

KS1 PSHE/Relationships Education - Long Term Planning

YEAR 1

TERM	TOPIC	KEY SEAL LEARNING ADDRESSED	SEAL LEARNING OBJECTIVES	RELATIONSHIPS EDUCATION OBJECTIVES	VALUE	SMSC
1	New Beginnings & Belonging	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills 	<ul style="list-style-type: none"> • I know that I belong to a community • I can help to make the class a safe and fair place • I can help to make my class a good place to learn • I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair • I know some ways to solve a problem • I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better • I know some more ways to calm myself down when I feel scared or upset • I can tell you how I am the same as and different from my friends • I feel good about the ways we are similar in the group and the ways I am different • I feel good about my strengths 	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • 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 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	Thankfulness	Spiritual Moral Social Cultural
2	Getting on & Falling out	<ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills 	<ul style="list-style-type: none"> • I can tell you what being a good friend means to me • I can work well in a group • I can listen well to other people when they are talking • I know when I am starting to feel angry • I know what happens on the inside and the outside of my body when I start to get angry • I know some ways to calm down when I am starting to feel angry 	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	Friendship	Moral Social Cultural

			<ul style="list-style-type: none"> • I know how to make up with a friend when we have fallen out • I can use peaceful problem-solving to sort out problems so both people feel OK 	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 		
3	Going for Goals	<ul style="list-style-type: none"> • Motivation • Self-awareness • Empathy • Social skills 	<ul style="list-style-type: none"> • I know we learn in different ways • I can choose a realistic goal • I can break a goal down into small steps • I can tell you some of my strengths as a learner • I can resist distractions • I can learn from my successes • I can tell you how I learn best • I can predict and understand the consequences of reaching my goal • I can say what I want to happen when there is a problem (set a goal) • I can think of lots of different ideas or solutions • I can predict and understand the consequences of my solutions or ideas 	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise 	Endurance	Spiritual Social
3	Say no to bullying	<ul style="list-style-type: none"> • Self-awareness • Empathy • Social skills 	<ul style="list-style-type: none"> • I can tell you what bullying is • I can tell you some ways in which I am the same as and different from my friends • I am proud of the ways in which I am different • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know that when you feel sad, it affects the way you behave and how you think • I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied • I know what to do if I am bullied 	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	Endurance	Social Moral
4	Good to be Me	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy 	<ul style="list-style-type: none"> • I can tell you something that makes me feel proud • I can tell you about my gifts and talents • I can tell when I am feeling proud • I can help another person feel proud 	<ul style="list-style-type: none"> • that each person's body belongs to them • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult 	Compassion	Spiritual Moral

			<ul style="list-style-type: none"> • I can use the problem-solving process • I can tell when I am feeling worried or anxious • I can explain some things that help me stop worrying 	<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources • the benefits of physical exercise, time outdoors • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 		
5	Relationships	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy 	<ul style="list-style-type: none"> • I know the people who are important to me • I can tell you something that has made me jealous • I can feel proud on behalf of my friends when they have done something well • I can tell when I am proud or jealous • I understand that being unkind and hurting someone doesn't make me feel better • I can think of ways to make me feel better when I feel hurt without hurting others 	<ul style="list-style-type: none"> • the conventions of courtesy and manners • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • the importance of permission-seeking and giving in relationships with friends, peers and adults 	Reverence	Spiritual Moral
5	Safe Me, Safe You	<ul style="list-style-type: none"> • Self-awareness 		<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • about dental health and the benefits of good oral hygiene including regular check-ups at the dentist • about personal hygiene and germs including how they are spread and the importance of handwashing • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries 	Reverence	Moral
6	Changes	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings 	<ul style="list-style-type: none"> • I can tell you some things about me that have changed and some things that will not change • I can tell you how I might change in the future • I know that some changes are natural and happen 'by themselves' • I know different ways that help me to learn to 	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, 	Justice	Spiritual Moral Social Cultural

			<p>do things</p> <ul style="list-style-type: none">• I can tell you about changes that I can make happen• I can make some changes quickly and easily• I know that to make some changes is hard and takes a long time	<p>including having a varied vocabulary of words to use when talking about their own and others' feelings</p>		
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YEAR 2

