

PSHE and mindmate long-term plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Key events links to PSHE | Student Council class representative elections Black History Month | Anti-bullying week Children in Need | Mental Health Awareness week Safer Internet Day | Comic Relief/ Sports Relief My Health My School survey years 5 and 6 | Year 3 and 4 PE survey | Enterprise fortnight Transition to high school |
| Year 1 | Castles, Knights and Dragons | Transport | Animals | | The Seaside | |
| <i>You, Me, PSHE</i> | <u>Physical Health & Wellbeing:</u> Fun times <ul style="list-style-type: none"> •about food that is associated with special times, in different cultures •about active playground games from around the world | <u>Keeping safe and managing risk:</u> Feeling Safe <ul style="list-style-type: none"> •safety in familiar situations •about personal safety •about people who help keep them safe outside the home | <u>Identify, society and others:</u> me & others <ul style="list-style-type: none"> •about what makes themselves and others special •about roles and responsibilities at home and school •about being co-operative with others <u>Drugs, alcohol and Tobacco:</u> What do we put in our bodies? <ul style="list-style-type: none"> •about what can go into bodies and how it can make people feel •about what can go on to bodies and how it can make people feel | | <u>Mental Health and emotional well-being</u> Feelings <ul style="list-style-type: none"> •about different types of feelings •about managing different feelings •about change or loss and how this can feel <u>Careers/financial</u> My Money <ul style="list-style-type: none"> •about where money comes from and making choices when spending money •about saving money and how to keep it safe •about the different jobs people do <u>Physical Health & Wellbeing:</u> Fun times (continued) <ul style="list-style-type: none"> •about sun-safety | |
| <i>Mind Mate</i> | <u>Feeling Good and Being Me</u> <ul style="list-style-type: none"> •think about themselves & the different feelings they have •develop a vocabulary to describe their feelings to others & simple strategies | <u>Friend & family:</u> <ul style="list-style-type: none"> •identify & talk about times when people feel happy •learn to communicate their feelings to others recognise how others show feelings & know how to respond | <u>Life Changes</u> <ul style="list-style-type: none"> •learn how to communicate their feelings about new experiences to others •recognise how others show feelings & know how to respond <u>Strong Emotions</u> <ul style="list-style-type: none"> •recognise what is fair & unfair, kind & unkind, what is right & wrong •learn what to do when someone is unfair or unkind | | <u>Being the Same & Being Different:</u> <ul style="list-style-type: none"> •recognise that everyone is different begin to learn about empathy <u>Setting Targets & Goals</u> <ul style="list-style-type: none"> •learn how to play & work co-operatively with others •understand that people often need to play / work together to reach a shared outcome | |

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| | for managing feelings | | | |
| Year 2 | London | Arctic | Space | |
| You, Me, PSHE | <p>Physical health and wellbeing: What keeps me healthy.</p> <ul style="list-style-type: none"> • about eating well • about the importance of physical activity, sleep and rest • about people who help us to stay healthy and well and about basic health and hygiene routines <p>Mental health and emotional wellbeing: Friendship</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems that might arise with friendships | <p>Identity, society and equality: Celebrating difference.</p> <ul style="list-style-type: none"> • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by community • Pupils learn about belonging to groups <p>Drug, alcohol and tobacco education: Medicines and me.</p> <ul style="list-style-type: none"> • why medicines are taken • where medicines come from • about keeping themselves safe around medicines | <p>Keeping safe and managing risk: Indoors and outdoors</p> <ul style="list-style-type: none"> • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety <p>Relationship and Sex education: Boys and girls, families</p> <ul style="list-style-type: none"> • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others • about different types of family and how their home-life is special | |
| Mind Mate | <p>Feeling good and being me: celebrate strengths</p> <ul style="list-style-type: none"> • learn from their experiences recognise & celebrate their strengths • set simple but challenging goals <p>Friends and family: impact of behaviour on others</p> <ul style="list-style-type: none"> • recognise how their behaviour affects other people | <p>Life changes: Loss; Losing loved object/pet/person</p> <ul style="list-style-type: none"> • learn about change & loss & the associated feelings (including moving home, losing toys, pets or friends) • understand how it feels to lose something special describe times when people might feel loss <p>Strong emotions: Comfortable & uncomfortable feelings</p> <ul style="list-style-type: none"> • describe how it feels to be sad/unhappy • express & share feelings of unhappiness | <p>Being the same and being different: Beginning to understand empathy</p> <ul style="list-style-type: none"> • start to understand empathy • start to empathise with others & how they may be feeling <p>Solving problems (making it better): Not giving up/ Perseverance</p> <ul style="list-style-type: none"> • learn how to play & work co-operatively with others • understand that people often need to play / work together to reach a shared outcome | |

