

LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme <small>(SEAL Theme)</small>	Autumn 1 Our Happy School <small>(New Beginnings)</small>	Autumn 2 Out and About <small>(Getting On & Falling Out / Say No to Bullying)</small>	Spring 1 Looking Forward <small>(Going for Goals)</small>	Spring 2 My Friends and Family <small>(Relationships)</small>	Summer 1 Healthy Bodies, Healthy Minds <small>(Good to be Me)</small>	Summer 2 Ready, Steady, Go <small>(Changes)</small>
Year 1/Year A Outline content	This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.	This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.	This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles	This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.
Year 1/Year A Assessment outcomes	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and "happen by themselves"</p> <p>I have thought about working with other people to overcome obstacles.</p>

<p>Links with RSHE</p>	<p>Respectful Relationships: Children should know...</p> <p>The importance of respecting others when they are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Respectful Relationships: Children should know...</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Mental Wellbeing: Children should know...</p> <p>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.</p>	<p>Families and People who care for me: Children should know...</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of happy 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.</p> <p>Mental Wellbeing: Children should know...</p> <p>Simple self-care techniques including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</p>	<p>Mental Wellbeing: Children should know...</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health.</p> <p>Physical Health and Fitness: Pupils should know</p> <p>The characteristics and benefits of an active lifestyle.</p> <p>Healthy Eating: Pupils should know</p> <p>What constitutes a healthy diet.</p> <p>Health and Prevention: Children should know</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>Being Safe: Children should know...</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Mental Wellbeing: Children should know...</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>
<p>PSHEE Focus</p>	<p>Citizenship (Me & my community)</p>	<p>Safety</p>	<p>Economic Wellbeing</p>	<p>Sex & Relationships Education</p>	<p>Healthy Lifestyles / Drug Education</p>	<p>Resilience / Preparing for Change</p>
<p>'Wiltshire Worlds' reference</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Risk / Our Cyberworld</p>	<p>Our World of Money</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Healthy Lifestyles / Risk</p>	<p>Our World of Feelings and Relationships</p>

LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 2/Year B Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week.	This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.
Year 2/Year B Assessment outcomes	<p>I know how I can help make my classroom a safe and happy place</p> <p>I can welcome someone into my class</p> <p>I have thought about how my behaviour can affect others</p>	<p>I know about stranger danger including meeting strangers online</p> <p>I can work well in a group</p> <p>I have thought about what I should do if I meet dangerous situations</p>	<p>I know that you can choose to spend or save money</p> <p>I can choose between my ideas and give reasons</p> <p>I have thought about the best way to use money</p>	<p>I know the stages of a life cycle</p> <p>I can identify some of the people who care for me</p> <p>I have thought about ways of keeping my teeth healthy</p>	<p>I know why I should eat 5 portions of fruit and veg a day</p> <p>I know what makes me feel relaxed and what makes me feel stressed</p> <p>I have thought about the importance of a balanced diet</p>	<p>I know how to cope with changes that can be exciting or worrying</p> <p>I can plan to overcome obstacles that might get in the way</p> <p>I have thought about how to make sensible choices</p>

<p>Links with RSHE</p>	<p>Respectful Relationships: Children should know...</p> <p>The importance of respecting others even when they are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Mental Wellbeing: Children should know...</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health</p>	<p>Respectful Relationships: Children should know...</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Mental Wellbeing: Children should know...</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Internet safety and harms: Children should know...</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p>		<p>Families and People who care for me: Children should know...</p> <p>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.</p> <p>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.</p> <p>Caring Friendships: Children should know...</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Mental Wellbeing: Children should know...</p> <p>Simple self-care techniques including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</p>	<p>Healthy Eating: Children should know...</p> <p>What constitutes a healthy diet.</p> <p>The characteristics of a poor diet and the risks associated with unhealthy eating.</p> <p>Mental Wellbeing: Children should know...</p> <p>Simple self-care techniques including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</p>	<p>Caring Friendships: Children should know...</p> <p>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>Mental Wellbeing: Children should know...</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations.</p>
<p>PSHEE Focus</p>	<p>Citizenship (Me & my community)</p>	<p>Safety</p>	<p>Economic Wellbeing</p>	<p>Sex & Relationships Education</p>	<p>Healthy Lifestyles / Drug Education</p>	<p>Resilience / Preparing for Change</p>
<p>'Wiltshire Worlds' reference</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Risk / Our Cyberworld</p>	<p>Our World of Money</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Healthy Lifestyles / Risk</p>	<p>Our World of Feelings and Relationships</p>

