

Brompton and Sawdon Primary School

Long Term Plan for PSHE

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe

For Sex Education, the school uses the Busy Bodies scheme. See here for more information: https://www.healthpromotion.ie/health/inner/busy_bodies

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include; father & mother, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). However, teaching will not prescribe, endorse or affirm any particular lifestyle choice or belief. It will also not directly conflict with the religious or philosophical convictions of individual students or staff members. The purpose of the teaching will be to increase students' awareness and understanding of relationships (especially those with which they are less familiar) in today's 'modern society'. Our vision of 'modern society' is one which recognises both the traditional views that some people and school users may have alongside more recently developed viewpoints.

We will not, to the best of our endeavours, promote, celebrate or diminish any one particular ideology over another, nor does it believe that traditional values have any less regard in society and in education than those more recently formed. The teaching of RSE and PSHE promotes the idea that people with different viewpoints can live in harmony, disagreeing with one another amicably and respectfully but also understanding, where possible, one another's viewpoints. Teachers are very careful to ensure that school users' views are held in the same regard, unless they contradict the PREVENT duty. Teachers, where appropriate, will hold meaningful class discussions with children if they have conflicting views, ensuring that the value of each viewpoint is not diminished or not enhanced over another.

To ensure a consistency of approach and to avoid confusing subject matter, any element of our PSHE/RSE curriculum will ONLY be taught in specific PSHE sessions and not appear in other subjects. This is to ensure that any unfair bias to one particular element of the curriculum or over referencing one subject area. The only exception to this is where subject matter may spontaneously come up in conversation in class, where it is good practice for teachers to address this with students, if age-appropriate.

Similarly, any aspect of the RSE curriculum which explores the non-statutory elements of sex education will be taught in specific lessons named Sex and Relationships Education. This is in order that parents/carers understand that clear definition of what is being taught and their right to withdraw. Any resources that are designed for use in PSHE and RSE will also ONLY be used in these sessions and only where they have a true value for learning in relation to the given objective. These resources will not be used in other curriculum subjects where the learning in those sessions is not explicitly and solely covered by the resource.

The delivery of RSE sessions, especially elements relating to Sex Education, will be taught in an age-appropriate, respectful, engaging and informative manner. Where appropriate, staff members will answer all students' questions, in an age-appropriate context, in a non-judgemental, safe and open environment. In their responses and teaching, teachers will avoid any bias to a particular lifestyle choice or belief. They will, however, fulfil their duty to negate ideologies or beliefs that are radicalised, as part of their PREVENT duty. In order to maintain the age-appropriateness of sessions, teachers may decide to break-up their mixed-aged classes, so that younger students do not experience any learning which is not age-appropriate and, conversely, older students receive their full curriculum entitlement and are prepared for the next stage in their development.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.



		Class 1	Class 2	Class 3		
Diversity	×	Pupils become increasingly aware of differences in appearance, lifestyle, beliefs and families. They respect these differences and can recognise individuality.	Through PHSE, pupils are exposed to Diversity in all of its guises, widening their understanding and experiences, developing a respect for all.	Through PHSE, Diversity in all of its guises, is celebrated, explored and questioned in order to develop an appreciation of and respect for all, regardless of their beliefs, background or preferences.		
Rural Aspirations	T	Pupils start to recognise how to work well with others and how to be a good friend. They know how to get help if needed and what is appropriate or not.	Pupils develop personal skills vital for the next stage of their education and later life allowing them to increasingly work well and communicate with others. They are increasingly aspirational and caring, and able to keep themselves safe.	Pupils practice and develop the personal skills vital for the next stage of their education and later life. They can work well with others, are able to support and challenge appropriately, are aspirational and caring. They can keep themselves and others safe. They take responsibility.		
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking to learn from it.				

Brom	Brompton and Sawdon Primary School: PHSE / SRE Long term overview – all classes					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Y1)	Safeguarding reminder	Keeping myself safe	Keeping myself safe	My healthy lifestyle	Me and my relationships	Me and my future
	Me and my relationships					
		Be	ecoming an active	citizen (all year)		
Class 2 (Y2, Y3)	Safeguarding reminder Me and my relationships	Keeping myself safe	Keeping myself safe	My healthy lifestyle	Me and my relationships	Me and my future
		Be	Becoming an active citizen (all year)			
Class 3 (Y4, Y5, Y6)	Safeguarding reminder	Keeping myself safe	Keeping myself safe	My healthy lifestyle	Me and my relationships	Me and my future
	Me and my relationships					SRE (Y5,Y6)
		Be	ecoming an active	citizen (all year)		

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 1 (YR, 1)

