

PSHE/ My Care and Independence/PSED Long Term plan

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Seekers Path 1</p>	<p>Topic for term: Managing Feelings:</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: How am I feeling?</p>	<p>Topic for term: Self-awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: Can I engage in play?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Healthy eating <p>Key Question: How do I use my senses to explore food?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping myself safe People that help us <p>Key Question: Who can help me?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Baby to adult <p>Key question: What is a baby?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> We are all different <p>Key Question: What groups do I belong to?</p>
<p>Seekers Path 2</p>	<p>Topic for term: Managing Feelings:</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: How do I express my feelings?</p>	<p>Topic for term: Self-awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: What play activities do I enjoy?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Healthy eating <p>Key Question: Can I can try different foods?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping myself safe People that help us <p>Key Question: How do I ask for help?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Baby to adult <p>Key question: How have I changed since I was a baby?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> We are all different <p>Key Question: What do I do in my groups?</p>
<p>Explorers Path 1</p>	<p>Topic for term: Managing Feelings:</p> <ul style="list-style-type: none"> Managing strong feelings. <p>Key Question:</p>	<p>Topic for term: Self-awareness:</p> <ul style="list-style-type: none"> Kind and unkind behaviours <p>Key Question:</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Healthy/unhealthy foods, balanced diets <p>Key Question: What food do I like to eat?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Staying safe. <p>Key Question:</p>	<p>Topic for term: Changing and Growing:</p> <p>How will I change as I grow?</p> <p>Key Question:</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Belonging to a community.

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	What makes me feel the way I do?	<i>What do gentle hands look like?</i>	Self-care, support and safety: <ul style="list-style-type: none"> • <i>Staying safe.</i> Who can keep me safe in school and at home?	Who can keep me safe at home and school?	What is different between a baby and a child? Years 4 and 5s <i>Changes at puberty</i> Key Question: How will I change as I grow?	<ul style="list-style-type: none"> • <i>Respecting differences between people</i> Key Question: <i>What groups make up my community?</i>
Explorers Path 2	Topic for term: Managing Feelings: <ul style="list-style-type: none"> • <i>Managing strong feelings.</i> Key Question: Can I recognise the emotions of those around me?	Topic for term: Self-awareness: <ul style="list-style-type: none"> • <i>Kind and unkind behaviours</i> Key Question: What does kindness look like, sound like, and feel like?	Topic for term: Healthy Lifestyles: <ul style="list-style-type: none"> • Healthy/unhealthy foods, balanced diets Key Question: What food should I eat lots of? Self-care, support and safety: <ul style="list-style-type: none"> • <i>Staying safe.</i> <i>Key Question:</i> Who can keep me safe in the community?	Topic for term: Self-care, support and safety: <ul style="list-style-type: none"> • <i>Staying safe.</i> Key Question: Who can keep me safe in the community?	Topic for term: Changing and Growing: <i>How will I change as I grow?</i> Years 4 and 5s <i>Changes at puberty</i> Key Question: What can I do now that I couldn't do when I was younger?	Topic for term The World I live in: <ul style="list-style-type: none"> • <i>Belonging to a community.</i> • <i>Respecting differences between people</i> Key Question: <i>How can I help others feel welcome?</i>
Connectors Path 1	Topic for term: Managing Feelings:	Topic for term: Self-Awareness:	Topic for term: Healthy Lifestyles: Healthy/unhealthy foods, balanced diets	Topic for term: Self-care, support and safety:	Topic for term: Changing and Growing:	Topic for term The World I live in:

