

# Upminster Infant School



## PSHE & RSE Long Term Plan, Overview and Progression

**PSHE Long Term Map**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YRR	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
YR1	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
YR2	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

**SRE Long Term Map**

	<b>Summer Term (3 lessons per year group)</b>
<b>SRE Reception</b>	<ul style="list-style-type: none"> <li>• Our Day</li> <li>• Keeping Ourselves Clean</li> <li>• Families</li> </ul>
<b>SRE Year 1</b>	<ul style="list-style-type: none"> <li>• Keeping Clean</li> <li>• Growing and Changing</li> <li>• Families and Care</li> </ul>
<b>SRE Year 2</b>	<ul style="list-style-type: none"> <li>• Differences: Boys &amp; Girls</li> <li>• Differences: Male &amp; Female</li> <li>• Naming the Body Parts</li> </ul>

**PSHE Progression Map**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Aut 1 Being Me in my World</b>	How it feels to belong Managing feelings Working with others Gentle hands Rights & responsibilities	Feeling safe and special Being a member of my class Safe learning environment Feeling proud Facing consequences Rights & responsibilities	Hopes & fears Who to ask for help Rewards & consequences Working cooperatively Rights & responsibilities
<b>Aut 2 Celebrating Difference</b>	What I am good at Being different Houses and homes Being a kind friend Standing up for myself	Similarities & differences What is bullying? Making new friends Ways we are different	Challenging stereotypes Why does bullying happen? Standing up for myself Finding differences with friends
<b>Spr 1 Dreams &amp; Goals</b>	Tackling challenges Never giving up Setting a goal Giving encouragement Flight to the future Feeling proud	Setting simple goals Achieving goals Working with a partner Tackling challenges Overcoming obstacles Celebrating success	Goals to success Persevering Learning with others Working in a group Sharing success with others
<b>Spr 2 Healthy Me</b>	Exercise is healthy Moving & resting Healthy food Sleep is good Keeping clean Stranger danger	Healthy & unhealthy Making healthy choices Keeping clean Medicine safety Road safety Ways to stay healthy	Keeping my body healthy Being relaxed Medicine safety Food groups Healthy snacks Foods for energy
<b>Sum 1 Relationships</b>	My family Making friends Solving problems Unkind words Value of kindness Being a good friend	My role in my family Being a good friend Greetings People who help us My qualities Appreciating someone	Members of my family Friends and conflict Secrets Trust and appreciation Special relationships

<p><b>Sum 2</b>  <b>Changing Me</b>  (Christopher Winter  Project- statutory from  Sept 2020)</p>	<p>Parts of the body  Healthy eating  Baby to adult  Transition  Fears &amp; worries  Celebrating Reception</p>	<p>Animal and human life cycle  My changing body  Learning and growing  Coping with changes</p>	<p>Life cycles in nature  Growing from young to old  My place on the continuum  Looking ahead</p>
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**PSHE OVERVIEW (from Jigsaw & Christopher Winter Project Schemes of Work)**

FOCUS	Reception	Year 1	Year 2
Being in my World Autumn 1 Jigsaw Scheme	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I can work together and consider other peoples' feelings.</p> <p>I can understand why it is good to use kind and gentle hands.</p> <p>I am learning what being responsible means.</p>	<p>I recognise when I feel worried and know who to ask for help. I can help to make my class a safe and fair place. I can work cooperatively.</p>	<p>I can identify some of my hopes and fears for this year. I understand the rights and responsibilities for being a member of my class and school. I can listen to other people and contribute my own ideas about rewards and consequences. I can recognise the choices I make and understand the consequences.</p>
Celebrating Differences Autumn 2 Jigsaw Scheme	<p>I can understand that everyone is good at different things. I understand that being different makes us special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know words to use to stand up for myself when someone says or does something unkind.</p>	<p>I can identify similarities between people in my class. I can tell you what bullying is. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I can tell you some ways I am different from my friends.</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls. I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I understand that it is ok to be different from other people and to be friends with them. I can tell you some ways I am different from my friends.</p>
Dreams and Goals Spring 1 Jigsaw Scheme	<p>I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I can understand the link between what I learn now and the jobs I might like to do when I am older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles, which make it more difficult to achieve my new challenge and can work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>	<p>I can choose a realistic goal and think about how to achieve it. I carry on trying even when I find things difficult. I can recognise who I work well with and who it is more difficult for me to work with. I can work well in a group. I can tell you some ways I worked well with my group. I know how to share success with other people.</p>

<p>Healthy Me Spring 2 Jigsaw Scheme</p>	<p>I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I can wash my hands thoroughly and understand why this is important. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I understand that medicines can help me if I feel poorly and I know how to use them safely. I know how to keep safe when crossing the road. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me relaxed and stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body. I can decide which foods to eat to give my body energy.</p>
<p>Relationships Summer 1 Jigsaw Scheme</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I know how to be a good friend.</p>	<p>I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and ways I prefer. I know who can help me in my school community. I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for people in my special relationships.</p>

<p>Changing Me Summer 2 Christopher Winter's Project Scheme (Statutory from Sept 2020)</p>	<p>I can understand ways that I can look after myself like dressing and undressing. I can explain why it is important to keep clean. I can understand some basic hygiene routines. I can identify different members of the family. I can understand how members of a family can help each other.</p>	<p>I can keep clean and look after myself. I understand that babies become children and then adults. I know the difference between boy and girl babies. I know there are different types of families and which people we can ask for help.</p>	<p>I understand that some people have fixed ideas about what boys and girls can do. I can describe the difference between male and female babies. I can describe some differences between male and female animals. I understand that making a new life needs a male and female. I can describe the physical differences between males and females. I can name the male and female body parts.</p>
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# CWP Curriculum Overview

