

PSHE/ RSE Landgate School Long Term Planning 2019-2021

Key Stage 2

Key stage 2 Intent:

At key stage two a more formal approach is taken towards teaching and learning in PSHCE/RSE lessons which are on the timetabled weekly. Learning is also available out of the classroom and regular visits are taken to develop the learners further.

Learning is centred around 5 key areas/developments:

- **Being me-** personal identify, self-awareness, confidence and resilience.
- **Relationships:** Feelings and emotions, valuing difference, healthy relationships, boundaries, resolving conflict.
- **The Wider World-** contributing and belonging to communities and taking care of the environment.
- **Healthy Minds:** developing a growth mind-set and mild fullness.
- **Healthy Body-** Keeping safe, rules and responsibility, making healthy lifestyle choices and personal hygiene.

Through Key Stage 1 and 2 learners will be taught Relationships Education:

- What a relationship is.
- What family means.
- People that can support them.
- Take turns.
- Treat each other with kindness, consideration and respect.
- Importance of honesty and truthfulness, permission seeking and giving.
- Concept of personal privacy.
- Establishing personal space and boundaries.
- Showing respect and understanding
- Appropriateness of inappropriate/ unsafe physical contact.

Through everyday learning opportunities learners will develop:

- o Hygiene skills such as washing hands, teeth brushing, nail care, showering.
- o Physical fitness such as walking, cycling, orienteering, PE.
- o Life skills such as preparation of food, dressing and undressing.
- o Managing feelings and relationships.
- o A positive view of themselves and others.

Key Stage Opportunities:

- Drama/ role play
- Walks including road safety
- Riding bikes/ bike ability
- Circle time/ Social use of language activities
- Shared meal times/ independence
- Group games/ team work/ cooperation
- Discussion/ debates/ voting
- Sharing of their interests, choices and preferences- making appropriate choices
- Litter picking/ taking care of our environment school and local
- Nature walks/ orienteering/ countryside code
- Shopping- behaving appropriate, exchanging money, independence.
- Meal preparation- balanced meals.
- Personal hygiene- increasing independence
- Relaxation opportunities- managing emotions.

	Year A 2019-20	Year B 2020-2021	Year C 2021-2022	Year D 2022-2023
Key Focus:	My Superpowers (imaging, self-awareness)	Growing up and Changing (including puberty, introduction to sex education, life cycle, babies)	Challenging Myself (problem solving, practical challenges, improving resilience)	Future Aspirations (exploring different professions, aspirations, CV, making choices)
Vocabulary and Knowledge:	<p>Face: eyes, mouth, ears, nose, hair. Body: arms, legs, body, head, feet, hands, back. Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick, fine, me, anxious, furious, mad, stressed, giddy, ecstatic. Traits: Topic: superhero, feelings, physical features, skills, special powers.</p> <p><i>I am self-aware physically and emotionally.</i> <i>I can show, manage and explain my emotions in a range of situations.</i> <i>I can express myself as a superhero.</i></p>	<p>Face: eyes, mouth, ears, nose, hair. Body: arms, legs, body, head, feet, hands, back, stomach, reproductive organs, internal organs, blood, muscle, bone. Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick, fine, me, anxious, furious, mad, stressed, giddy, ecstatic. Changes: puberty, growing, changing, male, female, hair, breasts, deep voice, periods, emotions.</p> <p><i>I can order and describe the life cycle, including through age.</i> <i>I am increasingly aware of the body and the reproductive organs.</i> <i>I can describe the physical and emotional changes of puberty.</i></p>	<p>Face: eyes, mouth, ears, nose, hair. Body: arms, legs, body, head, feet, hands, back, stomach, internal organs, blood, muscle, bone. Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick, fine, me, anxious, furious, mad, stressed, giddy, ecstatic. Topic: Challenge, resilience, problem solving, decisions, choices, relationships, goal, team work, team, cooperation, engagement.</p> <p><i>I can solve problems that are difficult to me.</i> <i>I can work individually and on my own.</i> <i>I can attempt practical problems.</i> <i>I can develop relationships through working as a team.</i></p>	Further detail to be added
Key Skills:	Self-awareness, managing emotions and changes, awareness of others, empathy, staying safe.	Self-awareness, managing emotions and changes, awareness of others, empathy, staying safe.	Thinking, communicating, staying safe, relationships, social and emotional skills, team work, team, cooperation, engagement.	
Key Opportunities:	<p>A: dressing up in different costumes, watching video clips, sharing things with their friends that are special to them, exploring skills they are good at, face paint (changing their face, mirrors), special music, videos and photographs of themselves. B: art, poems, creating costumes/ own characters, (textiles, role play), songs, raps, comic strips, stories, portraits, bibliography, researching real life superheroes,</p>	<p>A: Video clips, mirror work, hygiene, photographs of different ages, genders, ethnic origins, dressing up in different clothes, making choices, keeping self-clean, self-care activities, recognising self and others. B: video clips, sorting games, discussion cards, printable templates of the body, large material boards, debates, fact or fiction games, circle time,</p>	<p>A: parachute games, assault courses, walks, hill walking/ different terrains, carrying back packs, tower building, tuff tray tasks, puzzles, dice games. B: as above plus, den building, team games, orienteering, problem solving games (cross the swamp), circus tasks juggling, hoola hoop, skipping).</p>	