<u>http</u>	os://www.1decision.co	.uk/info/1decision-	eyfs-early-learning-g	oals-mapping-docum	ent.pdf for additional	resources
ar	A1	AU2	SP1	SP2	SU1	SU2
ery	Me and my relationships	Me and my relationships I can name people who look after me, my networks and	Me and my relationships I can name people who look after me, my networks and	Me and my relationships I can name people who look after me, my networks and	Me and my relationships I can name people who look after me, my networks and	Me and my relationships I can name people who loo after me, my networks and
ar	I can name people	who to go to if I am worried	who to go to if I am worried	who to go to if I am worried	who to go to if I am worried	who to go to if I am worrie
	who look after me,	about anything on and offline and how to attract	about anything on and offline and how to attract their	about anything on and offline and how to attract their	about anything on and offline and how to attract their	about anything on and off and how to attract their
	my networks and who	their attention	attention	attention	attention	attention
	to go to if I am	Keeping myself	Keeping myself safe	My healthy lifestyle	Me and my	Me and my futur
	worried about	safe	I know the internet	I know the	relationships	I can recognise th
	anything on and	I know the role of	has many benefits	importance of	<mark>l know that there</mark>	coins and notes v
	offline and how to	medicines in	but I know I need to	personal hygiene	are different types	use
	attract their attention	promoting health,	balance my time	and I am able to	of relationships	I can choose the
	I know what being a	the reasons why	spent on and offline	wash my hands	including families,	correct value of c
	good friend means	people use them	I know that people	properly, regularly	friends and others	and calculate cha
	both on and offline	and the rules on	you don't know are	wash my body and	<mark>(this includes same</mark>	I know that we have
	and how they should	safe use of	strangers and this	clean my teeth twice	<mark>sex families) and I</mark>	to pay for what w
	make us feel happy	medicines	applies online as	a day	respect those	buy
	and secure	I know that some	well as well as off	I understand what	differences	I know how to ke
	I can play and work	substances can	line	physical and mental	I know that family	money safe
	cooperatively I can	help or harm the	I know that when	health means and	and friends should	I know that I don
	listen to other people	body including	people I don't know	that all humans have	care for each other	have to spend my
	and show them	household	ask me for private	it	and families can give	money but can sa
	respect	substances like	information I don't	I know how to keep	love, security and	it to use later
	I can share	dishwasher tablets	share it online or in	my body healthy	stability	l can set myself
	appropriately I can	I recognise the	person	through being	I know when	simple goals I car
	recognise that my	need for safety	I understand that	active, healthy	relationships both	identify positive
	behaviour affects	rules –road, fire,	some websites,	eating, getting	on and offline make	things about mys
	others both on and	water, rail, farm,	games and social	enough rest, dental	me feel unhappy or	and recognise an
	offline	school	media sites have age	health, sun	unsafe and I am able	celebrate my
	I know the difference	environment,	restrictions and I	protection and	to ask for help I	strengths and say
	between right and	playground, online	know where to get	looking after my	know the names for	what I enjoy abou
	wrong, fair and unfair	and home and I	help if I see	emotional wellbeing	the main body parts	school and things
	and kind and unkind	can follow the	something I am	I can recognise what	(including external	do outside of sch
	both on and offline	rules	unhappy with online	I like and dislike,	genitalia) and why it	I can describe the
	I can recognise there	I can name an	I can talk about my	how to make real,	is important to keep	work that people
	are different types of	adult in school	emotions and	informed choices	them private	in my family, my
	teasing both on and	who can help me	recognise them in	that improves my	I understand what is	school and where
	offline	and I know there	others	physical and	meant by 'privacy';	live.
	I know about change	are people and	I know what makes	emotional health	my right to keep	l can identify pos
	and loss and the	services who can	me happy	and to recognise	things 'private' and	achievements du
	associated feelings	help us including	I understand what	that choices can	the importance of	my time in Year 1
	(including moving	how to call 999 in	being resilient	have good and not	respecting others'	can identify my
	home, losing toys,	an emergency	means to me and I	so good	privacy both on and	strengths, areas f
	pets or friends)	I know I have a	have strategies I can	consequences	offline and between	improvement and
	I know how to be nice	responsibility to	use		friends	set myself some
	to people both on and	keep myself and	I know some of the			goals for Year 2
	off line	others safe, when	reasons why change			
		to say, 'yes', 'no',	can feel			
		'I'll ask' and 'I'll	uncomfortable and I			
		tell' including	know some of the			
		knowing that they	ways of dealing with			
		do not need to	the feelings that			
		keep secrets both	sometimes arise			
		on and offline	from changes			1

I can express a simple opinion, agreement and disagreement

I can respectfully ask questions and listen to the answers

I play a full part in the life of my classroom

I can agree and follow rules for my group and classroom

I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others

Please see highlighte	ed objectives	Diversity	×.	Rural Aspirations	Ť.
Inspired by Nature	We take every	opportunity	to be inspired	by nature, whateve	r the subject.

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 2 (Y2, 3)

TAUGHT EVERY YEAR

Inspired by Nature

We take every opportunity to be inspired by nature, whatever the subject.

