



Stanbridge Lower School

Personal, Social, Health and Citizenship Education (PSHCE)

Term	Themes	Key Stage 1		Key Stage 2	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4
Autumn	Feelings and relationships	1. Feelings and relationships a) Me and my special people b) Friends c) Feelings d) Making the most of my abilities	1. Feelings and relationships a) Understanding and coping with emotions b) Friendship c) Sameness and difference d) Citizenship	1. Feelings and relationships a) Me and my relationships b) Bullying c) Feelings and emotions d) Making the most of my abilities	1. Feelings and relationships a) Friendship and feelings b) Sameness and difference c) Change and loss d) Citizenship
Spring	Healthy Lifestyles And Growing and Changing	2. Healthy Lifestyles a) What does 'healthy' mean? b) Looking after myself?	2. Growing and changing a) Caring for my body b) Babies and growing up	2. Healthy Lifestyles a) Food and Healthy eating b) Exercise and Leisure	2. Growing and Changing a) Caring for my body b) Body changes c) Emotional changes
Summer	Keeping Safe and Drugs and Medicine	3. Keeping Safe a) Feeling happy and safe b) Risks and rules c) Keeping myself safe	3. Drugs and Medicines a) What goes on/into my body b) Medicines c) Feeling ill, feeling better	3. Keeping Safe a) Road, fire, water, home and sun safety. b) Personal safety	3. Drugs and Medicines a) Knowledge about substances b) Attitudes towards substances

Personal, Social, Health and Citizenship Education (PSHCE) Medium Term Plans

Year 1

Term	Themes	Objectives
Autumn Feelings and Relationships.	<ul style="list-style-type: none"> • Me and my special people • Friends • Feelings • Making the most of my abilities 	<ul style="list-style-type: none"> • Be able to express positive qualities about themselves • Know and be able to express personal likes, dislikes and preferences. • Be able to identify who are their special people, and what makes them special • Know the people that look after them and their different roles and responsibilities • Be able to describe what a friend is and does • Have developed some of the skills of making a new friend • Have demonstrated that they can work and play cooperatively, including sharing and turn taking • Be able to recognise and describe a basic range of feelings e.g. happy, sad, angry, and worried. • Be able to talk about what others do to make them happy or sad, and what they do to make others happy • Know and value what they have achieved and are good at, and set simple targets for themselves • Have identified jobs and responsibilities in the classroom and in school, and have considered their role in contributing to the life of the school • Know that it's all right to make mistakes, and be willing to persevere
Spring Growing and Changing	<ul style="list-style-type: none"> • What does healthy mean • Looking after myself 	<ul style="list-style-type: none"> • Understand some of what "being healthy" means to them • Be able to describe what is involved in a healthy day • Understand the need for food, exercise and rest to keep healthy • Know how to keep themselves clean, clean their teeth etc. • Know the range of options open to them e.g. variety of foods • Show that they can make some healthy choices e.g. between foods, additives
Summer Drugs and medicine	<ul style="list-style-type: none"> • Feeling happy and safe 	<ul style="list-style-type: none"> • Know and be able to talk about their name and where they live • Be able to identify some safe places e.g. places to play • Know about people in their community who help them • Be able to describe the risks involved in a variety of situations (fire, water, sun, road etc.) • Know the basic rules for keeping safe in a variety of situations • Have developed knowledge and skills to enable them to cope when they are lost • Know whom and how to ask for help • Know when to keep a secret and when to tell • Be able to say "no" when appropriate

Personal, Social, Health and Citizenship Education (PSHCE) Medium Term Plans
Year 2

Term	Themes	Objectives
Autumn Feelings and Relation -ships.	<ul style="list-style-type: none"> • Understanding and coping with emotions • Friendship • Sameness & difference • Citizenship 	<ul style="list-style-type: none"> • Be able to describe what makes them feel good about themselves • Be able to recognise and express a wider range of feelings , and examples of what that makes them feel like • Have some understanding of how their actions affect others; make positive statements about others. • Have developed some strategies to cope with emotions such as anger, sadness, excitement and worry. • Understand what a friend is and how they can become a friend • Know that friendship patterns change and how to cope with some friendship problems. • Begin to understand what bullying is and what to do if they experience bullying. • Be able to identify some similarities and difference between people: gender, appearance, abilities, family and cultural background etc. • Know that people have things in common but everyone is unique. • Show respect for others by listening to what they say • Have taken part in negotiating and know the school and classroom rules, and how they help them. • Know and value the different groups to which they belong- e.g. Family, friends and school. • Understand the needs of and show how they care for their environment, plants and animals.
Spring Growing and Changing	<ul style="list-style-type: none"> • Caring for my body • Babies and growing up 	<ul style="list-style-type: none"> • Be able to name the external parts of the body, including the sexual parts. • Understand some basic differences between boys and girls • Know that they have rights over their own body • Know how to keep themselves clean and care for their own body • Know that human beings produce babies that grow into children and then into adults • Understand the idea of growing from young into old and recognise that they themselves are changing.
Summer Drugs and medicine	<ul style="list-style-type: none"> • What goes into/onto my body • Medicines • Feeling ill/Feeling better 	<ul style="list-style-type: none"> • Understand what is safe to put onto/into their bodies • Understand that all substances can be harmful if not used properly • Know that all medicines are drugs but not all drugs are medicines • Know that some people need drugs to lead a normal life • Know that some drugs can prevent the development of diseases, e.g. through immunisation • Be able to describe what feeling ill is like • Be able to identify a variety of people and things that help them to get better • Know about the job doctors and nurses do • Know when and how to ask for help.