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	<ul style="list-style-type: none"> Managing strong feelings. <p>Key Question:</p> <p>What helps me feel calm?</p>	<ul style="list-style-type: none"> Kind and unkind behaviours <p>Key Question:</p> <p>How do I know when someone is being kind/ unkind?</p>	<p>Key Question:</p> <p>What food should I have in my diet to keep me healthy?</p> <p>Self-care, support and safety:</p> <ul style="list-style-type: none"> Staying safe. <p>How can I keep myself safe?</p>	<ul style="list-style-type: none"> Staying safe. <p>Key Question:</p> <p>How can I keep myself safe at home?</p>	<p>How will I change as I grow?</p> <p>Key Question:</p> <p>What are the stages of a human's life?</p> <p>Years 4 and 5s</p> <p>Changes at puberty</p> <p>Key Question:</p> <p>How will I change as I grow?</p>	<ul style="list-style-type: none"> Belonging to a community. Respecting differences between people <p>Key Question:</p> <p>What roles do people have in a community?</p>
<p>Connectors</p> <p>Path 2</p>	<p>Topic for term:</p> <p>Managing Feelings:</p> <ul style="list-style-type: none"> Managing strong feelings. <p>Key Question:</p> <p>How can I communicate my feelings safely?</p>	<p>Topic for term:</p> <p>Self-Awareness:</p> <ul style="list-style-type: none"> Kind and unkind behaviours <p>Key Question:</p> <p>Can I describe how my actions affect others?</p>	<p>Topic for term:</p> <p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> Healthy/unhealthy foods, balanced diets <p>Key Question:</p> <p>How do I know if a food is good for me?</p>	<p>Topic for term:</p> <p>Self-care, support and safety:</p> <ul style="list-style-type: none"> Staying safe. <p>Key Question:</p> <p>How can I keep myself safe in the community?</p>	<p>Topic for term:</p> <p>Changing and Growing:</p> <p>How will I change as I grow?</p> <p>Key Question:</p> <p>How do the needs of babies, children and adults differ?</p> <p>Years 4 and 5s</p> <p>Changes at puberty</p> <p>Key Question:</p> <p>How will I change as I grow?</p>	<p>Topic for term</p> <p>The World I live in:</p> <ul style="list-style-type: none"> Belonging to a community. Respecting differences between people <p>Key Question:</p> <p>How can we support our community?</p>

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Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seekers Path 1	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: How do I show my feelings?</p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Things we are good at <p>Key Question: What can I do?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Looking after myself Keeping well <p>Key Question: Am I thirsty, hungry or tired?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Taking care of ourselves <p>Key Question: Who helps to take care of me?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Families <p>Key Question: Who lives in my house?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Jobs people do Taking care of the environment (pets etc) <p>Key Question: What jobs do people do?</p>
Seekers Path 2	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: Can I start to recognise other people's feelings?</p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Things we are good at <p>Key Question: How do I make other people smile?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Looking after myself Keeping well <p>Key Question: What does my body need?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Taking care of ourselves <p>Key Question: Can I start to take care of myself?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Families <p>Key Question: Who is in my family?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Jobs people do Taking care of the environment (pets etc) <p>Key Question: What can I do to help the world around me?</p>
Explorers Path 1	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> Sensory needs and communication. <p>Key Question:</p>	<p>Topic for term: Self-Awareness:</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Keeping well. 	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Trust. 	<p>Topic for term: Changing and Growing:</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Taking care of the

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	How can I show what I need to help me?	<ul style="list-style-type: none"> Getting on with others People who are special to us <p>Key Question: Who is important to me?</p>	(Including what to do when unwell or hurt) Key Question: Who helps us when we are ill?	<ul style="list-style-type: none"> Unfamiliar people <p>Key Question: Who can help me?</p>	<ul style="list-style-type: none"> What types of touch are safe? <p>Key Question: How can I show gentle hands?</p>	environment (home, school, people, litter, pollution etc) Key Question: How can I help keep my school clean?
Explorers Path 2	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> Sensory needs and communication. <p>Key Question: What is important to me to help me learn?</p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Getting on with others People who are special to us <p>Key Question: Who do I like to be with, and how do I show it?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Keeping well. <p>(Including what to do when unwell or hurt)</p> <p>Key Question: Why is it important to keep my body and mind healthy?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Trust. Unfamiliar people <p>Key Question: Who is in my circle of trust?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> What types of touch are safe? <p>Key Question: What is safe touch?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Taking care of the environment (home, school, people, litter, pollution etc) <p>Key Question: What can I do to help keep the world clean?</p>
Connectors Path 1	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> Sensory needs and communication. <p>Key Question:</p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Getting on with others 	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Keeping well. <p>(Including</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Trust. 	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> What types of 	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Taking care of the environment

