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**Long Term Plan for PSHE**

**Havannah First School PSHE Units and Coverage**

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| **Year Group** | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **R** | Self-identity Understanding feelingsBeing in a classroomBeing gentleRights and responsibilities | Identifying talentsBeing specialFamiliesWhere we liveMaking friendsStanding up for yourself | ChallengesPerseveranceGoal-settingOvercoming obstaclesSeeking helpJobsAchieving goals | Exercising bodiesPhysical activityHealthy foodSleepKeeping cleanSafety | Family lifeFriendshipsBreaking friendshipsFalling outDealing with bullyingBeing a good friend | BodiesRespecting my bodyGrowing upGrowth and changeFun and fearsCelebrations |
| **Y1** | **Zones of Regulation****Lessons 1 – 6**Students become familiar with the concept of The ZonesStudents increase their ability to identify emotionsStudents deepen their understanding of The Zones of Regulation and learn to identify the Zones in othersStudents learn to identify the Zones in themselvesStudents learn that in a specific situation there are expected and unexpected behaviour that a person may produce when in a ZoneStudents gain an increased awareness of how they feel in each Zone | **Zones of Regulation****Lessons 7 – 12**Students understand that different events change the way they are feelingStudents gain awareness that Zones fluctuate throughout the dayStudents gain awareness that they are more successful if they can manage their triggers and ZonesStudents gain insight about how sensory support tools can help regulate ZonesStudents learn about and try out calming techniques that can be utilised to calm their body and mindStudents are able to provide examples of big, medium and small problems | **Zones of Regulation****Lessons 13 – 18**Students understand that they can engage in different strategies to change their Zone and regulateStudents review what their Yellow Zone looks like in themStudents recognise opportunities in their day to use Zone toolsStudents increase their use of tools to aid in self-regulationStudents increase their problem solving and planning abilities Students celebrate their achievements in using tools to regulate their Zones | **Jigsaw PSHE****Healthy Me**Keeping myself healthyHealthier lifestyle choicesKeeping cleanBeing safeMedicine safety/safety with household itemsRoad safetyLinking health and happiness | **Jigsaw PSHE****Relationships**Belonging to a familyMaking friends/being a good friendPhysical contact preferencesPeople who help usQualities as a friend and personSelf-acknowledgementBeing a good friend to myselfCelebrating special relationships | **Jigsaw PSHE****Changing Me**Life cycles – animal and humanChanges in meChanges since being a babyDifferences between female and male bodies (correct terminology)Linking growing and learningCoping with changeTransition |
| **Y2** | Hopes and fears for the yearRights and responsibilitiesRewards and consequencesSafe and fair learning environmentValuing contributionsChoicesRecognising feelings | Assumptions and stereotypes about genderUnderstanding bullyingStanding up for self and othersMaking new friendsGender diversityCelebrating difference and remaining friends | Achieving realistic goalsPerseveranceLearning strengthsLearning with othersGroup co-operationContributing to and sharing success | MotivationHealthier choicesRelaxationHealthy eating and nutritionHealthier snacks and sharing food | Different types of familyPhysical contact boundariesFriendship and conflictSecretsTrust and appreciationExpressing appreciation for special relationships | Life cycles in natureGrowing from young to oldIncreasing independenceDifferences in female and male bodies (correct terminology)AssertivenessPreparing for transition |
| **Y3** | Setting personal goalsSelf-identity and worthPositivity in challengesRules, rights and responsibilitiesRewards and consequencesResponsible choicesSeeing things from others’ perspectives | Families and their differencesFamily conflict and how to manage it (child-centred)Witnessing bullying and how to solve itRecognising how words can be hurtfulGiving and receiving compliments | Difficult challenges and achieving successDreams and ambitionsNew challengesMotivation and enthusiasmRecognising and trying to overcome obstaclesEvaluating learning processesManaging feelingsSimple budgeting | ExerciseFitness challengesFood labelling and healthy swapsAttitudes towards drugsKeeping safe and why it’s important in online and offline scenariosRespect for myself and othersHealthy and safe choices | Family roles and responsibilitiesFriendship and negotiationKeeping safe online and who to go to for helpBeing a global citizenBeing aware of how my choices affect othersAwareness of how other children have different livesExpressing appreciation for family and friends | How babies growUnderstanding a baby’s needsOutside body changesInside body changesFamily stereotypesChallenging my ideasPreparing for transition |
| **Y4** | Being part of a class teamBeing a school citizenRights, responsibilities and democracy (school council)Rewards and consequencesGroup decision makingHaving a voiceWhat motivates behaviour | Challenging assumptionsJudging by appearanceAccepting self and othersUnderstanding influencesUnderstanding bullyingProblem-solvingIdentifying how special and unique everyone isFirst impressions | Hopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResiliencePositive attitudes | Healthier friendshipsGroup dynamicsSmokingAlcoholAssertivenessPeer pressureCelebrating inner strength | Jealousy Love and lossMemories of loves onesGetting on and falling outGirlfriends and boyfriendsShowing appreciation to people and animals | Being uniqueHaving a babyPubertyConfidence in changeAccepting changePreparing for transitionEnvironmental change |