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 2 (Y2, 3) **TAUGHT EVERY YEAR SPRING 1 SPRING 2 Keeping myself safe** My healthy lifestyle Y2 **Y3** Y2 **Y3** I can name people who look after me, my networks and who to I can name people who look after me, my networks and who to go to if I am worried go to if I am worried about anything on and offline and how to about anything on and offline and how to attract their attention attract their attention I know the internet has I know the internet has I know that a healthy lifestyle I can make choices about my many benefits but I many benefits but I includes being physically active, rest, lifestyle to improve my health healthy eating, dental health, sun and well-being and recognise know I need to balance know I need to balance my time spent on and my time spent on and protection and emotional health and that choices can have good and offline and I adhere to offline and adhere to I can give examples of what I do on a not so good consequences daily and on a regular basis to keep I know what are the good the age rating of the age rating of computer games I have computer games I have myself healthy habits for looking after my I can make simple choices to improve growing body both physically an understanding of a a growing range of risks when understanding of a my physical and emotional health and emotionally on a daily and communicating online range of risks when I know how diseases are spread and regular basis I know the and I can demonstrate communicating online how they can be controlled and my benefits of physical exercise responsibilities for my own and and time outdoors ways of reducing the and I can demonstrate risk to ensure I am safe ways of reducing the others health, I know how to look after my online risk to ensure myself I am able to wash my hands properly mental wellbeing through some self-care techniques e.g and my friends are safe I can recognise and name a range of I know that people sometimes behave online I know how to feelings and understand that we all relaxation, benefits of hobbies differently online, report concerns and experience emotions in relation to and interests etc I can including friends or by get support with issues different experiences and situations communicate my feelings to pretending to be online I have simple strategies to manage others, recognise how others someone they are not I my feelings I understand what being show feelings and know to have an understanding resilient means to me and I have respond appropriately I of what a healthy strategies I can use understand what being online friendship is and I know that even changes we want to resilient means to me and I awareness of the risks happen can sometimes feel have strategies I can use I can associated with people uncomfortable but I have identified understand why other people I have never met ways I manage those feelings are behaving as they are when they are finding change difficult Becoming an active citizen: Y2 I can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs can contribute positively to the life of the class and the school I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council I know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment Becoming an active citizen: Y3 I can participate in making and changing rules I know why different rules are needed in different situations

I know that choices we make can impact on the local, national and global communities

I know where to find impartial advice to inform my decision making

I understand the media can be biased I can empathise with other people and situations through topical issues, problems and local and global events

Diversity

Please see highlighted objectives

Inspired by Nature

We take every opportunity to be inspired by nature, whatever the subject.

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Rural Aspirations

Brompton and Sawdon Primary School: PHSE / SUMMER 1		E Long term plan – Class 2 (Y2, 3) TAUGHT EVERY YEAF SUMMER 2				
Me and my future	Me and my relat					
Y2 Y3	Y2	Y3				
can name people who look after me, my	I can name people who look after					
networks and who to go to if I am worried	who to go to if I am worried about					
about anything on and offline and how to	and how to attract their attention					
attract their attention	the second se					
know that we can I know how to look bay for things in a after and handle	I know the characteristics of a	I can identify different				
bay for things in a after and handle ange of ways and money in everyday	healthy family life and the importance of caring	types of relationships and show ways to				
hat even when not situations	for each other and spending time	maintain positive and				
ising cash, money is i can make simple	together	healthy relationships				
being used financial decisions ar	- C	(this includes same sex				
understand that the consider how to spe		relationships) both on				
hoices we make money, including	unhappy or unsafe and I am able	and offline I understand				
ffect ourselves and pocket money and	to ask for help	that relationships both				
others contributions to	I know about the changes that	on and offline may				
can explain the charity	have happened to my body since	change over time and				
lifference between I know there are	birth and the process of growing	how to ask for help if				
needs and wants different ways to gai		this make me unhappy I				
understand money, including	people's needs change	can judge what kind of				
ndividuals and earning it through	I have an understanding of	physical contact is				
amilies have to find work	stereotypes and how these can	acceptable or				
vays to balance I understand that wants and needs money is a finite	have a negative impact (e.g gender, age)	unacceptable and how to respond -including				
understand that it resource for	I understand the importance of	who I should tell and				
nay not be possible individuals,	valuing of one's own body and	how to tell them I				
o have everything institutions and the	recognising its uniqueness	understand the				
ou want, straight community	I know the names for the main	difference between				
way, if at all begin to understan	body parts (including external	secrets and surprises				
can describe why why we have charitie	genitalia) and the similarities/	and understand not to				
earning is important lican explain why	differences between most boys	keep adult secrets both				
am positive about people work and the	and girls	on and offline and when				
vho I am, what I different jobs that	I know that individuals have rights	to support a friend to				
have achieved and people do and can	over their own bodies, and that	tell a trusted adult				
ake into account challenge some of th						
what other people work stereotypes	good and bad touching (this	I can identify positive				
ay about me am aware that the	includes between peers)	achievements during my				
am aware of learning choices l		time in Year 3				
stereotypes and that make will affect my everyone does have future options.	I can identify positive achievements during my time in	I can identify my strengths, areas for				
he same choices	Year 2	improvement and set				
and opportunities in about what I like to a		myself some goals for				
earning, careers and and what I would like		next year				
work (genders, to do in the future	some goals for next year					
different ethnicities,						
lifferent						
packgrounds, etc)						
Please see highlighted objectives	Diversity 🙀 Rura	l Aspirations				

