



## Year 1 Long Term Curriculum Plan for Keeping Safe (PSHE)

<p><u>Big Question</u> Why is it important to be me?</p> <p><u>Area of Learning</u> Being me in my world</p> <p><u>Focus</u> Explaining how to be safe and happy at school</p> <p><u>Objectives</u> -I can explain why my class is a happy and safe place to learn. -I can give different examples where I or others make my class happy and safe.</p>	<p><u>Big Question</u> Why is it amazing that we all different?</p> <p><u>Area of Learning</u> Celebrating differences</p> <p><u>Focus</u> Explaining why I am special</p> <p><u>Objectives</u> -I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. -I can explain what bullying is and how being bullied might make somebody feel.</p>	<p><u>Big Question</u> What are my dreams and goals?</p> <p><u>Area of Learning</u> Dreams and goals</p> <p><u>Focus</u> Explaining how I am successful in achieving my dreams and goals</p> <p><u>Objectives</u> -I can explain how I feel when I am successful and how this can be celebrated positively. -I can say why my internal treasure chest is an important place to store positive feelings</p>	<p><u>Big Question</u> How can I stay healthy?</p> <p><u>Area of Learning</u> Healthy me</p> <p><u>Focus</u> Explaining why my body is amazing and how to be healthy</p> <p><u>Objectives</u> -I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. -I can give examples of when being healthy can help me feel happy.</p>	<p><u>Big Question</u> What types of relationships do I have?</p> <p><u>Area of Learning</u> Relationships</p> <p><u>Focus</u> What qualities are needed to have a good relationship and how we show appreciation.</p> <p><u>Objectives</u> -I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. -I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p><u>Big Question</u> How do we change?</p> <p><u>Area of Learning</u> Changing me</p> <p><u>Focus</u> Understanding the names of body parts and how they change as I grow up.</p> <p><u>Objectives</u> -I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. -I can explain why some changes I might experience might feel better than others.</p>
--	---	--	--	---	--



## Year 2 Long Term Curriculum Plan for Keeping Safe (PSHE)

<p><u>Big Question</u> How can I make my classroom a safe and fair place to be?</p> <p><u>Area of Learning</u> Being me in my World</p> <p><u>Focus</u> Hope and fears Rights and responsibilities</p> <p><u>Objectives</u> - Understand the rights and responsibilities of class members -Know about rewards and consequences and that these stem from choices -Know that it is important to listen to other people -Understand that their own views are valuable -Know how to make their class a safe and fair place -Show good listening skills -Be able to work co-operatively</p>	<p><u>Big Question</u> How are we similar or different from each other?</p> <p><u>Area of Learning</u> Celebrating Differences</p> <p><u>Focus</u> Accepting that everyone is different- including Gender diversity. Addressing stereotypes Standing up for ourselves and helping others.</p> <p><u>Objectives</u> - Know the difference between a one-off incident and bullying -Know that sometimes people get bullied because of difference -Know that friends can be different and still be friends -Explain how being bullied can make someone feel -Know how to stand up for themselves when they need to -Understand that everyone's differences make them special and unique</p>	<p><u>Big Question</u> What are my dreams and goals?</p> <p><u>Area of Learning</u> Dreams and goals</p> <p><u>Focus</u> Setting goals for ourselves. Identifying strengths. Working with others.</p> <p><u>Objectives</u> - Know how to choose a realistic goal and think about how to achieve it -Know that it is important to persevere -Know how to recognise what working together well looks like -Recognise how working with others can be helpful -Be able to work effectively with a partner -Be able to choose a partner with whom they work well -Be able to work as part of a group</p>	<p><u>Big Question</u> How can I stay healthy?</p> <p><u>Area of Learning</u> Healthy me</p> <p><u>Focus</u> Making healthy choice- diet/ exercise and friendships. Keeping ourselves safe.</p> <p><u>Objectives</u> -Know what their body needs to stay healthy -Know what relaxed means -Know why healthy snacks are good for their bodies -Know which foods given their bodies energy Feel positive about caring for their bodies and keeping it healthy -Have a healthy relationship with food -Desire to make healthy lifestyle choices</p>	<p><u>Big Question</u> What makes a comfortable relationship?</p> <p><u>Area of Learning</u> Relationships</p> <p><u>Focus</u> How to make friends and maintain / solve problems with friendships. How to help others. What makes a good relationship</p> <p><u>Objectives</u> -Know that there are lots of forms of physical contact within a family -Know how to stay stop if someone is hurting them -Know there are good secrets and worry secrets and why it is important to share worry secrets -Know what trust is -Can recognise and talk about the types of physical contact that is acceptable or unacceptable -Can identify the negative feelings associated with keeping a worry secret -Can identify who they trust in their own relationships</p>	<p><u>Big Question</u> How do we change?</p> <p><u>Area of Learning</u> Changing me</p> <p><u>Focus</u> Everyone is unique and special. Think about how we have changed and how we will change. Respect the changes they see in themselves and others.</p> <p><u>Objectives</u> -Know the physical differences between male and female bodies -Know that private body parts are special and that no one has the right to hurt these -Know there are different types of touch and that some are acceptable and some are unacceptable -Can say who they would go to for help if worried or scared -Can say what types of touch they find comfortable/uncomfortable -Be able to confidently ask someone to stop if they are being hurt or frightened</p>
--	--	---	--	---	---