TERM	TOPIC	KEY SEAL LEARNING ADDRESSED	SEAL LEARNING OBJECTIVES	RELATIONSHIPS EDUCATION OBJECTIVES	VALUE	SMSC
1	New Beginnings & Belonging	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills 	<ul style="list-style-type: none"> • I know that I belong to a range of communities (class/group). • I feel safe and content within my class • I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair • I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better • I know some more ways to calm myself down when I feel scared or upset • I know how to make someone feel welcome • I know some ways to solve a problem • I feel good about the ways we are similar in the group and the ways I am different • I feel good about my strengths • I can help to make my class a good place to learn 	<ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that 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 	Thankfulness	Spiritual Moral Social Cultural
2	Getting on & Falling out	<ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills 	<ul style="list-style-type: none"> • I can make someone else feel good by giving them a compliment • I know what to say when someone gives me a compliment • I know that people don't always see things in the same way • I can see things from someone else's point of view • I can use my ability to see things from the other point of view to make a conflict situation better • I know that sometimes anger builds up and that I can be overwhelmed by my feelings 	<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	Friendship	Moral Social Cultural

			<ul style="list-style-type: none"> • I can decide with my group about how well we have worked together 			
3	Going for Goals	<ul style="list-style-type: none"> • Motivation • Self-awareness • Empathy • Social skills 	<ul style="list-style-type: none"> • I can tell you how I learn best • I can learn from my successes • I can say what I want to happen when there is a problem (set a goal) • I can break a goal down into small steps • I can choose a realistic goal • I can recognise when I am becoming bored or frustrated • I know some ways to overcome boredom and frustration • I can tell you what I have learned • I can tell you what I might do differently to learn more effectively • I can tell you why things have been successful 	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) 	Endurance	Spiritual Social
3	Say no to bullying	<ul style="list-style-type: none"> • Self-awareness • Empathy • Social skills 	<ul style="list-style-type: none"> • I can tell you what bullying is • I can tell you some ways in which I am the same as and different from my friends • I am proud of the ways in which I am different • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know that when you feel sad, it affects the way you behave and how you think • I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied • I know what to do if I am bullied 	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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 	Endurance	Social Moral
4	Good to be Me	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy 	<ul style="list-style-type: none"> • I can tell you the things I am good at and those things I find more difficult • I know when and how I learn best • I can show or tell you what relaxed means • I know some things that make me feel relaxed and some that make me feel stressed • I can tell you when a feeling is weak and when 	<ul style="list-style-type: none"> • 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 • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being 	Compassion	Spiritual Moral

			<p>it is strong</p> <ul style="list-style-type: none"> • I can be still and quiet and relax my body • I can tell when it is right to stand up for myself • I know how to stand up for myself • I can tell when I am being impulsive and when I am thinking things through • I can change my behaviour if I stop and think about what I am doing 	<ul style="list-style-type: none"> • unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources • that mental wellbeing is a normal part of daily life, in the same way as physical health • the benefits of physical exercise, time outdoors • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 		
5	Relationships	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy 	<ul style="list-style-type: none"> • I can tell when I feel cared for • I can tell when I love or care for someone • I understand that if someone leaves me they might still love me • I understand that people have to make hard choices and sometimes they have no choice • I can share people I care about • I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me • I can tell you how I feel when I lose someone or something I care about • I can talk about my feelings when I feel alone 	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • the importance of permission-seeking and giving in relationships with friends, peers and adults 	Reverence	Spiritual Moral
5	Safe Me, Safe You	<ul style="list-style-type: none"> • Self-awareness 		<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including 	Reverence	Moral

				<p>bacteria, viruses, how they are spread and the importance of handwashing</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries 		
6	Changes	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings 	<ul style="list-style-type: none"> • I can tell you what a habit is and know that it is hard to change one • I know what it means when something is or isn't your fault • I can tell you about a plan I have made with my class to change something in our school • I can plan to overcome obstacles that might get in the way • I know that I make my own choices about my behaviour 	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • 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 	Justice	<p>Spiritual Moral Social Cultural</p>