



St Gregory's Catholic Primary School Long Term Plan

Subject: PSHE

Subject Leader: DC/PB

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Develop the correct terminology for parts of the human body		Planting: (where our food comes from) (Eco schools)	Risk taking: road safety Post Office trip: Financial Capability	World Around Us: Park, Preston North End – looking at materials	School Trip – Zoo (World Around Us)
ONGOING	Citizenship: Setting and following class rules	Relationships: to play and work cooperatively in pairs/small groups, to share resources	Developing confidence			
Year 2	<ul style="list-style-type: none"> Begin to understand about being safe. Have an awareness of which adults they can trust and who to go to for help if they feel unsafe.	Pedestrian Training	Health and well being: how to cope in an emergency, managing risk. Fire safety awareness			Compassion and empathy: Send my Friend to School

ONGOING	<ul style="list-style-type: none"> ▪ Citizenship: Setting and following class rules ▪ Speaking and Listening ▪ Demonstrate active listening skills. ▪ Ask questions for clarification 	<p>Relationships: to play and work cooperatively in pairs/small groups, to share resources</p>	<p>Circle time (as and when needed)</p> <p>Partners (every Monday) - building relationships</p>			<p>Influences: NSPCC assembly, E safety: Begin to understand that sometimes people persuade you to do things you don't want to do.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Understand about budgeting and the cost of bringing up a child.</p> <p>Explore the role of parents in making a home and recognise the love shown by parents for their children</p> <p>Class Rules</p> <p>Risk taking: experiencing new opportunities. Trip to Martin Mere</p> <p>Citizenship: To understand what democracy is. School</p>	<p>Speaking and listening: Drama with Y4</p>	<p>Speaking and listening: speaking in front of others. Working cooperatively. Recognising peoples different skills. Y3/4 play</p>		<p>Health and wellbeing: how to recognise negative relationships and where to go for help</p> <p>Echo & Barney</p>	<p>Feeling positive about themselves, working cooperatively, being part of a larger community: Preston Music festival</p>

	council elections					
ONGOING	Citizenship: Setting and following class rules	Relationships: to play and work cooperatively in pairs/small groups, to share resources	Relationships: working together - prayer and liturgy			Risk taking: experiencing new opportunities. Various Trips/visitors
Year 4	Pupils should understand emotions and feelings and begin to understand that sometimes we have difficult emotions and feelings to manage. Risk taking: Health and well being, how to cope in an emergency, managing risk: swimming	Risk taking: Health and well being, how to cope in an emergency, managing risk: swimming	Speaking and listening: speaking in front of others. Working cooperatively. Recognising peoples different skills. Y3/4 play	Relationships: recognising and challenging stereotypes Cc: English 'Bills New Frock'		Health and well being: healthy lifestyles. DT: designing a healthy sandwich based on the EATWELL plate

ONGOING	Citizenship: Setting and following class rules	Relationships: to play and work cooperatively in pairs/small groups, to share resources	Relationships: working together - prayer and liturgy			
Year 5	<p>Understand that they belong to various groups and can identify with them on different levels, our school, our neighbourhood, our town/city. Understand about national and global issues. Understand about the diverse country in which we live and that everyone is equal.</p> <p>Health and well being: how to cope in an emergency, managing risk: Bikeability</p>	<p>Citizenship: Being part of a larger community Carol singing at different locations</p> <p>Feeling positive about themselves, working cooperatively, being part of a larger community: Young Voices</p>	Health and well being: how to cope in an emergency, managing risk: swimming (2 terms)			Speaking and listening: speaking in front of others. Working cooperatively. Recognising peoples different skills. Y5/6 play

ONGOING	Citizenship: Setting and following class rules	Relationships: working together - prayer and liturgy				
Year 6	Pupils will be able to recognise that resilience is important if they are to be able to deal effectively with their feelings and gain in self-confidence. Citizenship: To understand what democracy is. YSL elections	Citizenship: Being part of a larger community Carol singing at different locations Economic well being: the importance of managing our resources. Bag Packing Feeling positive about themselves, working cooperatively, being part of a larger community: Young Voices	Citizenship: being aware of the different needs of others: Reading with buddies Health and well being: how to cope in an emergency, managing risk. Fire safety awareness	Resilience. Coping with stress - SATs tests and practise Health and well being: healthy lifestyles. Cc science: animals, health and the circulatory system DT: designing a healthy menu based on EATWELL plate	Resilience. Coping with stress - SATs tests and practise Risk taking: experiencing new opportunities. Trip to Patterdale	Transition. Preparation for High School. Moving on Speaking and listening: speaking in front of others. Working cooperatively. Recognising peoples different skills. Y5/6 play
ONGOING	Preparing to play an active role as citizens & taking responsibility: Buddies Clubs New roles, house captains, jobs etc..	Making choices: SATs - supporting friends under pressure	Relationships: working together - prayer and liturgy Lunchtime & after school clubs			Feeling positive about themselves: ROA

	<p>Citizenship: Setting and following class rules</p>					
<p>Whole School</p>	<p>Feeling positive about themselves: Whole school awards assembly</p>	<p>Citizenship: Being part of a different community (the church): class and whole school mass.</p> <p>Citizenship: Being part of a different community (the school): Advent service</p> <p>Citizenship: Being part of a different community (school house) Sports day. House points</p>	<p>How to manage physical well being. Cc PE</p> <p>Taking part in sports club and team competitions</p> <p>Break & lunchtime games/football</p> <p>Recognising the value of out of school activities that children are involved in during school awards assembly</p>	<p>Living in the wider world: Being aware of the needs of others.</p> <p>Lent various activities to raise money for charity</p> <p>Health and wellbeing: staying safe online, how to recognise negative relationships and where to go for help</p> <p>Cc computing</p>	<p>Living in the wider world: the importance of respecting and protecting the environment. Eco schools - whole school initiative, covering a wide variety of topics. (see action plan for more info)</p>	<p>Relationships:</p> <p>Ten:ten theatre 6 year rolling program</p> <p>Citizenship:Living in the wider world. send my friend to school</p>
	<p>Economic Wellbeing: Increasing awareness of the world of work and employment choices available</p> <p>Mitie World of Work</p>					<p>Citizenship: Being part of a different community (the UK)</p> <p>Queen's birthday celebrations</p> <p>Economic Wellbeing: Increasing awareness of the world of work and employment choices available</p> <p>Bi annual careers event</p>
<p>Targeted groups</p>	<p>Understanding self and others: being aware of how negative behaviour impacts on themselves and</p>	<p>Health and well being: Rainbows managing grief and loss.</p>	<p>Health and well being: Assertiveness understanding that not all relationships are good and its OK to say 'No'</p>			

	others, making good choices and developing strategies to manage behaviour Lunchtime clubs					
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The only term in which PSHE is present as a specific subject on the Lancashire Curriculum is Autumn 1st half. There are CC references elsewhere but these are not explicit.

PSHE is not a statutory subject but does underpin all learning – specifically behaviour for learning. The only year in which Financial Capability has a presence is Y3. This is an area we identified as a school that we felt was missing.