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 3 (Y4, 5, 6)

TAUGHT EVERY YEAR

ALL YEAR Becoming an active citizen Y5

I can acknowledge that others have different points of view both on and offline

Y4

I know why and how rules and laws are made and enforced. why different rules are needed in different situations and how to take part in making and changing rules in school

I can recognise aggressive and antisocial behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities. such as travellers, migrants and asylum seekers

I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism

I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important

I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance both on and offline towards people different from my themselves

I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election)

I understand the consequences of breaking the law and how the criminal justice system works in the UK I know how to access local and national support groups both on and offline

I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and

migrate to the UK

I understand the difference between economic migrant, asylum seeker and refugee

I know about Fair Trade and what it means

I know that individual and community rights and responsibilities need to taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances I recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias

I can express my views confidently and listen to and show respect for the views of others

I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making decisions and explaining choices

Diversity

I understand that there are other forms of government that are not democratic and can give some examples of these I understand what being part of a community means and I can take part more fully in school and community activities I understand the mental health benefits of community participation and volunteering I can demonstrate a sense of social justice and moral responsibility at

Y6

I understand how democracy works

in the UK at a local, regional and

national scale

school, in the community and towards the environment I understand that everyone has human rights and that children have their own special rights set out in the **United Nations Declarations of the Rights of the Child**

I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation

I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.

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Please see highlighted objectives

Inspired by Nature

We take every opportunity to be inspired by nature, whatever the subject

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Rural Aspirations

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 3 (Y4, 5, 6)

TAUGHT EVERY YEAR

Me a Y4 I recognise the different forms in which Child on Child abuse can manifest itself.	recognise the different	ships Y6 I recognise the		Y4	Keeping mysel Y5	<mark>f safe</mark> Y6
I recognise the different forms in which Child on Child abuse can	l recognise			Y4	Y5	¥6
different forms in which Child on Child abuse can	-	I recognise the				
I can suggest how to help prevent this. I understand how to ask for help should I experience or see this. I feel good about myself and my body and having an understanding of how the media presents 'body image' I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships	forms in which Child on Child abuse can manifest itself. I can suggest how to help prevent this. I understand how to ask for help should I experience or see this. I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisatio n	different forms in which Child on Child abuse can manifest itself. I can suggest how to help prevent this. I understand how to ask for help should I experience or see this. I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)	go to attra I recc offlin judgi unacc Barn I can what meal both offlir take respu- for m beha safet realit actio cons both offlir reco pred asses relat myse othe know get h (inclu in th road wate onlir elect perso safet cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons both offlir reco pred asses relat cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet cons safet safet safet safet cons safet safet cons safet safet cons safet safet cons safet safet cons safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet safet s	if I am worr ct their atter ognise difference e and then of ng what kind ceptable (thi ey and Echer describe t risk ns to me on and he I can onsibility hy own aviour and cy and se that ons have equences on and he I can gnise, ict and ss risk, ing to elf and rs and v how to help udes risks e home, farm, er, rail, he, cricity and onal cy) and I v how to help cy) and help cy) an help cy) an help cy) an help cy) an help cy) an help cy) an h	ied about anything o ntion ent risks in different s	my networks and who to n and offline and how to situations both on and e responsibly, including is acceptable or een peers)
Please see hig	hligh <u>ted obie</u>	ectives Divers		*	Rural Asp	oirations 📝
Inspired by Nature		ke every opportunit	_			

