception - To know what the different colours represent in the Zones of Regulation.	Nursery - To know some of the things in life which make people happy or sad. Reception - To know and outline some ways of getting back to green.	Nursery - To know what to do if you are feeling an emotion such as feeling sad. Reception - To be able to identify examples of where you are in the green zone.
	Jigsaw Curriculum (Y1 - Y6)					
	Being me in this world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	A Journey in Love (RSE)
Year 1	Being me in the world To understand the rights and responsibilities for being a member of the class. To know how to make my class a safe place to learn. To recognise the choices we make and understand the consequences. To recognise the range of feelings when I face certain consequences.	Celebrating Difference To identify similarities between people in my class. To tell some ways in which I am the same as my friends. To know some people who I could talk to if I was feeling unhappy or being bullied. To be kind to children who are being bullied. Protected Characteristic: Being pregnant or on maternity leave	Dreams and Goals To set a goal and know how to achieve it. To tell you how I learn best. To tackle a new challenge and understand this might stretch my learning. To identify how I feel when I am faced with a new challenge.	Healthy Me To understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. To feel good about myself when I make healthy choices. To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. Physical Health and Wellbeing	Relationships To identify the members in my family and to understand that the world is made up of different types of families. (Humans and Animals). To recognise my qualities as a friend and a person. To know of ways to praise myself and that it makes me feel good. Relationship Education	A Journey in Love Social and Emotional: To recognise signs that I am loved in my family. Physical: To recognise how I am cared for and kept safe in my family. Spiritual: To celebrate ways that God loves and cares for us.
Zones of Regulation			To know that the Zones of Regulation is a representation of how people feel at different times.	To know what the green zone means in the Zones of Regulation.	To understand different emotions for each zone. (Blue - sad, tired, green - happy, relaxed, yellow -	To be able to give examples of each zone and children think of strategies to help them when coming out of a zone.

			To understand this is normal in our lives.	(Build on from Reception from their understanding of the green zone in Reception)	excited, nervous, red - angry, cross, upset)	
Year 2	<p>Being me in the world To identify some of my hopes and fears for the coming year. To listen to other people and contribute my own ideas about rewards and consequences. To help to make my class a safe and fair place to be.</p>	<p>Celebrating Difference To start to understand that sometimes people make assumptions about boys and girls (Stereotypes). To tell you some ways I am different from my friends. To understand these differences make us all special and unique.</p> <p>Protected Characteristic: Gender</p> <p>Protected Characteristic: Sex</p> <p>Protected Characteristic: Being pregnant or on maternity leave</p>	<p>Dreams and Goals To carry on trying even when I find things difficult. To tell you some of my strengths as a learner. I can work well in a group. I can work with others in a group to solve problems.</p>	<p>Healthy Me To understand how medicine works in my body and how important it is to use them safely. To feel positive about caring for my body and keeping it healthy. To sort foods into correct food groups and know which foods my body needs everyday to keep healthy. To have a healthy relationship with food and know which foods I enjoy the most.</p> <p>Physical Health and Wellbeing</p>	<p>Relationships To identify some of the things that cause conflicts between my friends. To demonstrate how to use a positive problem solving technique to resolve conflicts with my friends. To recognise people who can help me in my family, my school and my community. To understand how it feels to trust someone.</p> <p>Relationship Education</p>	<p>A Journey in Love Social and emotional: To recognise the joy and friendship of belonging to a diverse community. Physical: To describe ways of being safe in communities. Spiritual: To celebrate ways of meeting God in our communities.</p>
Zones of Regulation			<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils understand the feelings associated with each section and colour. (Blue - sad, tired, green - happy, relaxed, yellow - excited, worried, red - angry, cross)</p>	To understand how their behaviour makes other people feel and make links to the different zones they could be in.	To recognise examples in their own lives and match to each zone of the Zones of Regulation.	To know what to do if you are feeling a certain emotion in a specific zone. (Revisit from prior year groups)
Year 3	<p>Being Me in My World To learn to appreciate their uniqueness and understand their rights and responsibilities within their community. To understand why rules are needed and how they relate to rights and responsibilities.</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p> <p>Geography Visit to Crosby beach to observe the physical features of a coastline.</p>	<p>Celebrating Difference To understand different family structures and how everybody's family is different and important to them. To understand bullying and what being a witness to bullying means. They will look at the consequences bullying may bring to each person involved. To discuss strategies to solve conflict.</p> <p>Inclusion and Equality of Opportunity</p> <p>Protected Characteristic: Gender</p> <p>Protected Characteristic: Being pregnant or on maternity leave</p> <p>British values Covered: Democracy</p>	<p>Dreams and Goals To identify a dream/ambition that is important to them. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To recognise obstacles which might hinder their achievement and discuss steps to overcome them.</p> <p>Careers</p> <p>British values Covered: Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p>	<p>Healthy Me To understand how exercise and diet can affect their body. To Understand what drugs (smoking, alcohol etc.) are and the effect that they can have on their body. To Identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping safe including who to go to for help.</p> <p>Physical Health and Wellbeing</p> <p>British values Covered: Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p>	<p>Relationships To identify the roles and responsibilities of family and friends. To explain how some of the actions and work of people around the world help and influence their life. To know and can use some strategies for keeping safe online.</p> <p>Relationship Education</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p>	<p>A Journey in Love Social and emotional; To describe and give reasons how friendships make us feel happy and safe. Physical: To describe and give reasons why friendships can break down, how they can be repaired and strengthened. Spiritual: To celebrate the joys and happiness of living in friendship with God and others.</p> <p>RSHE</p> <p>British values Covered: Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p>

		Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs				
Zones of Regulation			To know that the Zones of Regulation is a representation of how people feel at different times. Pupils to understand the emotions associated with each zone of the Zones of Regulation.	To understand that all emotions are allowed by it is the way we express emotion. To understand appropriate and inappropriate behaviours associated with our feelings.	To understand vocabulary associated with emotions - exhausted, content, anxious, rage - give examples of each and match to the different zones.	To suggest examples of how you could regulate and manage such emotions. (Exhausted - take a 5 minute break, practice finger breathing)
Year 4	Being Me in My World To know that everyone's attitudes and actions make a difference in a community. To understand who is in their school community, the roles and responsibilities that everyone has in the democratic environment. British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.	Celebrating Difference To understand prejudice, its causes and consequences. To know that sometimes bullying is hard to spot and know what to do if they think it is going on. Protected Characteristic: Gender / Sexuality Inclusion and Equality of Opportunity British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.	Dreams and Goals To tell you about some of their hopes and dreams To understand that sometimes hopes and dreams do not come true and that this can hurt. Look at strategies to overcome disappointment and create new goals. Careers British values Covered: Democracy Individual Liberty Mutual Respect Tolerance for different faiths and beliefs	Healthy Me To recognise how different friendship groups are formed and how they fit into their friendship group. Understand the facts about smoking and alcohol and their effects on health, also some of the reasons people can start to smoke or drink. Physical Health and Wellbeing British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.	Relationships To recognise how relationships change, and how to manage when they fall out with their friends. To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older. Relationship Education Protected Characteristic: Being married or in a civil partnership British values Covered; Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.	A Journey in Love Social and emotional: To describe how we all should be accepted and respected. Physical: To describe how we should treat others by making links with the diverse modern society we live in. Spiritual: To celebrate the uniqueness and innate beauty of each of us. RSHE British values Covered: Democracy Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.
Zones of Regulation			To know that the Zones of Regulation is a representation of how people feel at different times. Pupils understand the emotions associated with each zone and begin to understand movement between zones.	To know and understand how emotions expressed can make other people feel. Look at their negative emotions and its impact on other people.	To understand vocabulary associated with emotions - unenergetic, thankful, confused, out of control. Pupils give examples of each and match to the relevant zones.	To suggest examples of how you could regulate and manage such emotions. (Confused - speak to someone)
Year 5	Being Me in My World To understand their rights and responsibilities as a citizen of this country and as a member of their school. To understand how democracy and having a voice benefits the school community and know how to participate in this.	Celebrating Difference To begin to understand different cultures. Understand that cultural differences sometimes cause conflict. To understand what racism is. To explore the differences between direct and indirect types of bullying.	Dreams and Goals To identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it. To understand that communicating with someone in a different culture means we can learn from each other.	Healthy Me To know the health and social risks of smoking and alcohol. Know how tobacco affects the lungs, liver and heart. The risk of antisocial behaviours. know how to get help in emergency situations	Relationships To understand that belonging to an online community can have positive and negative consequences. To explain how to stay safe when using technology to communicate with their friends. Relationship Education	A Journey in Love Social and emotional: To show knowledge and understanding of emotional relationship changes as we grow and develop.