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 3/Year A Outline content	This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety .	This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.	This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.
Year 3/Year A Assessment outcomes	<p>I know something about everyone in my class</p> <p>I can work in a cooperative way with others</p> <p>I have thought about how everyone has to live by rules</p>	<p>I know how to take turns when talking</p> <p>I can spot dangers in the home including dangers online</p> <p>I have thought about how to stay safe</p>	<p>I know some enterprising ways I can support a charity</p> <p>I know how others can help me achieve my goals and how I can help others</p> <p>I have thought about the importance of teamwork</p>	<p>I know that families can be different from one another</p> <p>I can say no to peer pressure</p> <p>I have thought about the importance of caring for myself and keeping myself clean</p>	<p>I know that eating too much salt, sugar and fat is bad for me</p> <p>I can recognise when I find something difficult and do something about it or cope with how that makes me feel</p> <p>I have thought about how to keep my body healthy</p>	<p>I know some people who I can turn to for help at difficult times</p> <p>I know that everybody goes through many sorts of change all the time</p> <p>I have thought about ways of keeping myself safe including how to contact Childline</p>

<p>Links with RSHE</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Caring Friendships: Pupils should know...</p> <p>The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Mental Wellbeing: Children should know...</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Being Safe: Children should know...</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Mental Wellbeing: Children should know...</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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)</p> <p>Internet safety and harms: Children should know...</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p>		<p>Families and People who care for me: Children should know...</p> <p>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.</p> <p>Caring Friendships: Children should know...</p> <p>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>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.</p> <p>Health and Prevention: Children should know...</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Healthy Eating: Children should know...</p> <p>What constitutes a healthy diet.</p> <p>The characteristics of a poor diet and the risks associated with unhealthy eating.</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>Physical Health and Fitness: Pupils should know</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p>	<p>Caring Friendships: Children should know...</p> <p>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> <p>Being Safe: Children should know...</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>How to ask for advice or help themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>Mental Wellbeing: Children should know...</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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</p>
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						<p>else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>Internet safety and harms: Children should know...</p> <p>Where and how to report concerns and get support with issues online.</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues.	In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.	This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices.	This unit explores change, where and how to get help, eg when playing outdoors, as well as e-safety and keeping personal information safe.
Year 4/Year B Assessment outcomes	<p>I know what it feels like to be unwelcome</p> <p>I can work with others to achieve a shared goal</p> <p>I have thought about how to develop and maintain a positive learning environment</p>	<p>I know how to enjoy fireworks safely</p> <p>I can use peaceful problem solving to sort out difficulties</p> <p>I have thought about ways to manage difficult feelings</p>	<p>I know what can influence how people spend or save</p> <p>I know I am responsible for my own learning and behaviour</p> <p>I have thought about why people spend and save</p>	<p>I know the names for male and female body parts</p> <p>I can take responsibility for what I choose to do</p> <p>I have thought about how and why my body will change</p>	<p>I know I am responsible for taking exercise to look after my body</p> <p>I know how to say no, if offered a cigarette</p> <p>I can stop and think before I act</p> <p>I have thought about how to make sensible choices</p>	<p>I know some ways of dealing with changes that make me feel uncomfortable</p> <p>I know some ways of dealing with the feelings that arise from changes</p> <p>I have thought about ways to keep myself safe when I am out with my friends</p>