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| | <ul style="list-style-type: none"> understand the importance of being co-operative with others | | <ul style="list-style-type: none"> reflect on & celebrate their achievements identify their strengths & areas for improvements | |
| Year 3 | Egyptians | Medicine | Extreme Earth | Leeds |
| You, Me, PSHE | <p>Physical health and wellbeing: What helps me choose</p> <ul style="list-style-type: none"> about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this <p>Keeping Safe: Bullying – see it, say it, stop it</p> <ul style="list-style-type: none"> to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying | <p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <ul style="list-style-type: none"> about what influences people's choices about spending and saving money how people can keep track of their money about the world of work <p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of smoking tobacco and second -hand smoke about the help available for people to remain smoke free or stop smoking | <p>Sex and relationship education: Boys and girls, families</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children | <p>Mental health and emotional wellbeing: Strengths and challenges</p> <ul style="list-style-type: none"> about celebrating achievements and setting personal goals about dealing with put-downs about positive ways to deal with set-backs |
| Mind Mate | <p>Feeling good & being me: Goals and aspirations</p> <ul style="list-style-type: none"> reflect on & celebrate their achievements & identify their strengths identify areas for improvement & set high aspirations & goals <p>Friends & Family: Unkind behaviours</p> <ul style="list-style-type: none"> recognise what is fair & unfair, kind & unkind, what is right & wrong recognise when people are being unkind either to them or others | <p>Life Changes: New faces/ new routines</p> <ul style="list-style-type: none"> understand the importance of being co-operative with others understand that change happens & can be challenging understand that adapting to change is key to developing emotional wellbeing <p>Strong emotions: Introducing strong emotions, including anger</p> <ul style="list-style-type: none"> recognise that they may experience strong emotions such as anger | <p>Being the same, being different: Differing opinions</p> <ul style="list-style-type: none"> learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome | <p>Solving Problems /dealing with difficult situations</p> <ul style="list-style-type: none"> understand that people often need to play / work together to reach a shared outcome even when they disagree begin to understand empathy & why people can be different (in behaviour & image) |

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| | <ul style="list-style-type: none"> learn what to do when someone is unfair or unkind | <ul style="list-style-type: none"> learn there are ways to cope with these strong emotions | <ul style="list-style-type: none"> share their opinions on things that matter to them | |
| Year 4 | From Stone Age to Iron Age | The Romans | Haworth | |
| <i>You, Me, PSHE</i> | <p>Physical health and wellbeing: What is important to me?</p> <ul style="list-style-type: none"> why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) <p>Keeping safe and managing risk: Playing safe</p> <ul style="list-style-type: none"> how to be safe in their computer gaming habits about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid procedures | <p>Identity, society and equality: Democracy</p> <ul style="list-style-type: none"> about Britain as a democratic society about how laws are made learn about the local council <p>Drug, alcohol and tobacco education: Making choices</p> <ul style="list-style-type: none"> that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them about the effects and risks of drinking alcohol about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4</p> <p>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> | <p>Mental health and emotional wellbeing: dealing with feelings</p> <ul style="list-style-type: none"> about a wide range of emotions and feelings and how these are experienced in the body about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement <p>Physical health and wellbeing: In the media</p> <ul style="list-style-type: none"> that messages given on food adverts can be misleading about role models about how the media can manipulate images and that these images may not reflect reality | |
| <i>Mind Mate</i> | <p>Feeling Good and Being Me: Intensity of feelings</p> <ul style="list-style-type: none"> extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others | <p>Life Changes: Positive & negative effects on emotional wellbeing & mental health</p> <ul style="list-style-type: none"> name some factors, including changes, that can affect people's emotional wellbeing & that feeling different emotions is a part of life understand that everyone's mental health & change can change over time | <p>Being the same, being different: Know actions affect themselves & others</p> <ul style="list-style-type: none"> understand that their actions affect themselves & others develop self-awareness, doing the right thing learn the connection between discrimination & uncomfortable feelings | |

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| | Friends and Family: Skills to maintain & keep positive relationships <ul style="list-style-type: none">●recognise what constitutes a positive, healthy relationship●develop the skills to form & maintain positive & healthy relationships | Strong Emotions: Resisting pressure <ul style="list-style-type: none">●know that people can experience conflicting emotions at different times, such as times of loss & change, stress, anxiety & recognise when & how to ask for help●use basic techniques for resisting pressure to do something dangerous, unhealthy and so on | | Solving problems/ Making it better: Coping with difficult situations <ul style="list-style-type: none">●recognise that, at times, they may experience●conflicting emotions understand more about managing their emotions |
| Year 5 | Where have all the Vikings gone? | To infinity and beyond | Water, Water Everywhere | It's all Greek to me! |
| <i>You, Me, PSHE</i> | Careers, financial capability and economic wellbeing: Borrowing and earning money <ul style="list-style-type: none">●that money can be borrowed but there are risks associated with this●about enterprise●what influences people’s decisions about careers Keeping safe and managing risk: When things go wrong <ul style="list-style-type: none">●about keeping safe online●that violence within relationships is not acceptable●about problems that can occur when someone goes missing from home | Identity, society and equality: Stereotypes, discrimination and prejudice including tackling homophobia <ul style="list-style-type: none">●about stereotyping, including gender stereotyping●about prejudice and discrimination and how this can make people feel | Drug, alcohol and tobacco education: Different influences Pupils learn: <ul style="list-style-type: none">●about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis●about different influences on drug use – alcohol, tobacco and nicotine products●strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol | Relationship and sex education: Growing up and changing <ul style="list-style-type: none">● about the way we grow and change throughout the human lifecycle● about the physical changes associated with puberty● about menstruation and wet dreams● about the impact of puberty in physical hygiene and strategies for managing this● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty● strategies to deal with feelings in the context of relationships● to answer each other’s questions about puberty with confidence, to seek support and advice when they need it● that contraception can be used to stop a baby from being conceived |

