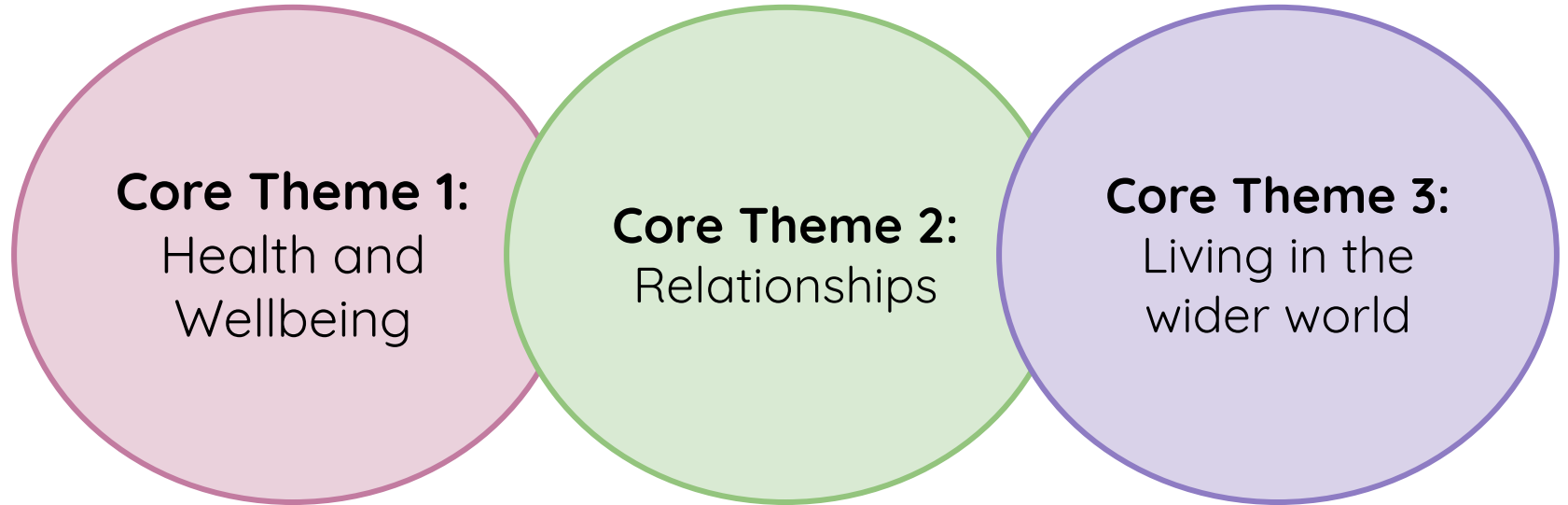


# Willow Tree Academy

PSHE/RHE- Scheme of Work

# PSHE Core Themes



Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

When taught well, PSHE education also helps pupils to achieve their academic potential.

## PSHE Curriculum Intent

At Willow Tree Academy, PSHE is at the core of what we do and is central to our mission statement: *'engaging hearts and minds in the joy of learning'*. Through our holistic approach to PSHE, we endeavour to support our children to become independent, healthy, confident and responsible members of society. Embedded within our focus four priority areas, we teach PSHE following the national curriculum and our bespoke scheme of work which ensures we aim to support children intellectually, socially, morally and spiritually.

The 2014 National Curriculum for PSHE aims to ensure that:

- British Values are promoted and understood by all.
- We develop children's and young people's understanding of how to stay healthy and safe, while preparing them to make the most of life and work.
- We develop the knowledge, skills and attributes children need to manage their lives, now and in the future.

# PSHE Long Term Plan

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Health and Wellbeing</b> (Healthy Living and Mental Health)	<b>Relationships</b> (Families and positive relationships)	<b>Relationships</b> (Managing behaviours and bullying/ Online safety)		<b>Health and Wellbeing</b> (Personal Safety and Growing and Changing)	<b>Living in the Wider World</b> (Rights and responsibilities/ Community)  (Y6 - identity)

# PSHE Long Term Plan

Links to Science SOW

Links to PE Programme of Study

## Autumn Term 1

### Health and Wellbeing

(Healthy Living and Mental Health)

#### EYFS

##### ELG: Managing Self

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Snack table  
Teeth brushing  
Handwashing  
Taste testing  
Promoting school dinners

##### Pupils learn:

- Focus on settling children into school and building key relationships
- Promoting basic routines such as handwashing, toothbrushing (Au 2), healthy snack
- RP scaling - focus on happy/sad (REY) - moving onto scaling in F1/F2

- about what keeping healthy means;
- simple hygiene routines to stop germs spreading;

