



**KS1 and KS2 PSHCE Long Term  
Young Citizens Plan**

## Year 1

Autumn 1 - Health and Wellbeing	Spring 1 - Relationships	Summer 1 – Living in the Wider World
<p><b>Why do we wash our hands?</b> Pupils learn...</p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy <b>H5.</b> simple hygiene routines that can stop germs from spreading</p>	<p><b>Getting to know you</b> Pupils learn...</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others <b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>	<p><b>Exploring our community</b> Pupils learn...</p> <p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations <b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them <b>L4.</b> about the different groups they belong to <b>L6.</b> to recognise the ways they are the same as, and different to, other people</p>
<p><b>Healthy eating</b> Pupils learn...</p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy <b>H2.</b> about foods that support good health and the risks of eating too much sugar</p>	<p><b>I am unique</b> Pupils learn...</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others <b>R24.</b> how to listen to other people and play and work cooperatively <b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>Litter: the picnic</b> Pupils learn...</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p>
<p><b>How do you feel today?</b> Pupils learn...</p> <p><b>H11.</b> about different feelings that humans can experience <b>H12.</b> how to recognise and name different feelings <b>H13.</b> how feelings can affect people's bodies and how they behave <b>H14.</b> how to recognise what others might be feeling <b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things <b>H16.</b> about ways of sharing feelings; a range of words to describe feelings <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p><b>People who are special to me</b> Pupils learn...</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives <b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for <b>R3.</b> about different types of families including those that may be different to their own <b>R4.</b> to identify common features of family life <b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><b>Saving energy</b> Pupils learn...</p> <p><b>L3.</b> about things they can do to help look after their environment</p>

## Year 2

Autumn 1 - Health and Wellbeing	Spring 1 - Relationships	Summer 1 – Living in the Wider World
<p><b>Let's get active</b> Pupils learn...</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday  <b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  <b>H10.</b> about the people who help us to stay physically healthy  <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  <b>H26.</b> about growing and changing from young to old and how people's needs change</p>	<p><b>Anna's monster lies</b> Pupils learn...</p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  <b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying  <b>R12.</b> 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  <b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p>	<p><b>Caring for our community</b> Pupils learn...</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do to improve the area they live in  <b>L17.</b> about some of the strengths and interests someone might need to do different jobs to help our community</p>
<p><b>Resilience – Bouncing back</b> Pupils learn...</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good  <b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  <b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b>More than one friend</b> Pupils learn...</p> <p><b>R6.</b> about how people make friends and what makes a good friendship  <b>R7.</b> about how to recognise when they or someone else feels lonely and what to do  <b>R8.</b> simple strategies to resolve arguments between friends positively  <b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p>	<p><b>Plastic pollution</b> Pupils learn...</p> <p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations, including environmental law.  <b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p>
<p><b>Who can help</b> Pupils learn...</p> <p><b>H33.</b> about the people whose job it is to help keep us safe  <b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p>		<p><b>Money – wants and needs</b> Pupils learn...</p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources  <b>L11.</b> that people make different choices about how to save and spend money  <b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want  <b>L13.</b> that money needs to be looked after; different ways of doing this</p>

## Year 3

Autumn 1 - Health and Wellbeing	Spring 1 - Relationships	Summer 1 – Living in the Wider World
<p><b>Who keeps us healthy</b> Pupils will learn...</p>	<p><b>Being part of a school community</b> Pupils will learn...</p>	<p><b>How can I make a difference (my community)?</b> Pupils will learn...</p>
<p><b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<p><b>What is an infectious disease/and preventing them</b> Pupils will learn...</p>	<p><b>Respect</b> Pupils will learn...</p>	<p><b>Climate change</b> Pupils will learn...</p>
<p><b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>	<p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p>	<p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>

## Year 4

Autumn 1 - Health and Wellbeing	Spring 1 - Relationships	Summer 1 – Living in the Wider World
<p style="text-align: center;"><b>Health and the NHS</b> Pupils will learn...</p> <p><b>H1.</b> how to make informed decisions about health  <b>H2.</b> about the elements of a balanced, healthy lifestyle  <b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these  <b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle  <b>H5.</b> about what good physical health means; how to recognise early signs of physical illness  <b>H6.</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  <b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  <b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p style="text-align: center;"><b>Family life</b> Pupils will learn...</p> <p><b>R5.</b> 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  <b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another  <b>R7.</b> 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  <b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  <b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p style="text-align: center;"><b>What are human rights</b> Pupils will learn...</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone  <b>L3.</b> about the relationship between rights and responsibilities  <b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>
<p style="text-align: center;"><b>Identities (Ourselves, Growing and Changing LKS2)</b> Pupils will learn...</p> <p><b>H25</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  <b>H26.</b> that for some people gender identity does not correspond with their biological sex  <b>H27.</b> to recognise their individuality and personal qualities  <b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  <b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p style="text-align: center;"><b>Dilemmas</b> Pupils will learn...</p> <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  <b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  <b>R12.</b> 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  <b>R13.</b> the importance of seeking support if feeling lonely or excluded  <b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p style="text-align: center;"><b>How should we farm?</b> Pupils will learn...</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  <b>L17.</b> about the different ways to pay for things and the choices people have about this  <b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'  <b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  <b>L20.</b> to recognise that people make spending decisions based on priorities, needs</p>

	<p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
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SRE – Growing and changing

## Year 5

Autumn 1 - Health and Wellbeing	Spring 1 - Relationships	Summer 1 – Living in the Wider World
<p style="text-align: center;"><b>Conflict Part 1 – Reacting to Conflict and Conflict Part 2 – Mediation</b> Pupils will learn...</p> <p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health and how to support the mental health of others.</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p style="text-align: center;"><b>Discrimination</b> Pupils will learn...</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p>	<p style="text-align: center;"><b>Fake news</b> Pupils will learn...</p> <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
<p style="text-align: center;"><b>Homelessness</b> Pupils will learn...</p> <p><b>H16.</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H46.</b> 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; recognise that drug use can become a habit which can be difficult to break and lead to unwanted situations</p>	<p style="text-align: center;"><b>What is a citizen?</b> Pupils will learn...</p> <p><b>R6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>R7.</b> to value the different contributions that people and groups make to the community</p> <p><b>R8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>R9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>R10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p style="text-align: center;"><b>Why do we have laws?</b> Pupils will learn...</p> <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>

<p><b>H47.</b> to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p><b>H50.</b> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>		
<p style="text-align: center;"><b>SRE – Growing and changing</b></p>		



## Year 6

Autumn 1 - Health and Wellbeing	Spring 1 - Relationships	Summer 1 – Living in the Wider World
<p style="text-align: center;"><b>Identities (Ourselves, growing and changing UKS2)</b></p> <p style="text-align: center;">Pupils will learn...</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p style="text-align: center;"><b>Cultural Diversity in the UK and Challenging Stereotypes</b></p> <p style="text-align: center;">Pupils will learn...</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p style="text-align: center;"><b>Online opinions and recognising healthy relationships (including online)</b></p> <p style="text-align: center;">Pupils will learn...</p> <p><b>L22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>L23.</b> 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</p> <p><b>L24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>L25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>L26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>L27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p><b>L28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>L29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
	Positive Footprints	Positive Footprints

## **Dates across the year**

- Developing Dignity Workshops Autumn term (y5/6)
- Black History Month
- Martin Luther King Day
- LGBT History Month
- Mental Health Awareness week
- Safer Internet Day