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| Mind Mate | <p><u>Feeling good and being me: self-belief</u></p> <ul style="list-style-type: none">•develop self-awareness, doing the right thing•understanding that their actions affect themselves & others <p><u>Friends and family: unhealthy friendships and relationships</u></p> <ul style="list-style-type: none">•recognise ways in which a relationship can be unhealthy & who to talk to if they need support•know what positively & negatively affects their physical, mental & emotional health | <p><u>Life Changes:</u></p> <p><u>Aspirations to manage change positively</u></p> <ul style="list-style-type: none">•learn that different people respond differently to different changes•learn that some people find change easier than others•find out that there are things they can do that help them cope with or accept change | <p><u>Strong emotions:</u></p> <p><u>Strong emotions and mental health</u></p> <ul style="list-style-type: none">•define what is meant by ‘mental health’ & can identify what mental health looks like•recognise the link between strong emotions & poor mental health & develop protective strategies•recognise that anyone can be affected by poor mental health•identify the appropriate language to use to describe mental health•know what people can do to support their mental health & where people can get help | <p><u>Being the same and being different: Stigma</u></p> <ul style="list-style-type: none">•learn about stereotyping, including gender stereotyping•know that stereotypes exist for different groups & can explain what is meant by the word ‘stereotype’ <p><u>Solving Problems:</u> Talking it through, restorative justice</p> <ul style="list-style-type: none">•develop an awareness & understanding of the role peers can play in supporting one another including restorative approaches |
| Year 6 | The Victorians | World War 2 | Around the World | |
| You, Me, PSHE | <p>Identity, society and equality: Human rights</p> <ul style="list-style-type: none">•about people who have moved to Leeds from other places, (including the experience of refugees) | <p>Mental health and emotional wellbeing: Healthy minds</p> <ul style="list-style-type: none">•what mental health is•about what can affect mental health and some ways of dealing with this | <p>Sex and relationship education: Healthy relationships/ How a baby is made</p> <ul style="list-style-type: none">•about the changes that occur during puberty | |

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| | <ul style="list-style-type: none"> •about human rights and the UN Convention on the Rights of the Child •about homelessness <p>Keeping safe and managing risks: Keeping safe out and about</p> <ul style="list-style-type: none"> •about feelings of being out and about in the local area with increasing independence •about recognising and responding to peer pressure •about the consequences of anti-social behaviour (including gangs and gang related behaviour) | <ul style="list-style-type: none"> •about some everyday ways to look after mental health •about the stigma and discrimination that can surround mental health <p>Drug, alcohol and tobacco education: Weighing up the risk</p> <ul style="list-style-type: none"> •about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs •about assessing the level of risk in different situations involving drug use •about ways to manage risk in situations involving drug use | <ul style="list-style-type: none"> •to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact •what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships •about human reproduction in the context of the human lifecycle •how a baby is made and grows (conception and pregnancy) •about roles and responsibilities of carers and parents •to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it •that contraception can be used to stop a baby from being conceived <p>Keeping safe and managing risk: FGM</p> <ul style="list-style-type: none"> •about the importance for girls to be protected against FGM |
| <i>Mind Mate</i> | <p>Feeling good and being me: self-integrity</p> <ul style="list-style-type: none"> •know what positively & negatively affects their physical, •mental & emotional health, including the media <p>Friends and family: celebrating friendship</p> <ul style="list-style-type: none"> •recognise what constitutes a positive, healthy relationship & •develop the skills to form & maintain positive & healthy relationships | <p>Life changes: moving on</p> <ul style="list-style-type: none"> •learn that major life changes can be fun & exciting, at the •same time as being daunting for some talk about moving on to secondary school recognise & respond appropriately to a wider range of •feelings in others <p>Strong emotions: happiness</p> | <p>Being the same, being different: body image/social media</p> <ul style="list-style-type: none"> •recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues •share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class <p>Solving problems/ Making it better: Winning, what does it take?</p> |

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| | | <ul style="list-style-type: none"> •deepen their understanding of comfortable feelings & extend their vocabulary to enable them to explain both the range & intensity of their feelings to others •recognise & respond appropriately to a wider range of feelings in others •know when they might need to listen to their emotions in order to move on | <ul style="list-style-type: none"> •identify ways that people can look after their mental health understand the importance of being healthy physically, •emotionally & mentally |
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