- about different feelings people may feel;
- how feelings affect our bodies and behaviour;

#### Year 2

##### Pupils learn:

- different ways to keep healthy;
- how food, diet, sleep and **physical activity** support healthy living;
- about dental care and visiting the dentist;
- to recognise and name feelings of others, as well as sharing feelings;
- how to manage **big** feelings, including asking for help;

#### Year 3

##### Pupils learn:

- about the elements of a healthy, balanced lifestyle
- about what constitutes a healthy diet;
- how regular exercise benefits mental and physical health
- how to maintain good oral hygiene
- how to keep safe from sun damage
- that mental health is part of daily life and the importance of taking care of mental health;
- 

#### Year 4

##### Pupils learn:

- about what good physical health means; how to recognise early signs of physical illness
- how to plan healthy meals;
- to recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- about strategies and behaviours that support mental health
- to recognise that feelings can change over time and range in intensity
- to explore happiness, emotions and mental health

#### Year 5

##### Pupils learn:

- how to recognise that habits can have both positive and negative impacts on lifestyle;
- about how sleep contributes to a healthy lifestyle;
- the wider importance of personal hygiene and how to maintain it
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

#### Year 6

##### Pupils learn:

- benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- how medicines, when used responsibly, contribute to health;
- strategies to respond to feelings, including intense or conflicting feelings and how to manage/ respond to these appropriately;
- to recognise warning signs about mental health and how to seek support for themselves and others

# PSHE Long Term Plan

Potential LGBTQ+ opportunity

## Autumn Term 2

### Relationships

(Families and positive relationships)

#### EYFS

##### ELG: Building relationships

Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. Friendship web  
Emotion masks  
Feeling fans  
Adult modelling Worry monster

##### Pupils learn:

- Focus on friendships in setting encouraging sharing and turn taking  
- Building links with parents through stay and plays - positive role modelling

#### Year 1

##### Pupils learn:

- about the roles different people play in our lives;  
- about how people make friends and what makes a good friendship;  
- about how to recognise when they or someone else feels lonely and what to do.

#### Year 2

##### Pupils learn:

- to identify the people who love and care for them and what they do to help them feel cared for;  
- about different types of families including those that may be different to their own  
- simple strategies to resolve arguments between friends positively;  
- what makes a good friendship.

#### Year 3

##### Pupils learn:

- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  
- that a feature of positive family life is caring relationships; about the different ways in which people care for one another  
- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

#### Year 4

##### Pupils learn:

- recognise relationships and that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart;  
- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  
- what constitutes a positive healthy friendship  
- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

#### Year 5

##### Pupils learn:

- that people have different relationships and all relationships are different (LGBT coverage);  
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability;  
- how friendships can change over time, about making new friends and the benefits of having different types of friends  
- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

#### Year 6

##### Pupils learn:

- how to recognise positive relationships and know how to seek help or advice if they feel unsafe or unstable;  
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (REAL LOVE ROCKS)

# PSHE Long Term Plan

Spring Term 1

Spring 2

Links to ICT SOW - E-Safety & E-Sense  
Potential LGBTQ+ opportunity

## Relationships

(Managing behaviours and bullying/ Online safety)

EFYS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

### ELG: Managing Self

Explain the reasons for rules, know right from wrong and try to behave accordingly;

What technology - home and school use  
Family learning - age appropriate apps  
Picture books/  
youtube clips -  
e-safety  
Sorting activity

### Pupils learn:

- Using RP to express feelings - children begin to talk about their feelings and their behaviour - being kind
- Online safety - Buddy the dog PP, simple stories

### Pupils learn:

- that bodies and feelings can be hurt by words and actions;
- how to respond safely to adults they don't know;
- about what is kind and unkind behaviour, and how this can affect others;
- about how to treat themselves and others with respect; how to be polite and courteous;
- how to listen to other people and play and work cooperatively;
- that people can say hurtful things online;
- basic rules to keep safe online, including what is meant by personal information and what should be kept private;

### Pupils learn:

- about how people may feel if they experience hurtful behaviour or bullying;
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult;
- about how to respond if physical contact makes them feel uncomfortable or unsafe
- that sometimes people may behave differently online, including by pretending to be someone they are not;
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

### Pupils learn:

- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour;
- that personal behaviour can affect other people;
- about the differences between unkindness, conflict and bullying;
- about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

### Pupils learn:

- strategies to respond to hurtful behaviour experienced or witnessed;
- how to respond safely and appropriately to adults they may encounter whom they do not know;
- that personal behaviour can affect other people and how they can model respectful behaviours;
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background;
- reasons for following and complying with restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

### Pupils learn:

- about discrimination: what it means and how to challenge it;
- recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact;
- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves;
- about the importance of keeping personal information private; strategies for keeping safe online;
- to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