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	<p><i>How can I recognise my feelings and what helps me when I feel different emotions?</i></p>	<ul style="list-style-type: none"> • People who are special to us <p>Key Question: <i>How can I listen to others and understand how they feel?</i></p>	<p><i>what to do when unwell or hurt)</i></p> <p>Key Question: <i>How can I make healthy choices to look after my physical and mental wellbeing?</i></p>	<ul style="list-style-type: none"> • Unfamiliar people <p>Key Question: <i>How do I know who to trust?</i></p>	<p><i>touch are safe?</i></p> <p>Key Question: <i>How can I keep my body safe?</i></p>	<p><i>(home, school, people, litter, pollution etc)</i></p> <p>Key Question: <i>How can I care for my environment?</i></p>
<p>Connectors Path 2</p>	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> • Sensory needs and communication. <p>Key Question: <i>How can I understand my feelings, including sensory needs, and communicate them in a safe way?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> • Getting on with others <p>Key Question: <i>How can I get on with others and manage challenges in relationships?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> • Keeping well. (Including what to do when unwell or hurt) <p>Key Question: <i>Why should I sleep well and keep active?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> • Trust. • Unfamiliar people <p>Key Question: <i>When should I keep a secret and when should I not?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> • What types of touch are safe? <p>Key Question: <i>What should I do if I feel uncomfortable?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> • Taking care of the environment (home, school, people, litter, pollution etc) <p>Key Question: <i>How can I take responsibility for caring for my environment and community?</i></p>

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Cycle 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seekers Path 1	<p>Topic for term: Managing Feelings:</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: How am I feeling?</p>	<p>Topic for term: Self-awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: Can I engage in play?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Healthy eating <p>Key Question: How do I use my senses to explore food?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping myself safe People that help us <p>Key Question: Who can help me?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Baby to adult <p>Key question: What is a baby?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> We are all different <p>Key Question: What groups do I belong to?</p>
Seekers Path 2	<p>Topic for term: Managing Feelings:</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: How do I express my feelings?</p>	<p>Topic for term: Self-awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: What play activities do I enjoy?</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Healthy eating <p>Key Question: Can I can try different foods?</p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping myself safe People that help us <p>Key Question: How do I ask for help?</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Baby to adult <p>Key question: How have I changed since I was a baby?</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> We are all different <p>Key Question: What do I do in my groups?</p>
Explorers Path 1	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Managing strong feelings <p>Key Question:</p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question:</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Taking care of my physical health 	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping safe online 	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Different types of relationships 	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Rules and law Money <p>Key Question:</p>

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	<i>What can I do when my feelings are very strong or things change?</i>	<i>How can I join in and take turns with others?</i>	Key Question: <i>How do I take care of my body?</i>	Key Question: <i>How do people communicate with me and what do I notice?</i>	Key Question: <i>Who are the people I know and how do I respond to them?</i>	<i>What do I see and do in shops and school?</i>
Explorers Path 2	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Managing strong feelings <p>Key Question: <i>How can I help others when they are feeling sad or upset?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: <i>What does good listening and turn-taking look like?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Taking care of my physical health <p>Key Question: <i>How do I stay safe and well?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping safe online <p>Key Question: <i>How do people talk and share messages with me?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Different types of relationships <p>Key Question: <i>Can I name the people in my family and recognise others' families?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Rules and law Money <p>Key Question: <i>What do money and rules help us do?</i></p>
Connectors Path 1	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Managing strong feelings <p>Key Question: <i>How should I respond to how other people are feeling?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: <i>What does it look like to listen, be polite, and work together?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Taking care of my physical health <p>Key Question: <i>How do healthy routines (sleep,</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping safe online <p>Key Question: <i>How do people use screens and devices to communicate safely?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Different types of relationships <p>Key Question: <i>Why are all families different and how do they look after each other?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Rules and law Money <p>Key Question: <i>Why do we have rules and what do we use money for?</i></p>