Brompton and S		ol: PHSE / SRE Long ter	m plan – Class 3 (Y4, 5,	, 6) 1	TAUGHT EVERY YEAR		
	SPRING 1			SPRING 2			
	Keeping myself sa		My healthy lifestyle				
Y4	Y5 no look after me, my networks	Y6	Y4 I can name people who look	Y5	Y6		
	ng on and offline and how to a	· · · · · · · · · · · · · · · · · · ·	worried about anything on a				
•	isks in different situations bot		I recognise different risks in				
	e responsibly, including judgin or unacceptable (this could in		decide how to behave respo contact is acceptable or una				
know the internet	I know the internet has	I know the internet has many	I can identify some factors	I know what	I can manage my time to		
as many benefits	many benefits but I know	benefits but I know I need to	(positive and negative)	makes a healthy	include regular exercise		
ut I know I need to alance my time	I need to balance my time spent on and offline and	balance my time spent on and offline and adhere to the	that affect physical, mental and emotional health e.g.	lifestyle- the benefits of	and self-care techniques t look after my mental and		
pent on and offline	adhere to the age rating	age rating of social media	relationships with family	exercise and	physical health such as		
nd adhere to the	of social media and	and computer games	and friends, stress levels,	healthy eating	relaxation I can recognise		
ge rating of social redia and	computer games I understand how some	I can select appropriate tools to collaborate and	physical activity, diet, self- image, media, online and	and the factors (positive and	opportunities to make my own choices about food,		
omputer games	people use online	communicate confidently	have started to develop	negative) that	what might influence my		
know that not	technology to bully other	and safely with others,	ways of counteracting the	affect mental	choice and the benefits of		
verything on the	people and I know how to	including friends	negative factors	health, including	eating a balanced diet		
nternet is true and now what to do if I	seek help if this happens to me or a friend	I know in real life I am able to recognise risks,	I understand what is meant by a healthy diet	having a positive self-image.	I understand the impact of growth and adolescence		
ccess something	I know how to present	harmful content and contact	(including understanding	I understand the	on my hygiene, good		
nat makes me	myself safely online and	and now how to report them	calories, and nutritional	importance of	quality sleep and nutrition		
nhappy or	understand the potential	I am aware of online abuse	content)	good oral	needs		
ncomfortable	risks of providing personal	such as trolling, bullying and	I can make informed	hygiene, including	I understand the risks		
understand the eed to keep some	information online I can use a range of	harassment and the negative impact it can have on a	choices about healthy eating and exercising	regular visits to the dentist	associated with an inactiv lifestyle, poor diet,		
formation private	strategies to protect my	person's mental health so I	I understand safe and	I know where	unhealthy eating and		
order to protect	personal information,	understand the need to use	unsafe exposure to the	individuals,	other behaviours on my		
nyself when	including passwords,	respectful language and	sun, and how to reduce	families and	physical and mental		
ommunicating nline and I can	addresses and images of myself and others	know the legal consequences for sending offensive online	the risk of sun damage I understand a range of	groups can get help and support	wellbeing I understand early signs of physical		
nplement	I understand that the	communications	feelings and how these	both on/offline	illness, such as weight los		
trategies to do this	person that I think I am	I understand how the media	make me feel both	I can deal	or unexplained changes to		
recognise how	communicating with on-	(advertising and internet)	emotionally and physically	positively with my	the body		
nline ommunications	line may not be who they say they are.	may influence my opinions and choices	I have a range of strategies for managing and	feelings and recognise a range	I understand safe and unsafe exposure to the		
ncluding from	I know how to manage	I have an understanding of	controlling strong feelings	of emotions in	sun, and how to reduce		
riends) may be	requests for images of	how my information and data	and emotions	others and can	the risk of sun damage,		
sed for	myself or others (this	is shared and used online I	I can respond	explain the	including skin cancer		
nanipulation or	includes from friends);	know how to manage	appropriately to other	intensity of my	I recognise that I may		
ersuasion and I ave ways of	what is and is not appropriate to ask for or	requests for images of myself or others (this includes from	people's feelings I can recognise my worth	feelings to others I understand what	experience conflicting emotions and when I need		
nanaging this.	share; who to talk to if I	friends); what is and is not	as an individual and the	resilience is and	to listen to and overcome		
know how to	feel uncomfortable and	appropriate to ask for or	worth of other people	have strategies I	my emotions		
ecognise and	are concerned by such a	share; who to talk to if I feel	I understand what being	can use to build	I have an understanding o		
isplay respectful ehaviour online	request I recognise that not all	uncomfortable and are concerned by such a request	resilient means to me and I have strategies I can use	my own resilience I can resolve	mental ill health and how important it is for people		
	information on the	I am a responsible user of	I can identify positive	differences,	to get early help to		
	internet is accurate or	mobile phones: safe keeping	things about myself,	looking at	support them I understan		
	unbiased (advertising) and	(looking after it) and safe	recognise some of my	alternatives,	that the media can have a		
	I have strategies for identifying the origin of a	user habits (time limits, use of passcode, turning it off at	mistakes and learn from them	making decisions and explaining	positive and negative effect on mental health,		
	website	night etc.) I know how to	I can make some changes	choices	e.g.body image		
		report concerns and get	quickly and easily but also	I know some of	I understand what being		
		support with issues online	understand that some	the ways of	resilient means to me and		
			changes are hard and can take a long time	dealing with the feelings that	I have strategies I can use I know how change can		
			I know what self-harm	sometimes arise	impact with our feelings of		
			and suicide ideations are	from changes	belonging		
			and know how to get help	I know what self-	I know what self-harm		
			or respond should I	harm and suicide	and suicide ideations are		
			experience or witness this, or hear others talking	ideations are and know how to get	and know how to get hel or respond should I		
			about it.	help or respond if	experience or witness		
				l experience or	this, or hear others talkin		
				witness this, or	about it.		
				hear others talking about it.			