### Pupils learn:

- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- about seeking and giving permission (consent) in different situations;
- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns;

# PSHE Long Term Plan

## Summer Term 1

### Health and Wellbeing

(Personal Safety and Growing and Changing)

Links to ICT SOW

Links to Science SOW

#### EYFS

##### ELG: Self regulation

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Pantosaurus role Family trees Different types of families RHE - Families and people who care for me

##### Pupils learn:

- Pre readiness for transitions
- Growth link to ourselves and also the outdoors
- People who help us
- Sun safety (sun cream etc)

#### Year 1

##### Pupils learn:

- about what is meant by first aid; basic techniques for dealing with common injuries
- to recognise risk in simple everyday situations and what action to take to minimise harm;
- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters);
- about the people whose job it is to help keep us safe;
- about what to do if there is an accident and someone is hurt;
- to recognise what makes them special;

#### Year 2

##### Pupils learn:

- about what is meant by first aid; basic techniques for dealing with common injuries
- about rules and age restrictions that keep us safe;
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely;
- how to get help in an emergency (how to dial 999 and what to say);
- how stay safe with medicines
- to recognise the ways in which we are all unique;
- about growing and changing from young to old and how people's needs change
- appropriate contact (privacy of the body)

#### Year 3

##### Pupils learn:

- about what is meant by first aid; basic techniques for dealing with common injuries
- about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe;
- how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

#### Year 4

##### Pupils learn:

- about what is meant by first aid; basic techniques for dealing with common injuries
- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about;
- Road Safety
- Swimming safety
- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes);
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#### Year 5

##### Pupils learn:

- about what is meant by first aid; basic techniques for dealing with common injuries
- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this;
- where to get advice and report concerns if worried about their own or someone else's personal safety (including online);
- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- about the physical and emotional changes that happen when approaching and during puberty
- about how hygiene routines change during the time of puberty

#### Year 6

##### Pupils learn:

- about what is meant by first aid; basic techniques for dealing with common injuries
- how to predict, assess and manage risk in different situations (crucial crew)
- about the new opportunities and responsibilities that increasing independence may bring
- about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (parent consent required)
- about the physical and emotional changes that happen when approaching and during puberty
- about how hygiene routines change during the time of puberty;

# PSHE Long Term Plan

## Summer Term 2

Potential LGBTQ+ opportunity

### Living in the Wider World

(Rights and responsibilities/ Community)

(Y6 - identity)

#### EYFS

##### **ELG: Self regulation**

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

##### **ELG: Managing self**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

##### **Pupils learn:**

- School readiness - transitions
- Talking about where we live and our community

#### Year 1

##### **Pupils learn:**

- about what rules are, why they are needed, and why different rules are needed for different situations;
- about the responsibilities of caring for other living things;
- about the different groups they belong to

#### Year 2

##### **Pupils learn:**

- about what rules are, why they are needed, and why different rules are needed for different situations;
- about things they can do to help look after their environment;
- about rules beyond school;
- how what it means to have an opinion and respect the opinions of others
- to recognise the ways they are the same as, and different to, other people;
- about the different roles and responsibilities people have in their community

#### Year 3

##### **Pupils learn:**

- to recognise reasons for rules and laws; consequences of not adhering to rules and laws;
- shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;
- about the different groups that make up their community; what living in a community means

#### Year 4

##### **Pupils learn:**

- to recognise there are human rights, that are there to protect everyone; including rights of the child;
- ways of carrying out shared responsibilities for protecting the environment in school and at home;
- to value the different contributions that people and groups make to the community

#### Year 5

##### **Pupils learn:**

- about the relationship between rights and responsibilities;
- laws and how breaking the law leads to consequences;
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities;

#### Year 6

##### **Pupils learn:**

- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes;
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

##### **IDENTITY**

- that for some people gender identity does not correspond with their biological sex;
- [Links to ICT SOW](#)



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The following link supports access to lesson plans and resources for many of the objectives in the scheme of work:

<https://www.kapowprimary.com/wp-content/uploads/2021/07/Condensed-Long-term-plan-RSE-PSHE-25-01-22-2.pdf>

# Willow Tree Academy First Aid Day



[https://docs.google.com/presentation/d/1SL2QnoEE-0hdk2Lm0kpC06C4JRmGEmRBLO4-lk\\_NqzE/edit#slide=id.g11780ee4554\\_0\\_4](https://docs.google.com/presentation/d/1SL2QnoEE-0hdk2Lm0kpC06C4JRmGEmRBLO4-lk_NqzE/edit#slide=id.g11780ee4554_0_4)

