



PSHE Long Term Plan – Question based model

Domain Knowledge	Key concept	Key concept
Health & Wellbeing	Healthy Lifestyle	Growing changing
Relationships	Healthy Relationships	Valuing differences
Living in the wider world	Rights and Responsibilities	Aspirations for the future

Question based on end point from progression map

REC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Events	Will you be my friend?	How do I keep my body healthy?	How do you feel?	What are my favourite things?	Who is special to me?	When should I say no?
		Anti-bullying Week		Unique Week	Enterprise Week	
		Beach School - mindfulness		Beach school- leaving it as we found it	PANTS	
Domain Knowledge/Key Concept	Relationships/ Healthy Relationships	Health & Wellbeing/Healthy lifestyle	Health & Wellbeing/Growing Changing	Living in the wider world/Aspirations for the future	Relationships/Valuing differences	Living in the wider world/Rights and Responsibilities
End Point	Pupils can identify the special people in their lives, what makes them special and how special people care for one another	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.
Broken Down knowledge covered	<ul style="list-style-type: none"> • I know that there are some ways that people can be the same as each other • I know that there are some ways that people can be different to each other • I know that everyone should be OK to be themselves 	<ul style="list-style-type: none"> • I can identify ways to keep clean • I know when it is important to wash my hands • I know how to wash my hands 	<ul style="list-style-type: none"> • I can identify comfortable and uncomfortable feelings • I can describe my feelings • I can manage uncomfortable feelings 	<ul style="list-style-type: none"> • I have thought about things that I like • I have thought about things that I dislike • I have considered how to make a difficult choice, listening to other people's opinions 	<ul style="list-style-type: none"> • I know the people that are special to me • I know what makes people special to each other • I know how special people look after each other 	<ul style="list-style-type: none"> • I know what private means • I know that some things are done in private • I know that other people need to be private sometimes



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Question based on end point from progression map

Yr 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Event 5	What is the same and different about us?	How do become a great friend?	How should we share our feelings?	What are rules?	What are the parts of my body called?	What do I need and do I want?
	Beach school – Safety getting to & from beach	Anti-bullying Week Funtrition	Beach school – group art work	Unique Week Funtrition	PANTS	Enterprise Week Beach school – what is recycling?
Domain Knowledge/ Key Concept	Relationships/Valuing differences	Relationships/ Healthy Relationships	Health & Wellbeing/Healthy lifestyle	Living in the wider world/Aspirations for the future	Health & Wellbeing/Growing Changing	Living in the wider world/Rights and Responsibilities
End Point	Pupils can identify and respect the differences and similarities between people.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond	Pupil understand the difference between needs and wants; that sometimes people may not always be able to have the things they want	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils know what rules are, why they are needed, and why different rules are needed for different situations
Broken Down knowledge covered	<ul style="list-style-type: none"> • I know I am the same as other people in some ways • I know I am different to other people in some ways • I can celebrate the similarities and differences that people have 	<ul style="list-style-type: none"> • I can actively listen to other people • I have thought about ways of communicating effectively • I have considered ways to resolve disagreements through negotiation 	<ul style="list-style-type: none"> • I can describe my feelings • I understand that people react differently to their feelings • I know that all feelings are OK, but some behaviours are not 	<ul style="list-style-type: none"> • I know considered the things I need • I can explain things that I want • I know that I can't have everything that I want 	<ul style="list-style-type: none"> • I can correctly name the main parts of the body • I can name the private part of the body that boys have • I can name the private part of the body that girls have 	<ul style="list-style-type: none"> • I know what a rule is • I understand why rules are important • I can explain why different rules are needed



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<i>Question based on end point from progression map</i>		