Personal, Social, Health and Citizenship Education (PSHCE) Medium Term Plans
Year 3

Term	Themes	Objectives
<p>Autumn</p> <p>Feelings and Relationships.</p>	<ul style="list-style-type: none"> • Me and my relationships • Bullying • Feelings • Feelings and emotions • Making the most of my abilities 	<ul style="list-style-type: none"> • Be able to talk about and demonstrate ways in which they care for themselves and others • Be able to recognise and express positive things about themselves and others • Be able to name their special people and describe what they do to make each other happy, sad, cross etc. • Understand that friendship patterns change and have developed some strategies for making a sustained friendship • Understand what bullying is, and be able to recognise examples of bullying behaviour • Have developed some strategies for dealing with bullies including telling effectively • Have developed confidence and assertiveness skills in dealing with their peers • Be able to recognise and express a range of feelings and examples of what makes them feel like that. • Understand about anger and what makes them feel angry; develop some coping strategies to deal with it. • Know and be able to describe what they are good at and how it can help a group to perform a task • Know the range of jobs and work roles carried out by people they know and discuss • Be able to record information about current interests and choices they will have to make in the future.
<p>Spring</p> <p>Healthy Lifestyle</p> <p>Children's rights</p>	<ul style="list-style-type: none"> • Food and healthy living • Exercise and leisure • Wants, needs • Rights • Human rights 	<ul style="list-style-type: none"> • Be able to describe what, where, when and why they eat. • Understand what is involved in healthy eating, basics of nutritional content, balanced diet, food hygiene • Be able to record information about current interests and choices they will have to make in the future • Have explored the range of exercises available to them, and understand some of its effects on the body. • Be aware of opportunities for choice within their leisure time. • Have begun to consider the effects of media and peer influence on their lifestyle choices
<p>Summer</p> <p>Keeping safe</p> <p>Living in a diverse world</p>	<ul style="list-style-type: none"> • Keeping safe • Personal safety • Same/different • Communities • How we are connected-cultures, places 	<ul style="list-style-type: none"> • Understand some risks involved in these situations, know basic rules for keeping safe. • Be able to take responsibility for own safety in certain situations, e.g. crossing the road. • Be able to judge risks in places they go to, having developed some basic strategies to prevent and deal with accidents. • Understand about good and bad secrets, when to keep secrets and when to tell. • Know when and whom to tell, and how to tell effectively.

Personal, Social, Health and Citizenship Education (PSHCE) Medium Term Plans

Year 4

Term	Themes	Objectives
<p>Autumn</p> <p>Feelings and Relationships.</p>	<ul style="list-style-type: none"> • Friendships and feelings • Sameness and difference • Change and loss • Citizenship 	<ul style="list-style-type: none"> • Be able to show and describe what a friend is and does • Understand that friendship patterns change and how to cope with some friendship problems • Recognise and be able to talk about feelings in different situations, know strategies to cope with some fears and worries • Understand the nature of sameness and difference within their school and community • Identify different ways people are treated by society dependant on age, gender, cultural and ability • Understand that some peoples response to events can be determined by age, religion and culture • Have considered some of the changes that take place in people's lives, reflect on changes in own lives • Recognise some emotions involved in loss situations, consider what is helpful, unhelpful in such situations • Know about their rights and responsibilities at home, school and the community. • Understand why school rules are made and the consequences of keeping and breaking them • Have begun to experience different approaches to decision making and problem solving, including democratic discussion and consensus • Know how to treat animals with care and sensitivity
<p>Spring</p> <p>Growing and changing</p>	<ul style="list-style-type: none"> • Caring for my body • Body changes 	<ul style="list-style-type: none"> • Know how to look after their own body including teeth. • Understand how to keep themselves clean • Know that bacteria and viruses can affect health and that transmission may be reduced when simple, safe routines are followed. • Understand how their body is growing and changing • Be aware of differences between male and female • Begin to develop an understanding of how perceptions of being grown up are formed • Understand and range of ways growing up will affect your relationship with siblings, and parents, e.g. more responsibilities, the need for privacy etc.
<p>Summer</p> <p>Drugs and Medicine</p> <p>Being a good citizen</p>	<ul style="list-style-type: none"> • Knowledge and substances • Attitudes to substances 	<ul style="list-style-type: none"> • Know the basic facts about smoking and understand about the effects on the body. • Know the main safety rules in school, at home, and outside to do with medicines and other substances • Understand the ways in which drugs can be necessary for the maintenance of people's lifestyles • Understand that pressures to use substances may come from people they know, such as friends, relations and neighbours. • Know that the media and other influences, such as peer group and self- image affect choices