<b>Reception</b> <b>Family and Friendship</b>  Lesson 1: <b>Caring Friendships</b> Lesson 2: <b>Being Kind</b> Lesson 3: <b>Families</b>	<b>Year 1</b> <b>Growing and Caring For Ourselves</b>  Lesson 1: <b>Different Friends</b> Lesson 2: <b>Growing &amp; Changing</b> Lesson 3: <b>Families &amp; Care</b>	<b>Year 2</b> <b>Differences</b>  Lesson 1: <b>Differences</b> Lesson 2: <b>Male &amp; Female Animals</b> Lesson 3: <b>Naming Body Parts</b>
<b>Year 3</b> <b>Valuing Difference and Keeping Safe</b>  Lesson 1: <b>Body Differences</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Help and Support</b>	<b>Year 4</b> <b>Growing Up</b>  Lesson 1: <b>Changes</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Healthy Relationships</b>	<b>Year 5</b> <b>Puberty</b>  Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>The Reproductive System</b> Lesson 3: <b>Help and Support</b>
<b>Year 6</b> <b>Puberty, Relationships &amp; Reproduction</b>  Lesson 1: <b>Puberty &amp; Reproduction</b> Lesson 2: <b>Communication in Relationships</b> Lesson 3: <b>Families, Conception &amp; Pregnancy</b> Lesson 4: <b>Online Relationships</b>	<b>Additional Folder Year 5/6</b>  Unit 1: <b>FGM</b> Unit 2: <b>Respect and Equality</b>	



# Reception

## Our Lives EYF5

### Scheme of Work

**Word Box:** Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p>Learning Intention To consider the routines and patterns of a typical day</p> <p>Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	Lesson 1 <a href="#">Our Day</a>	Glove puppet <a href="#">Our Day pictures</a>
Physical Development Health and self-care	<p>Learning Intention To understand why hygiene is important</p> <p>Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines</p>	Lesson 2 <a href="#">Keeping Ourselves Clean</a>	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush <a href="#">Keeping Clean pictures</a> <i>The Smelly Book</i>, Babette Cole</p> <p>Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	Lesson 3 <a href="#">Families</a>	<p>The Family Book, Todd Parr <a href="#">Families pictures</a> Paper for drawing pictures</p> <p>Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

# Year 1

## Growing & Caring For Ourselves Key Stage 1

### Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

#### Programmes of Study

PSHE Framework  
3b to maintain personal hygiene

3d about the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

Science Attainment Targets  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### Learning Intentions and Learning Outcomes

Learning Intention  
To understand some basic hygiene principles  
Learning Outcomes  
Know how to keep clean and look after oneself

Learning Intention  
To introduce the concept of growing and changing  
Learning Outcomes  
Understand that babies become children and then adults  
Know the differences between boy and girl babies

Learning Intention  
To explore different types of families and who to ask for help  
Learning Outcomes  
Know there are different types of families  
Know which people we can ask for help

#### Lesson Title

Lesson 1  
[Keeping Clean](#)

Lesson 2  
[Growing and Changing](#)

Lesson 3  
[Families and Care](#)

#### Resources

Talking object  
Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available)  
[Keeping Clean pictures](#)

Talking object  
Story bag containing [Pictures of newborn babies](#)  
[Lifecycle picture cards](#)  
[Lifecycle word cards](#)  
[Lifecycle whiteboard summary](#)

Talking object  
Story bag - containing plaster and skipping rope  
[Families pictures](#)  
The Family Book, Todd Parr  
Additional Activities  
Suggested reading:  
Happy Families, Allan Ahlberg  
Who's in a Family? Robert Skutch

# Year 2

## Differences Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

#### Programmes of Study

PSHE Framework  
3d, about the process of growing from young to old and how people's needs change  
3e, the names of the main parts of the body

4c, to identify and respect the differences and similarities between people

Science Attainment Targets  
notice that animals, including humans, have offspring which grow into adults

#### Learning Intentions and Learning Outcomes

Learning Intention  
To introduce the concept of male and female and gender stereotypes  
To identify differences between males and females  
Learning Outcomes  
Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

Learning Intention  
To explore some of the differences between males and females and to understand how this is part of the lifecycle  
Learning Outcomes  
Describe some differences between male and female animals  
Understand that making a new life needs a male and a female

Learning Intention  
To focus on sexual difference and name body parts  
Learning Outcomes  
Describe the physical differences between males and females  
Name the male and female body parts

#### Lesson Title

Lesson 1  
[Differences: Boys & Girls](#)

Lesson 2  
[Differences: Male and Female](#)

Lesson 3  
[Naming the Body Parts](#)

#### Resources

2 large PE hoops  
[Boy/Girl/Both labels](#)  
Bag of objects and clothing to explore male and female or [Pictures of objects and clothing](#)  
[Clothed Babies picture cards](#)  
[Clothed Babies whiteboard summary](#)  
[Pictures of newborn babies](#)

Additional Activities  
Recommended reading:  
*Happy Families*, Allan Ahlberg,  
*Princess Smartypants*, Babette Cole  
*William's Doll*, Charlotte Zolotow  
*Amazing Grace*, Mary Hoffman and Caroline Binch

Talking object  
[Pictures of male and female animals](#)  
[Cats and Kittens worksheet](#)  
Anatomically correct toy farm animals  
[www.toysnfun.co.uk](http://www.toysnfun.co.uk)

2 large PE Hoops  
[Hoop labels](#)  
[Body Parts picture cards](#)  
[Female x-ray picture](#)  
[Body Parts worksheet](#)  
Additional Activities  
Recommended reading:  
*Cinderella's Bum*, Nicholas Allan  
*Shapesville*, Andy Mills  
*It's OK to be Different*, Todd Parr