YR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Events	What am I good at?	What is bullying?	What do I do if I feel uncomfortable?	What are families like?	How do I grow?	What sort of secrets should I keep?
	Beach school – Safety at the beach	Anti-bullying Week		Unique Week		Enterprise Week
	Funtrition	Funtrition		Funtrition	PANTS	Beach school – why it's important to recycle
Domain Knowledge/Key Concept	Living in the wider world/Aspirations for the future	Relationships/ Healthy Relationships	Living in the wider world/Rights and Responsibilities	Relationships/Valuing differences	Health & Wellbeing/Growing Changing	Health & Wellbeing/Healthy lifestyle
End Point	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them	Pupils can recognise how they grow and will change as they become older.	Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable worried or afraid.
Broken Down knowledge covered	<ul style="list-style-type: none"> • I have considered my self-esteem • I can recognise and celebrate my strengths • I have set a goal for myself 	<ul style="list-style-type: none"> • I know what bullying is • I have considered how bullying can make someone feel • I know what to do if I am bullied or I see someone else being bullied 	<ul style="list-style-type: none"> • I know that that there are different types of touch • I understand that people need personal space • I understand that some touches are unsafe and know how to respond to these 	<ul style="list-style-type: none"> • I know that I am uniquely special • I know that there are lots of different types of families • I do not feel under pressure to be different to who I am 	<ul style="list-style-type: none"> • I know how a baby grows • I know how I have grown and changed • I know how I might change as I grow older 	<ul style="list-style-type: none"> • I know what a secret is • I know what a surprise is • I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid



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Question based on end point from progression map

YR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Events	How can we have good relationships?	Should I keep a secret?	When should I say no?	What defines a gender?	What strengths, skills and interests do we have?	How will my body change?
		Anti-bullying Week	Beach school – group art with shades	Unique Week		
	Beach school – Safety of listening to instructions	Funtrition	PANTS	Funtrition		
Domain Knowledge/Key Concept	Relationships/ Healthy Relationships	Health & Wellbeing/Healthy lifestyle	Living in the wider world/Rights and Responsibilities	Relationships/Valuing differences	Living in the wider world/Aspirations for the future	Health & Wellbeing/Growing Changing
End Point	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.	Pupils understand the right to protect their body from unwanted touch.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.
Broken Down knowledge covered	<ul style="list-style-type: none"> • I know what a relationship is and the different types of relationships that people enjoy • I can identify the different types of relationships that I am in • I have considered ways people show that they care for each other within a relationship 	<ul style="list-style-type: none"> • I can identify a secret and a surprise, understanding the difference • I know that it is OK to keep a surprise and that it is important to share a secret • I have considered ways of sharing a secret appropriately 	<ul style="list-style-type: none"> • I know that it is my right to decide who can touch my body • I have thought about the reasons why some people may need to touch my body • I know how to respond if someone touches my body without my permission 	<ul style="list-style-type: none"> • I have identified that there are ways in which some people believe that a boy should behave, and a girl should behave • I recognise that girls and boys have lots of similarities • I know that I can follow my aspirations, irrespective of the gender that I was born 	<ul style="list-style-type: none"> • I understand the term self-esteem and know why it is important to have high self esteem • I can recognise some of my strengths • I have set an aspirational personal goal for myself 	<ul style="list-style-type: none"> • I understand how my body might change as I grow and develop • I can celebrate everybody's physical uniqueness • I know how to keep my body clean and hygienic



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Question based on end point from progression map

YR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Events	What are my rights and responsibilities?	How do we treat each other with respect? Anti-bullying Week	How can we manage our feelings?	How will we grow and change? Unique Week	Can I give you a hug?	What jobs would we like?
	Funtrition	Beach school – How to contact the coastguard	Funtrition	Beach school – team tower building		Enterprise Week
Domain Knowledge/Key Concept	Living in the wider world/Rights and Responsibilities	Relationships/Valuing differences	Health & Wellbeing/Healthy lifestyle	Health & Wellbeing/Growing Changing	Relationships/ Healthy Relationships	Living in the wider world/Aspirations for the future
End Point	Pupil will know the relationship between rights and responsibilities	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond.	Pupil can identify the kind of job that they might like to do when they are older
Broken Down knowledge covered	<ul style="list-style-type: none"> I know what a right is I can explain what a responsibility is I have considered how rights and responsibilities are linked together 	<ul style="list-style-type: none"> I know everyone is both similar and different to other peoples I have thought about my family and how it is unique and special to me I have identified some of the things that make me who I am and can celebrate these 	<ul style="list-style-type: none"> I can recognise a wide range of emotions, and identify factors that affect emotions I have considered strategies to help manage my emotions I have thought about ways to recognise and respond to other people’s emotions 	<ul style="list-style-type: none"> I know how a baby develops I know how a baby is born I know how my body has changed so far and how it might change in the future 	<ul style="list-style-type: none"> I can recognise that some things can be done in public and some things should only be done in private I have thought about different types of touch within relationships and how to respond I have thought about types of behaviours within relationships and how to respond 	<ul style="list-style-type: none"> I understand that there are a broad range of different jobs I know which jobs interest me I have considered the skills and training needed for a job