Key Focus:	Healthy Relationships (different types, Marriage, Children, Partnerships)	Debates and Voting (points of view, making choices, team work- link to persuasive language)	Bullying and Decimation (Including cyberbullying and stereotyping, same and different).	Feelings and Relationships (personal space, management, recognising others feelings)
Vocabulary and Knowledge:	<p>Topic: Marriage, partnerships, adulthood, child, baby, friends, respect, dangerous, difference, choices, conflict, solutions, romance, feelings.</p> <p>Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick, fine, me, anxious, furious, mad, stressed, giddy, ecstatic.</p> <p>Family: Mum, Dad, brother, sister, grandparents, auntie, uncle.</p> <p>To recognise a range of relationships; friends, parents, marriage, partnerships.</p> <p>To construct/ create their own family/ friend trees.</p> <p>To describe and practice appropriate relationships.</p>	<p>Topic: making choices, debates, voting, discussion, talking, communicating, listening, teamwork, leading, goals, working together, persuade, conclusion.</p> <p>To provide opinions/ points of view.</p> <p>To make choices and where possible give reasons for these.</p> <p>To participate in voting and debating activities.</p> <p>To work as a team to come to a common goal.</p>	<p>Further detail to be added</p>	<p>Further detail to be added</p>
Key Skills:	<p>Managing relationships/ emotions, interaction, social, communication, staying safe.</p>	<p>Listening, speaking, communicating, critical thinking, debating, organising, leading, teamwork, cooperation, making choices.</p>		
Key Opportunities:	<p>A: photographs of self and family, photo albums, sharing afternoon tea with family invited into school, circle time activities, looking at their family home, sequencing photos, model people in model worlds, model play house, shoe box images of their house, bathing a baby, marriage ceremony.</p> <p>B: marriage, birth/ babies, family trees, circle times, discussions around differences in families, appropriate and safe relationships (safeguarding), sequencing images, grouping ages, comic strips about the family, drawings of special days.</p>	<p>A: working together as a team to make choices and come to common goals. Learning skills for debating/ voting e.g choices about food, games, sensory items, music, dance, numbers, water/ sand play, PE, movements in the hall (scoot boards, exercise balls etc). Linking to emotions and how some things make us feel. Choose it programmes, art programmes. Big class art- selecting colours to come to a common goal. Big class Music- selecting music to come to a class composition.</p> <p>B: interesting debates e.g. should animals be kept in the zoo? Should teachers give homework? Responding to images if they like, dislike- give reasons, circle time activities, tally voting, school votes, voting on things that interest them e.g. playtime, food, fairgrounds, drama- court, thinking activities, working as a team to solve problems (practical/ PE type things), appraising art, dance, music. For highers looking at points of view from different people, making class art/ music, making a decision about a class visit adding a rationale. Writing letters to the headteacher: we would like to go on a trip because...</p> <p><i>It may be beneficial to select a them e.g zoo, Penguins, and work on debates and voting around this so learners can really deepen their knowledge.</i></p>		

Focus 3

Key Focus:	Enterprise (enterprise opportunity- linked to product (possibly link to Christmas)))	Spending Money carefully (budgets)	Enterprise (charity event)	Earning and Saving (including interest and loans, keeping track)
Vocabulary and Knowledge:	<p>Topic: enterprise, money, products, careers, work, skills, finance, earn, business, sell, customers, profit, non-profit, save, earn, create, event.</p> <p>To research, design and create a product/ event to sell/ attend.</p> <p>To use creativity to design something different.</p> <p>To participate in the selling/ advertising/ organising of the product/ event.</p> <p>To develop finance, problem solving and work skills.</p>	Further detail to be added	Further detail to be added	Further detail to be added
Key Skills:	Saving, earning, spending, communication, interaction, problem solving, creativity, literacy, numeracy, planning, organising.			
Key Opportunities:	<p>Select theme e.g product- toy, card, allotment, cakes, t shirts, tea towel, decorations or event: sports, cake day, bingo etc.</p> <p>Research, design, build/ organise, deliver, evaluate.</p> <p>A: introduce appropriate product, look at, explore, use. Select product and design using accessible activities e.g artwork, hold an event to sell, developing communication, handling of money etc.</p> <p>B: as summarised above. Learners can either make individual products or work as a class team.</p>			