Inspired by Nature

We take every opportunity to be inspired by nature, whatever the subject

Brompton		ry School: PHSE / SRE L	ong term plan -		TAUGHT EVERY YEA
	SUMMER	1		SUMMER 2	
	Me and my related	tionships		Me and My futur	е
Y4	Y5	Y6	Y4	Y5	Y6
an	I am aware of	I know that relationships		who look after me, my networks and	
monstrat	different types of	change over time and the		and offline and how to attract their a	
he	relationships and	features of a positive		nt risks in different situations both on ponsibly, including judging what kind	
atures of	what makes them a	healthy relationship both		ponsibly, including judging what kind his could include between peers)	of physical contact is acceptad
od	positive, healthy	on and offline (including		Lam abie to make considered	know that people buy thing
althy	relationships both	friendships) I know how	demonstrate	decisions about saving, spending	online and have online bank
endship	on and offline and I	to ask for help and have a	how to look	and giving	accounts and passwords to
oth on and	have the skills to	range of strategies to	after and save	I can differentiate between	keep money safe
fline and	form and maintain	resist pressure to do	money	essentials and desires – needs	I can describe how people's
ive the	a healthy	something dangerous,		and wants	careers are different and how
ills to	relationship	unhealthy, that makes me	I can begin to	l understand 'value for money'	they develop in different way
anage a	I can name people	feel uncomfortable,	develop an	and can make informed choices	and I am aware that people
lling out	who look after me,	anxious or that I believe is	understanding	to get 'value for money'	feel differently about the
an name	my networks and	wrong including when to	that people	I am able to assess 'best buys' in a range of circumstances	different types of work they of I can reflect on what I have
ople who	who to go to if I am	share a confidential	have different	a range of circumstances	learnt about careers,
ok after	worried about	secret all of which can	financial	manage feelings about money,	employability and enterprise
e, my	anything on or	happen both on and	circumstances	my own and others	activities and experiences and
etworks	offline and my	offline	I can begin to	know about the range of jobs	how the learning relates to m
nd who to	health and how to	I can name people who	understand the	carried out by people and some	choices
o to if I am	attract their	look after me, my	different values	of the stereotypes surrounding	I can describe a range of loca
orried	attention	networks and who to go	and attitudes	some career choices and I am	businesses and how they are
oout	I know how to	to if I am worried about	that people	aware of some of the rights and	run and the products and / or
nything on	respond safely and	anything on or offline and	have with	responsibilities when it comes to	services they provide
offline	appropriately to	my health and how to	regard to	treating people fairly Eknow and understand how I can	l understand that employers must treat all employees
id how to	adults I meet	attract their attention	money	develop skills to make a	equally and there are certain
tract their	(including online)	I can recognise the	I recognise the	contribution in the future	protected characteristics und
ttention	whom I do not	difference between	range of jobs	I am starting to consider what I	the Equalities Act
can	know	aggressive and assertive	carried out by	like , what I am good at and what	I know how to keep myself sa
espond	I know where	behaviour both on and	people they	I enjoy doing and can talk	when working and what the
ppropriatel	individuals, families	offline and developed	know	positively about my strengths	law says to protect workers
to other	and groups can get	some strategies to	l can explain	I know the importance of making	I can recognise and start to
eople's	help and support	resolve disputes and	how I will	a good impression when going	demonstrate some of the key
	I know how to be a	conflict	develop skills	through a selection process and can demonstrate some of the	qualities and skills that employers are looking for and
elings	good friend both on	I realise the	for work in the	skills required to do this	to be enterprising
can	and offline and how	consequences of anti-	future	know that there are a range of	understand that money we
cognise			I am aware that	earnings for different jobs	earn also supports the
y worth as	to manage a fall out with a friend	social and aggressive	the learning	I understand that there are a	community
) alteriale carl		behaviours, such as	choices I make	range of benefits from	I can identify positive
dividual	without a physical	bullying, cyber-bullying,	will affect my	employment, not just financial	achievements during my time
nd the	reaction	homophobia, transphobia	future options.	(making a difference, caring for	in Primary Schoolcan explain
orth of	I understand what	and biphobia and racism	I can identify	others, etc)	what I am worried about and
ther	boundaries are	which can happen both	my strengths,	I can identify positive achievements during my time in	what I am looking forward to Year 7
ople	appropriate in	on and offline on	areas for	Year 5 I can identify my	ncal /
diama di	friendships with	individuals and	improvement	strengths, areas for improvement	
derstand	peers and others	communities	and set high	and set myself some goals for	
ange of	both on and offline	I can recognise and	aspirations and	Year 6	
elings and	I understand the	challenge discrimination	goals	SRE	SRE
ow these	importance of being	and stereotyping which	can identify	I know the ways in which children	I understand the physical and
ake me	respectful to	can happen both on and	positive	grow and develop in puberty –	emotional changes I will go
el both	everyone and to	offline (including cultural,	achievements	physically and emotionally	through at puberty
notionally	recognise and care	ethnic, religious diversity,	during my time	I can manage my periods	I can look after my body and
d	about others	sexuality, gender and	in Year 4 I can	(menstruation) or I understand	health as I go through pubert
ysically	people's feelings	disability)	identify my	how girls manage their periods	I can manage my periods
	both on and offline	I understand the nature,	strengths, areas	and I am respectful of this	(menstruation) or I understar
	but if appropriate I	causes and consequences	for	l recognise, as l approach	how girls manage their period
	feel able to	of hate crime which can	improvement	puberty, how people's emotions	and I am respectful of this
	confidentially	happen both on and	and set myself	change at that time and how to	I know about human
	challenge their view	offline and I know I need	some goals for	deal with my feelings towards	reproduction including
	point	to tell a trusted adult	Year 5	myself, my family and others in a positive way	conception

