

LONG TERM PLANNING OVERVIEW

KEY STAGE 1						
Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 1/Year A Outline content	This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.	This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.	This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles	This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.
Year 1/Year A Assessment outcomes	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and "happen by themselves"</p> <p>I have thought about working with other people to overcome obstacles.</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

This overview is used in conjunction with RSHE Goodness and Mercy planning and resources which is covered throughout the year (See AKPS RSHE Policy and overview). In addition, we have annual focused weeks on e-safety, ant bullying, Safety/NSPCC Pants work. We also cover some of this through the annual Wiltshire Life Education Unit Visit for all classes. Resources: [Learn 4 Life : Wiltshire Healthy Schools](#)

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Year 2/Year B Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week.	This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.
Year 2/Year B Assessment outcomes	I know how I can help make my classroom a safe and happy place I can welcome someone into my class I have thought about how my behaviour can affect others	I know about stranger danger including meeting strangers online I can work well in a group I have thought about what I should do if I meet dangerous situations	I know that you can choose to spend or save money I can choose between my ideas and give reasons I have thought about the best way to use money	I know the stages of a life cycle I can identify some of the people who care for me I have thought about ways of keeping my teeth healthy	I know why I should eat 5 portions of fruit and veg a day I know what makes me feel relaxed and what makes me feel stressed I have thought about the importance of a balanced diet	I know how to cope with changes that can be exciting or worrying I can plan to overcome obstacles that might get in the way I have thought about how to make sensible choices
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LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 3/Year A Outline content	This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety.	This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.	This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.
Year 3/Year A Assessment outcomes	I know something about everyone in my class I can work in a cooperative way with others I have thought about how everyone has to live by rules	I know how to take turns when talking I can spot dangers in the home including dangers online I have thought about how to stay safe	I know some enterprising ways I can support a charity I know how others can help me achieve my goals and how I can help others I have thought about the importance of teamwork	I know that families can be different from one another I can say no to peer pressure I have thought about the importance of caring for myself and keeping myself clean	I know that eating too much salt, sugar and fat is bad for me I can recognise when I find something difficult and do something about it or cope with how that makes me feel I have thought about how to keep my body healthy	I know some people who I can turn to for help at difficult times I know that everybody goes through many sorts of change all the time I have thought about ways of keeping myself safe including how to contact Childline
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Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues.	In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.	This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices.	This unit explores change, where and how to get help, e.g. when playing outdoors, as well as e-safety and keeping personal information safe.
Year 4/Year B Assessment outcomes	<p>I know what it feels like to be unwelcome</p> <p>I can work with others to achieve a shared goal</p> <p>I have thought about how to develop and maintain a positive learning environment</p>	<p>I know how to enjoy fireworks safely</p> <p>I can use peaceful problem solving to sort out difficulties</p> <p>I have thought about ways to manage difficult feelings</p>	<p>I know what can influence how people spend or save</p> <p>I know I am responsible for my own learning and behaviour</p> <p>I have thought about why people spend and save</p>	<p>I know the names for male and female body parts</p> <p>I can take responsibility for what I choose to do</p> <p>I have thought about how and why my body will change</p>	<p>I know I am responsible for taking exercise to look after my body</p> <p>I know how to say no, if offered a cigarette</p> <p>I can stop and think before I act</p> <p>I have thought about how to make sensible choices</p>	<p>I know some ways of dealing with changes that make me feel uncomfortable</p> <p>I know some ways of dealing with the feelings that arise from changes</p> <p>I have thought about ways to keep myself safe when I am out with my friends</p>
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Year 5/Year A Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed.	This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.	This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.
Year 5/Year A Assessment outcomes	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I know that different ways of behaving are appropriate in different types of relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways</p>	<p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p>	<p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p>	<p>I know that alcohol is a drug</p> <p>I can describe the Eat Well plate and a balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and body by.....</p>	<p>I know how people often respond to difficult changes</p> <p>I can take responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p>
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Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk.	This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'.
Year 6/Year B Assessment outcomes	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about people and situations</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p>
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