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Question based on end point from progression map

YR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Events	What makes up a person's identity?	What is homophobia and transphobia?	Why do I feel like this?	How can I respectfully challenge another person's opinion?	What is puberty?	What do I need to get the job I want?
	Funtrition	Anti-bullying Week Beach school – The work of the coastguard	Funtrition	Unique Week	Beach school – how we prevent erosion	Enterprise Week
Domain Knowledge/Key Concept	Relationships/ Healthy Relationships	Relationships/Valuing differences	Health & Wellbeing/Healthy lifestyle	Living in the wider world/Rights and Responsibilities	Health & Wellbeing/Growing Changing	Living in the wider world/Aspirations for the future
End Point	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils can anticipate how their emotions may change as they approach and move through puberty	Pupil know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	Pupils can anticipate how their body may change as they approach and move through puberty	Pupils are aware of the skills that will help them in their future careers e.g. teamwork, communication and negotiation and academic
Broken Down knowledge covered	<ul style="list-style-type: none"> • I can identify the relationships that I am in • I can recognise healthy and unhealthy relationships, and how these can make me feel • I recognise the skills to respond to an unhealthy relationship 	<ul style="list-style-type: none"> • I know the terms associated with gender identity and sexual orientation • I know that using the terms to bully someone is unacceptable • I have considered ways to respond to identity bullying 	<ul style="list-style-type: none"> • I understand how puberty may affect my emotions • I have considered how my changing emotions may affect me • I know how to respond to overwhelming emotions 	<ul style="list-style-type: none"> • I can explore different information • I understand that people have different opinions • I know how to share my point of view in respectful way 	<ul style="list-style-type: none"> • I know how the male body can be affected by puberty • I know how the female body can be affected by puberty • I have thought about how these body changes might make people feel about themselves 	<ul style="list-style-type: none"> • I can question and challenge stereotypes about the types of jobs people can do • I have considered how people choose a career/job and what influences their decision • I know the skills I need to help me in the future



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Question based on end point from progression map

YR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus question/Events	What is discrimination and the effects of it?	Anti-bullying Week	How can the media influence people?	What will change as we become more independent?	How are babies made?	What responsibilities are there when having sex?
		What are human rights?		Unique Week		
	Funtrition	Beach School – First aid	Funtrition	Beach school – advising locals of our responsibilities		Enterprise Week
Domain Known/Ge/Key	Relationships/ Healthy Relationships	Relationships/Valuing differences	Health & Wellbeing/Healthy lifestyle	Living in the wider world/Aspirations for the future	Health & Wellbeing/Growing Changing	Living in the wider world/Rights and Responsibilities
End Point	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support to reach their goals	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.
Broken Down knowledge covered	<ul style="list-style-type: none"> • I know the correct terms to describe gender and sexuality • I know that treating someone as ‘wrong’ or ‘less than’ because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying • I have considered appropriate ways to communicate about gender and sexuality 	<ul style="list-style-type: none"> • I know that the cultural practice of female genital mutilation is against British law • I know that female genital mutilation constitutes abuse and is a crime • I know how to support a friend who I am worried might be at risk of female genital mutilation 	<ul style="list-style-type: none"> • I can recognise that images in the media, including online do not always reflect reality • I understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves • I have considered ways to feel positive about myself and celebrate my body 	<ul style="list-style-type: none"> • I have considered a range of problems that may affect people of my age • I have identified different sources of help, advice and support for a range of problems • I feel confident to ask for help and to help other people to ask for help if needed 	<ul style="list-style-type: none"> • I can name the sexual organs of a man and a woman • I know how a man and a woman have sexual intercourse • I understand how sexual intercourse can lead to reproduction 	<ul style="list-style-type: none"> • I know that infections can be shared during sexual intercourse • I am aware that infections spread easily, and to lots of people • I know a condom can help reduce the spread of infections

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Question based on end point from progression map