Inspired by Nature

We take every opportunity to be inspired by nature, whatever the subject

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 3 (Y4, 5, 6)

TAUGHT EVERY YEAR

Y6

SPRING 1

Keeping myself safe

Y5

I know the internet has many

I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention

I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)

I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. I know how to recognise and display respectful behaviour online

Y4

benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend I know how to present myself safely online and understand the potential risks of providing personal information online I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others I understand that the person that I think I am communicating with online may not be who they say they are. I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I recognise that not all information

on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website

I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life I am able to recognise risks, harmful content and contact and now how to report them I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications I understand how the media (advertising and internet) may influence my opinions and choices I have an understanding of how my information and data is shared and used online I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request

I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) I know how to report concerns and get support with issues online

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Inspired by Nature

Please see highlighted objectives **Diversity** Ň We take every opportunity to be inspired by nature, whatever the subject

Rural Aspirations



SPRING 2

My healthy lifestyle Y5

Y6

I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention

Y4

I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)

I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, dit, self- image, media, online and have started to develop ways of counteracting the negative factorsI know what makes a healthy lifestyle- the benefits of exercise and negative) that affect mental about food, what might influence my choice and the benefits of eating a balanced dietI can manage my time to include regular wexercise and self-care techniques to look actors (positive and negative) that affect mental healthy life timeze.I can destand the substite and physical health such as relaxation I can recognise about food, what might influence my choice and the benefits of eating a about food, what might influence my choice and the benefits of eating a about food, what might influence my choice and the benefits of eating a about food, what might influence my choice and the benefits of eating a about food, what might influence my choice and the benefits of eating a about food, what might influence my choice and the benefits of eating a about food, what might influence my choice and the benefits of eating a adolescence on my hygiene, good quality sleep and nutrition needs I understand what or educe the risk of sun damage I can reange of feelings and reage of eating and controlling strong feelings and emotionsI can deal positively with my range of emotions in others I understand what being resilient means to me and I have strategies I can useI can resolve differences, resolve differences, I can resolve differences, I can deal positive and	Lean identify come factors (positive		
mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self- inage, media, online and have started to develop ways of counteracting the negative factorsbenefits of exercise and healthy eating and the such as relaxation I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a bolanced dietI understand what is meant by a healthy diet (including understanding calories, and nutritional content) I can make informed choices about to the sun, and how to reduce the risk of sun damageI understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs I understand that is associated with an healthy eating and exercising I understand a range of feelings and emotionally and physicallyI know where individuals, families and groups can get help and support both on and offlineI can deal positively with my intensity of my feelings to othersI can deal positively with my range of emotions in othersI can aceal positively with my range of strategies for and can explain the mensing and controlling strong feelings and emotionsI can resolve differences, l understand what being resilient my self, recognise may worth as an anal dark the wort of other peopleI can resolve differences, l can resolve differences, l can resolve differences, l can identify positive things about myself, recognise some of my mistake and lear from themI how some of the ways of to the sun, and how targe ges lient means to meant I have strategies I can useI can resolve differences, l understand what being resilient means to me and I have strategies I can useI can resolve differences			
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changes are hard and can take a long time	- · · ·	changes	feelings of belonging
time	easily but also understand that some		
	changes are hard and can take a long		
Please see highlighted objectives Diversity Rural Aspirations	Please see highlighted objectives	Diversity	Rural Aspirations