### Year 3 Long Term Curriculum Plan for Keeping Safe

<p><u>Big Question</u> How do actions affect how other people feel?</p> <p><u>Area of Learning</u> Being in my world</p> <p><u>Focus</u> Making responsible choices</p> <p><u>Objectives</u> -I can explain how my behaviour can affect how others feel and behave. -I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p><u>Big Question</u> How can we celebrate differences?</p> <p><u>Area of Learning</u> Celebrating differences</p> <p><u>Focus</u> Accepting differences</p> <p><u>Objectives</u> -I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. -I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p><u>Big Question</u> Can I explain what helps me learn?</p> <p><u>Area of Learning</u> Dreams and goals</p> <p><u>Focus</u> Being independent in supporting their own learning</p> <p><u>Objectives</u> -I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. -I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p><u>Big Question</u> Can I discuss how to keep my body healthy?</p> <p><u>Area of Learning</u> Healthy me</p> <p><u>Focus</u> Physical and mental wellbeing</p> <p><u>Objectives</u> -I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. -I can express how being anxious/ scared and unwell feels.</p>	<p><u>Big Question</u> How is my life influenced by people I know?</p> <p><u>Area of Learning</u> Relationships</p> <p><u>Focus</u> Rights and responsibilities</p> <p><u>Objectives</u> -I can explain how my life is influenced positively by people I know and also by people from other countries. -I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p><u>Big Question</u> Can I explain the changes that happen to me as I grow up?</p> <p><u>Area of Learning</u> Changing me</p> <p><u>Focus</u> Processes of change as you grow up</p> <p><u>Objectives</u> -I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. -I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
--	---	--	---	--	--



## Year 4 Long Term Curriculum Plan for Science

<p><u>Big Question</u> Why is it important to be me?</p> <p><u>Area of learning:</u> Being me in my world</p> <p><u>Focus</u> Understanding me and peoples roles</p> <p><u>Objectives</u> -I can explain why being listened to and listening to others is important in my school community. -I can explain why being democratic is important and can help me and others feel valued.</p>	<p><u>Big Question</u> Why is it amazing that we all different?</p> <p><u>Area of learning:</u> Celebrating difference</p> <p><u>Focus</u> Accepting myself and others for who we are</p> <p><u>Objectives</u> - I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. - I can explain why it is good to accept myself and others for who we are.</p>	<p><u>Big Question</u> What are my dreams and goals?</p> <p><u>Area of learning:</u> Dreams and goals</p> <p><u>Focus</u> Understanding what it means to be resilient</p> <p><u>Objectives</u> -I can plan and set new goals even after a disappointment. -I can explain what it means to be resilient and to have a positive attitude.</p>	<p><u>Big Question</u> How can I stay healthy?</p> <p><u>Area of Learning:</u> Healthy me</p> <p><u>Focus</u> Identifying feelings and how to problem solve</p> <p><u>Objectives</u> -I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. -I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p><u>Big Question</u> How do we make sense of feelings?</p> <p><u>Area of Learning</u> Relationships</p> <p><u>Focus</u> Recognising how we might show love / recognising how people might feel when they miss a special person or animal</p> <p><u>Objectives</u> -I can recognise how people are feeling when they miss a special person or animal. -I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p><u>Big Question</u> How do we change?</p> <p><u>Area of learning:</u> Changing me</p> <p><u>Focus</u> Changing bodies and the future ahead</p> <p><u>Objectives</u> -I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. -I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen</p>
--	--	---	---	--	--