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			<i>exercise, hygiene) help me feel good?</i>			
Connectors Path 2	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Managing strong feelings <p>Key Question: <i>How do my feelings and actions affect other people?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Playing together <p>Key Question: <i>How can we work and play together so everyone feels included and can do their best?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Taking care of my physical health <p>Key Question: <i>What might happen if we don't look after our bodies?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Keeping safe online <p>Key Question: <i>How can we use devices to communicate safely and make good choices online?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Different types of relationships <p>Key Question: <i>What different relationships are there and how do people show care?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Rules and law Money <p>Key Question: <i>How do rules help us live safely and how do we use money in everyday life?</i></p>

Cycle 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seekers Path 1	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> Identifying and expressing feelings 	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Things we are good at <p>Key Question:</p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Looking after myself 	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Taking care of ourselves <p>Key Question:</p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Families <p>Key Question:</p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Jobs people do Taking care of the

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	<p>Key Question: <i>How do I show my feelings?</i></p>	<p><i>What can I do?</i></p>	<ul style="list-style-type: none"> • <i>Keeping well</i> <p>Key Question: <i>Am I thirsty, hungry or tired?</i></p>	<p><i>Who helps to take care of me?</i></p>	<p><i>Who lives in my house?</i></p>	<p><i>environment (pets etc)</i></p> <p>Key Question: <i>What jobs do people do?</i></p>
<p>Seekers Path 2</p>	<p>Topic for term: Managing feelings</p> <ul style="list-style-type: none"> • <i>Identifying and expressing feelings</i> <p>Key Question: <i>Can I start to recognise other people's feelings?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> • <i>Things we are good at</i> <p>Key Question: <i>How do I make other people smile?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> • <i>Looking after myself</i> • <i>Keeping well</i> <p>Key Question: <i>What does my body need?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> • <i>Taking care of ourselves</i> <p>Key Question: <i>Can I start to take care of myself?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> • <i>Families</i> <p>Key Question: <i>Who is in my family?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> • <i>Jobs people do</i> • <i>Taking care of the environment (pets etc)</i> <p>Key Question: <i>What can I do to help the world around me?</i></p>
<p>Explorers Path 1</p>	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> • <i>Identifying and expressing feelings</i> <p>Key Question: <i>How do faces and bodies show different feelings?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> • <i>Things we are good at</i> <p>Key Question: <i>What makes me me and how am I different from others?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> • <i>Keeping well (including drug and alcohol education)</i> <p>Key Question: <i>Who helps me when I am ill and how do they help me get better?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> • <i>Public and private</i> <p>Key Question: <i>What belongs to me?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> • <i>Dealing with touch</i> <p>Key Question: <i>Who touches me to help, care for, or look after me safely?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> • <i>Jobs people do</i> <p>Key Question: <i>Who helps us at school and what do they do?</i></p>