<p>Links with RSHE</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Mental Wellbeing: Children should know...</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve and support respectful relationships.</p> <p>Mental Wellbeing: Children should know...</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>		<p>Being Safe: Pupils should know...</p> <p>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.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Changing Adolescent Body: Children should know...</p> <p>Key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Drugs, Alcohol and Tobacco: Children should know...</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>Mental Wellbeing: Children should know...</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Being Safe: Children should know...</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Online relationships: Children should know...</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Mental Wellbeing: Children should know...</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p> <p>Internet safety and harms: Children should know...</p> <p>Where and how to report concerns and get support with issues online.</p>
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PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 5/Year A Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed.	This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.	This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.
Year 5/Year A Assessment outcomes	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I know that different ways of behaving are appropriate in different types of relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways</p>	<p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p>	<p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p>	<p>I know that alcohol is a drug</p> <p>I can describe the Eat Well plate and a balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and body by.....</p>	<p>I know how people often respond to difficult changes</p> <p>I can take responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p>

<p>Links with RSHE</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Mental Wellbeing: Children should know...</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Respectful Relationships: Pupils should know...</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Being Safe: Pupils should know...</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>		<p>Being Safe: Pupils should know...</p> <p>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.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Changing Adolescent Body: Children should know...</p> <p>Key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Drugs, Alcohol and Tobacco: Children should know...</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>Healthy Eating: Children should know...</p> <p>What constitutes a healthy diet.</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>How and when to seek support, including which adults to speak to in school if they are worried about their health.</p> <p>Mental Wellbeing: Children should know...</p> <p>Simple self-care techniques including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</p> <p>Physical Health and Fitness: Pupils should know</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>	<p>Families and people who care for me: Pupils should know...</p> <p>The characteristics of happy 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.</p> <p>Respectful Relationships: Pupils should know...</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Being Safe: Children should know...</p> <p>How to ask for advice or help themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>Mental Wellbeing: Children should know...</p>
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						<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>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>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk.	This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'.
Year 6/Year B Assessment outcomes	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about people and situations</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p>

<p>Links with RSHE</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated by respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Mental Wellbeing: Children should know...</p> <p>That mental wellbeing is a normal part of daily life in the same way as physical health</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Online Relationships: Pupils should know...</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p>Internet Safety and Harms: Children should know...</p> <p>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</p>		<p>Respectful Relationships: Pupils should know...</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Families and people who care for me: Pupils should know...</p> <p>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.</p> <p>Mental Wellbeing: Children should know...</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>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> <p>Internet Safety and Harms: Children should know...</p> <p>How to be a discerning consumer of information online including understanding that</p>	<p>Drugs, Alcohol and Tobacco: Children should know...</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>Mental Wellbeing: Children should know...</p> <p>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.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How and when to seek support, including which adults to speak to in school if they are worried about their health.</p>	<p>Respectful Relationships: Pupils should know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Mental Wellbeing: Children should know...</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p>
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		<p>wellbeing.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p>		<p>information, including that from search engines is ranked, selected and targeted.</p>		
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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RSHE Statements not linked to Learn 4 Life/ Notes:

Relationships Education

Families and people who care for me	<ul style="list-style-type: none">• 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.
Online relationships	<ul style="list-style-type: none">• Only really covered in the PSHE scheme at Y6. Do we have links in ICT policy for other year groups?
Being safe	<ul style="list-style-type: none">• How to recognise and report feelings of being unsafe or feeling bad by any adult

Physical Health and Mental Wellbeing

Internet safety and harms	<ul style="list-style-type: none">• As 'Online relationships' above. Link to ICT policy for other year groups.
Health and Prevention	<ul style="list-style-type: none">• How to recognise the early signs of physical illness, such as weight loss or unexplained changes to the body.• 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.• The facts and science relating to allergies, immunisations and vaccination.
Basic First Aid	<ul style="list-style-type: none">• How to make a clear and efficient call to emergence services if necessary.• Concepts of basic first aid, for example dealing with common injuries, including head injuries.