## Year 5 Long Term Curriculum Plan for Keeping Safe (PSHE)

<p><u>Big Question</u> How can I make the community a better place by being accepting of others?</p> <p><u>Area of Learning</u> Being in my world</p> <p><u>Focus</u> Knowing my rights and responsibilities</p> <p><u>Objectives</u> -Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place -Explain how the actions of one person can affect another and can give examples of this from school and a wider community context</p>	<p><u>Big Question</u> Can I show acceptance of everyone being different?</p> <p><u>Area of Learning</u> Celebrating differences</p> <p><u>Focus</u> Accepting differences</p> <p><u>Objectives</u> -Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation -Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour</p>	<p><u>Big Question</u> Can I have a positive attitude to achieving my dreams and goals?</p> <p><u>Area of Learning</u> Dreams and goals</p> <p><u>Focus</u> Working well with others</p> <p><u>Objectives</u> -Compare my hopes and dreams with those of young people from different cultures -Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel</p>	<p><u>Big Question</u> Can I make healthy choices for my body?</p> <p><u>Area of Learning</u> Healthy me</p> <p><u>Focus</u> Physical and mental wellbeing</p> <p><u>Objectives</u> -Explain different roles that food and substances can play in people's lives. Also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy  -Summarise different ways that I respect and value my body</p>	<p><u>Big Question</u> Can I show what makes a positive relationship?</p> <p><u>Area of Learning</u> Relationships</p> <p><u>Focus</u> Showing respect</p> <p><u>Objectives</u> -compare different types of friendships and the feelings associated with them. Also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure -Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others</p>	<p><u>Big Question</u> Can I explain the changes that happen to me as I go through puberty?</p> <p><u>Area of Learning</u> Changing me</p> <p><u>Focus</u> Changes during puberty</p> <p><u>Objectives</u> -Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. Also summarise the process of conception -Express how I feel about changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends</p>
---	---	--	--	---	--



## Year 6 Long Term Curriculum Plan for Keeping Safe (PSHE)

<p><u>Big Question</u> What are some of your hopes and dreams for the future?</p> <p><u>Area of Learning</u> Being Me in my World</p> <p><u>Focus</u> Goals and fears</p> <p><u>Objectives</u> Identifying goals for the year. Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling -I can explain how my choices can have an impact on people in my immediate community and globally. -I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p><u>Big Question</u> How can we celebrate each others' differences?</p> <p><u>Area of Learning</u> Celebrating Differences</p> <p><u>Focus</u> Acceptance</p> <p><u>Objectives</u> -Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy -I can explain ways in which difference can be a source of conflict or a cause for celebration. -I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p><u>Big Question</u> How can we help to make a difference?</p> <p><u>Area of Learning</u> Dreams and Goals</p> <p><u>Focus</u> Recognising achievement</p> <p><u>Objectives</u> Personal learning goals, in and out of school Emotions in success Making a difference in the world Motivation Recognising achievements Compliments -I can explain different ways to work with others to help make the world a better place. -I can explain what motivates me to make the world a better place.</p>	<p><u>Big Question</u> How can we take ownership of our own well-being?</p> <p><u>Area of Learning</u> Healthy Me</p> <p><u>Focus</u> Emotional and Mental well-being</p> <p><u>Objectives</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress -I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. -I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p><u>Big Question</u> How can we try to solve friendship problems when they occur?</p> <p><u>Area of Learning</u> Relationships</p> <p><u>Focus</u> Well-being and friendships</p> <p><u>Objectives</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use -I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. -I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. -I can offer strategies to help me manage these feelings and situations.</p>	<p><u>Big Question</u> How do I see myself?</p> <p><u>Area of Learning</u> Changing me</p> <p><u>Focus</u> Changing bodies and the future ahead</p> <p><u>Objectives</u> -Self-image / Body image -Puberty and feelings -- Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition -I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. -I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
---	--	--	--	--	---