

RMS Revised detailed Whole School Long Term Plan including skills

Vision for PSHCE:

A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of ‘one-off’ topics.

These skills will equip children to manage risk rather than just respond to risk.

Please find below the repeated Core Themes and different topic areas.

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<p>Topic areas: Healthy lifestyles Keeping safe Growing and changing</p>	<p>Topic areas: Healthy Relationships Feelings and emotions Valuing difference</p>	<p>Topic areas: Rights and responsibilities Taking care of the environment Money matters</p>

There are a series of character lessons to complement the skill development.

Autumn Term		
Developing the overarching concepts of:	Through the contexts of:	
<p>Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p>Relationships (including different types and in different settings)</p> <p>Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <p>Diversity and equality (in all its forms)</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</p> <p>A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	<p>Autumn 1: Core theme 2: Relationships</p>	<p>Autumn 2: Core theme 1: Health and wellbeing</p>
	<p>Pupils should be taught:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Pupils should be taught:</p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>
	<p>Essential Skills</p>	
	<p>Active listening</p> <p>Awareness of own needs</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Perception of how peers show feeling</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Giving constructive feedback to others</p>

	<p>Recognising safe sources of support</p> <p>Resilience</p> <p>Resolving conflict</p> <p>Self-management</p> <p>Self-reflection</p>	<p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>
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	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
<p>Core theme 2:</p> <p>Relationships</p>	<p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>
<p>Core theme 1:</p> <p>Health and Wellbeing</p>	<p>Healthy lifestyles:</p> <p>Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p>	<p>Healthy lifestyles:</p> <p>Making informed choices; balanced diet; hygiene</p>	<p>Healthy lifestyles:</p> <p>What influences our choices about health and wellbeing</p>

Spring Term

Developing the overarching concepts of:	Through the contexts of:	
<p>Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p>Relationships (including different types and in different settings)</p> <p>Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <p>Diversity and equality (in all its forms)</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</p> <p>A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	Spring 1 Core theme 1: Health and Wellbeing	Spring 2 Core theme 2: Relationships
	<p>Pupils should be taught:</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p>Pupils should be taught:</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>
	Essential Skills	
	<p>Active listening</p> <p>Affirming self and others</p> <p>Communicating ideas and views</p> <p>Empathy</p> <p>Resilience</p> <p>Self-reflection</p> <p>Using constructive feedback</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situation</p> <p>Communicating ideas to others</p> <p>Communicating ideas and views to others</p> <p>Empathy</p> <p>Giving constructive feedback</p> <p>Recognising distorted thinking</p> <p>Self-management</p> <p>Self-reflection</p>

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2 Minimum 10 session to include:	Year 3 and 4 Minimum 10 session to include:	Year 5 and 6 Minimum 10 session to include:
Core Theme 1 Health & Wellbeing	<p>Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>
Core Theme 2: Relationships	<p>Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions;</p> <p>recognising and respecting similarities and differences</p>	<p>Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination;</p> <p>respecting others' feelings and opinions</p>	<p>Valuing difference: Challenging stereotypes;</p> <p>different types of relationships; maintaining relationships; respecting similarities and differences;</p> <p>bullying, discrimination and prejudice</p>

Summer Term

Developing the overarching concepts of:

Through the contexts of:

Diversity and equality (in all its forms)

Rights (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

Career (including enterprise, employability and economic understanding)

**It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching*

Summer 1
Living in the Wider World

Summer 2
Living in the Wider World

Pupils should be taught:

About respect for self and others

The importance of responsible behaviours and actions

About rights and responsibilities as members of families, other groups and ultimately as citizens

About different groups and communities

To respect equality and to be a productive member of a diverse community

Pupils should be taught:

About the importance of respecting and protecting the environment

About where money comes from, keeping it safe, and the importance of managing it effectively

How money plays an important part in people's lives

A basic understanding of enterprise

Essential Skills

Affirming self and others

Analysing and evaluating situations

Communicating ideas and views

Drawing conclusions

Empathy

Formulating questions

Gathering and using data (assessing validity and reliability)

Giving constructive feedback to others

Looking at evidence

Making decisions and choices

Managing risk and personal safety

Negotiation

Planning

Recalling and applying knowledge and skills

Recognising distorted thinking

Resilience

Resolving conflicts

	Self-reflection Setting challenging goals Team-working
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	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
Core theme 3: Living in the Wider World	<p>Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p>Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p>Money matters: finance; earning money and deductions; enterprise</p>

Character Links (to be completed after the terms have been mapped out.)

	Autumn	Spring	Summer
	Relationships Health and Wellbeing	Health and Well being Relationships	Living in the Wider World
KS1			
KS2			

Using the lesson plans provided – we can then map out each term's content choosing the characters to go along side.