	<p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>	<p>Protected Characteristic: Gender</p> <p>Inclusion and Equality of Opportunity</p> <p>Celebrating Difference: Race including colour, nationality, ethnic or national origin</p> <p>Protected Characteristic: Race</p> <p>Protected Characteristic: Religion and Belief</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>	<p>Careers</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>	<p>Physical Health and Wellbeing</p> <p>To describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p>	<p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs</p>	<p>Physical: To show knowledge and understanding of the physical changes in puberty.</p> <p>Spiritual: To celebrate the joy of growing physically and spiritually.</p> <p>RSHE</p> <p>British values Covered: Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>
Zones of Regulation			<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils know why we are beginning to use Zones of Regulation and how it helps us manage our emotions.</p>	<p>To know how their behaviours and emotions could affect others around them.</p> <p>E.g - talk about Father's day and how this could make a child with no father feel.</p>	<p>To understand vocabulary associated with emotions - down in the dumps, over the moon, butterflies in tummy, blew his top and associate with relevant zones.</p>	<p>To suggest examples of how you could regulate and manage such emotions. (butterflies in tummy - take a break, finger breathing)</p>
Year 6	<p>Being Me in My World To understand my fears and worries about the future and know how to express them. To know that there are universal rights for all children but for many children these rights are not met.</p> <p>Protected Characteristic: Age</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>	<p>Celebrating Difference To understand how being different could affect someone's life. To know examples of people with disabilities who lead amazing lives. To explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>Protected Characteristic: Gender</p> <p>Protected Characteristic: Disability</p> <p>Protected Characteristic: Age</p> <p>Protected Characteristic: Sexual Orientation</p> <p>Inclusion and Equality of Opportunity</p>	<p>Dreams and Goals To work out the learning steps needed to reach a goal and understand how to motivate them to work on these. To describe some ways in which I can work with other people to help make the world a better place.</p> <p>Careers Day</p> <p>British values Covered: Democracy Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>	<p>Healthy Me To take responsibility for their own health and make choices that benefit their health and well-being. To know about different types of drugs and their uses and their effects on the body particularly the liver and heart as well as people's lives. To explore mental health and its consequences.</p> <p>Physical Health and Wellbeing</p> <p>British values Covered: Rule of Law Individual Liberty Mutual respect Tolerance for different faiths and beliefs.</p>	<p>Relationships To understand that there are different stages of grief and that there are different types of loss that cause people to grief. To use technology positively and safely to communicate with my friends and family.</p> <p>Relationship Education</p> <p>British values Covered: Democracy Rule of Law Individual Liberty Mutual respect Tolerance for different faiths and beliefs.</p>	<p>A Journey in Love Social and emotional: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. Physical: Explain how human life is conceived. Spiritual: Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p> <p>Protected Characteristic: Marriage and Civil Partnership/ Sexual Orientation</p> <p>RSHE</p> <p>British values Covered: Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.</p>

		British values Covered: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.				
Zones of Regulation			<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils give examples of home and school and put these into the relevant zones of regulation.</p>	<p>To recognise when someone else is in a certain zone and ways to help them. To understand what behaviours they might show.</p>	<p>To understand vocabulary associated with emotions - fatigued, overjoyed, anxious, frustrated.</p>	<p>To learn key strategies when you move out of the green zone.</p> <p>Pupils to be confident in explaining strategies for falling into the yellow, blue and red zone.</p>

[Protected Characteristics](#) link to Jigsaw

Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.