Focus 4

Key Focus:	First Aid (basic first aid, CPR, contacting emergency services)	Drugs and Alcohol (including tobacco)	Hygiene and Germs (including washing and dental health)	A balanced diet (Making food Choices)
Vocabulary and Knowledge:	<p>Topic: first aid, emergency, ambulance, doctor, hospital, bandages, plaster, sling, gloves, scissors, wipe, first aid box, call 999, address, name, DOB, location, recovery position, drink, food, water, injury, break, danger, help, CPR.</p> <p>Face: eyes, mouth, ears, nose, hair.</p> <p>Body: arms, legs, body, head, feet, hands, back, stomach, lungs, heart, pulse, blood.</p> <p><i>To label parts of the body.</i></p> <p><i>To identify the contents of a first aid box and know how to use the items (on others or dolls).</i></p> <p><i>To identify the signs/ symptoms of first aid and perform basic first aid (role Play).</i></p> <p><i>To know how to call for an ambulance and give the correct information.</i></p> <p><i>To rehearse emergency situations, CPR and recovery position procedures.</i></p>	<p>Further detail to be added</p>	<p>Further detail to be added</p>	<p>Further detail to be added</p>
Key Skills:	<p>Communication, interpersonal, confidence, calmness, organising, leadership, teamwork, empathy.</p>			
Key Opportunities:	<p>A: tuff trays with first aid contents explore with the senses, cleaning up blood from dolls, role play activities e.g doctors surgery, looking at pictures, using the help symbol, taking off bandages/ plasters, dressing dolls to keep them warm, following clear instructions in an emergency get coat, go to door etc. tudd trays with model people and ambulances/ roads etc. dressing up as doctors.</p> <p>B: role play of first aid, looking at signs and symptoms, calling 999, CPR, recovery, first aid techniques, using resuscitation annie, using dolls/ babies, role play hospital, drama, video clips, comic strips, emergency scenes.</p>			

FOCUS 5

Key Focus:	Importance of rest and relaxation (meditating, breathing)	Importance of Exercise (weekly schedule)	Mindfulness walk (fresh air walks, road safety, walking, talking, reflecting)	Stretching/ Yoga/ Mind (strength and spirit)
Vocabulary and Knowledge:	<p>Topic: rest, relax, and sleep, breath, health, wellbeing, emotion, mindfulness, exercise, happiness, stress, memory.</p> <p>Face: eyes, mouth, ears, nose, hair.</p> <p>Body: arms, legs, body, head, feet, hands, back, stomach, lungs, heart, pulse, blood.</p> <p><i>To participate in rest and relaxation techniques, such as guided meditation. To be aware of the breath and begin to control. To develop strategies for mindfulness. To be aware of how different parts of the body feel in stress and calm.</i></p>	Further detail to be added	Further detail to be added	Further detail to be added
Key Skills:	Relaxation, control, breathing, exercise, respect, attentiveness, self-awareness, headspace, concentration, focus.			
Key Opportunities:	<p>A: foot spas, hand and foot massage, story massage, guided meditation (with online representation), videos/ imagery, sensory sessions, massage beds, reading time, being aware of the senses.</p> <p>B: headspace, circle times, stop and listen, silent bell, spidery senses. Mindfulness jar, bumblebee breathing, cushions, mats, pretend candles, guided mediation, follow the leader.</p>			

Key Focus:	Drive Less, Go Green (walking, bikeability, alternative travel arrangements)	Endangered Animals (local and world wide, our impact, how to reduce impact)	Sustaining the Environment (recycling, plastics, improvement in schools, saving electric, plastics, litter picking)	Water wise and reusable products
Vocabulary and Knowledge:	<p>Topic: walking, cycling, road safety, be green, money, energy, exercise, health, travel, expenses, risk, danger, pedestrian, decision, traffic lights.</p> <p>Road safety: vehicles, stop, look, listen, high visibility, light clothing, crossing, danger.</p> <p>Cycling safety: bike, helmet, gear, wheel, tyre, frame, pedal, brake, road, pavement, stop.</p> <p>Railway safety: <i>To develop knowledge of alternative ways to travel walk, cycle and rail.</i> <i>To participate in road safety activities including walking, cycling and travelling by rail.</i> <i>To understand the importance of driving less and travelling green.</i> <i>To know the negative impact of travelling by car/ road.</i></p>	Further detail to be added	Further detail to be added	Further detail to be added
Key Skills:	Road safety, cycling, walking, countryside code, problem solving, listening, looking.			
Key Opportunities:	<p>https://www.roadwise.co.uk/schools/</p> <p>Cycling activities: Gear up for Bike, Junctions and Crossings. Local traffic survey On your bike (Highway Code), Traffic, Lights, cycling, trikes.</p> <p>Railway: Travelling by rail, visit the station, drawing images, train times, rail safety, railway museums, labelling, photographs, train maps.</p> <p>Walking: Local and further afield walks, following highway code, countryside code, walking range of terrains, carrying backpack, packing for the day, high visibility, designing high visibility clothing.</p> <p>Others: Traffic surveys, impact of travelling by car, debates/ voting.</p>			