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<p>Explorers Path 2</p>	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: <i>How do my body and feelings change when I feel different emotions?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Things we are good at <p>Key Question: <i>What can I do well and what do I need help with?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Keeping well (including drug and alcohol education) <p>Key Question: <i>What are medicines and who gives them to us safely?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Public and private <p>Key Question: <i>How do I take care of my belongings and others' things?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Dealing with touch <p>Key Question: <i>How do we show respect for other people's bodies?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Jobs people do <p>Key Question: <i>What different jobs do people do and what makes them good at them?</i></p>
<p>Connectors Path 1</p>	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Identifying and expressing feelings <p>Key Question: <i>Why is it important that no one makes us feel unsafe or unhappy?</i></p>	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Things we are good at <p>Key Question: <i>How can I help myself and when do I need support from others?</i></p>	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Keeping well (including drug and alcohol education) <p>Key Question: <i>How are medicines used to help people stay well?</i></p>	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Public and private <p>Key Question: <i>How can we keep ourselves and others safe and respect privacy?</i></p>	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Dealing with touch <p>Key Question: <i>How do I keep my body safe and protect my personal space?</i></p>	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Jobs people do <p>Key Question: <i>What job might I like to do when I am older?</i></p>
<p>Connectors Path 2</p>	<p>Topic for term: Managing feelings:</p> <ul style="list-style-type: none"> Identifying and 	<p>Topic for term: Self-Awareness:</p> <ul style="list-style-type: none"> Things we are good at 	<p>Topic for term: Healthy Lifestyles:</p> <ul style="list-style-type: none"> Keeping well (including 	<p>Topic for term: Self-care, support and safety:</p> <ul style="list-style-type: none"> Public and private 	<p>Topic for term: Changing and Growing:</p> <ul style="list-style-type: none"> Dealing with touch 	<p>Topic for term: The World I live in:</p> <ul style="list-style-type: none"> Jobs people do

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	<p><i>expressing feelings</i></p> <p>Key Question: <i>How can I understand, express, and manage my feelings and understand others'?</i></p>	<p>Key Question: <i>What do I hope for in my future life?</i></p>	<p><i>drug and alcohol education)</i></p> <p>Key Question: <i>What should we never put in our bodies and why?</i></p>	<p>Key Question: <i>What should I do if my privacy or belongings are not respected?</i></p>	<p>Key Question: <i>Why is it important to respect other people's bodies and choices?</i></p>	<p>Key Question: <i>Why must we only use emergency services when it is really needed?</i></p>
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Appendix 1 - [PSHE education planning framework for pupils with SEND \(key stages 1–4\), July 2020-2.pdf](#)

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

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Appendix 2- Links to Relationship education [PSHE education planning framework for pupils with SEND \(key stages 1–4\), July 2020-2.pdf](#)

RELATIONSHIPS EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary)	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2
	By the end of primary school <u>pupils should know</u> :	Section and row references:
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	Self-Awareness: SA4
	<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. 	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	<ul style="list-style-type: none"> 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. 	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	Self-Awareness: SA5
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	Self-Awareness: SA5
	<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. 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
Respectful relationships	<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. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Self-Awareness: SA3 Managing Feelings: MF2
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Self-Awareness: SA3

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Respectful relationships (continued...)	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2
	<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. 	Self-Awareness: SA2 The World I Live In: WILI 1
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	The World I Live In: WILI 1
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	Changing and Growing: CG1
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	<ul style="list-style-type: none"> how information and data is shared and used online. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	Self-Care, Support and Safety: SSS3
	<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. 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	Self-Care, Support and Safety: SSS2, SSS3
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	Self-Care, Support and Safety: SSS3, SSS4
	<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. 	Self-Care, Support and Safety: SSS2, SSS4

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Being safe	<ul style="list-style-type: none">• how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	<ul style="list-style-type: none">• where to get advice (e.g. family, school and/or other sources).	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

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Appendix 3- Links to Health Education [PSHE education planning framework for pupils with SEND \(key stages 1–4\), July 2020-2.pdf](#)

HEALTH EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Health Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	Managing Feelings: MF1
	<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. 	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF1, MF3
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> 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. 	Managing Feelings: MF2
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	Relationships: Managing Feelings: MF1
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4

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Internet safety and harms	<ul style="list-style-type: none"> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	Self-Care, Support and Safety: S553, S554
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	Self-Care, Support and Safety: S554
	<ul style="list-style-type: none"> 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. 	Self-Awareness: SA2 Self-Care, Support and Safety: S554
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	Self-Care, Support and Safety: S552 (Secondary framework)
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	Self-Care, Support and Safety: S554
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> 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. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	Healthy Lifestyles: HL3
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	Healthy Lifestyles: HL1
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Healthy Lifestyles: HL3

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Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	Healthy Lifestyles: HL1, HL3
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Self-Care, Support and Safety: SSS2
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Changing and Growing: CG2
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 	Changing and Growing: CG2