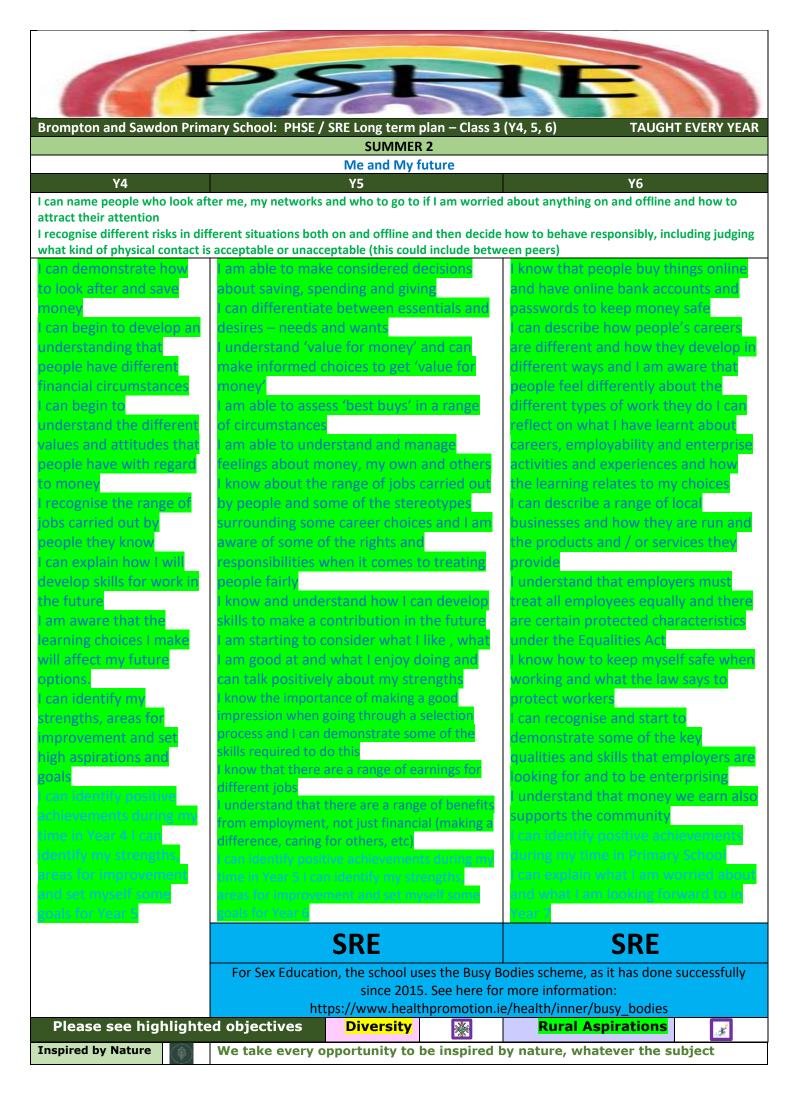
Inspired by Nature



SUMMER 1

Me and my relationships

¥4	¥5	Y6
I can demonstrate the	I am aware of different types of	I know that relationships change over
features of good healthy	relationships and what makes them	time and the features of a positive
friendship both on and	a positive, healthy relationships	healthy relationship both on and offline
offline and have the skills to	both on and offline and I have the	(including friendships) I know how to ask
manage a falling out	skills to form and maintain a healthy	for help and have a range of strategies to
I can name people who look	relationship	resist pressure to do something
after me, my networks and	I can name people who look after	dangerous, unhealthy, that makes me
who to go to if I am worried	me, my networks and who to go to	feel uncomfortable, anxious or that I
about anything on or offline	if I am worried about anything on or	believe is wrong including when to share
and how to attract their	offline and my health and how to	a confidential secret all of which can
attention	attract their attention	happen both on and offline
I can respond appropriately	I know how to respond safely and	I can name people who look after me,
to other people's feelings	appropriately to adults I meet	my networks and who to go to if I am
I can recognise my worth as	(including online) whom I do not	worried about anything on or offline and
an individual and the worth	know	my health and how to attract their
of other people	I know where individuals, families	attention
I understand a range of	and groups can get help and	I can recognise the difference between
feelings and how these	support	aggressive and assertive behaviour both
make me feel both	I know how to be a good friend both	on and offline and developed some
emotionally and physically	on and offline and how to manage a	strategies to resolve disputes and
	fall out with a friend without a	conflict
	physical reaction e.g not violent	I realise the consequences of anti-social
	I understand what boundaries are	and aggressive behaviours, such as
	appropriate in friendships with	bullying, cyber-bullying, homophobia,
	peers and others both on and	transphobia and biphobia and racism
	offline	which can happen both on and offline on
	l understand the importance of	individuals and communities
	being respectful to everyone and to	I can recognise and challenge
	recognise and care about others	discrimination and stereotyping which
	people's feelings both on and offline	can happen both on and offline
	but if appropriate I feel able to	(including cultural, ethnic, religious
	confidentially challenge their view	diversity, sexuality, gender and
	point	<mark>disability)</mark>
		I understand the nature, causes and
		consequences of hate crime which can
		happen both on and offline and I know I
		need to tell a trusted adult
Please see highlighted of	objectives <mark>Diversity</mark>	Rural Aspirations
Inspired by Nature 🕥 W	le take every opportunity to be inspire	ed by nature, whatever the subject



	The Street: NEW ARRIVALS						
	Class 1	Class 2	Class 3				
HT1	Single mum	Female same sex couple	Middle eastern immigrant				
	Captain Tom	Single dad	Same sex couple – male				
HT2	Traditional nuclear family	Step brothers	Transgender (boy who likes to				
	Blind person	Elderly person on own	dress as a girl)				
	Elderly person		Mixed Race couple				
HT3	Dad stays at home	Boy who dresses like a girl	Girl who dresses like a boy				
	British, Indian origin	Looked after / fostered	Refugee				
HT4	Girl who dresses like a boy	Eastern European immigrant	Nuclear – dad stays at home				
	Muslim	Single dad	Muslim				
HT5	Single dad	Girl who dresses like a boy	Elderly person – with carers				
	South American	British, Indian origin	British, Pakistani origin				
HT6	Step family	Buddhist	Disabled: hearing impairment				
	2 mums	Disabled member of family	Same sex couple - female				
HT7	Mixed Race couple	Brought up by grandparents	Sikh				
	Boy who dresses as a girl	Forces Family	British, Chinese origin				