



LONG DITTON
 INFANT AND NURSERY SCHOOL
 THE HEART OF LONG DITTON SINCE 1911



PSHCE Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
NURSERY	<p>Jigsaw Theme – Being me in my World / Celebrating Difference</p> <p>Making Relationships 22 – 36 Months</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in Seeks out others to share experiences Shows affection and concern for people who are special to them May form a special friendship with another child <p>Self-Confidence and Self-awareness 22 – 36 Months</p>	<p>Jigsaw Theme – Dreams and Goals/ Healthy Me</p> <p>Making Relationships 22 – 36 Months</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in Seeks out others to share experiences Shows affection and concern for people who are special to them May form a special friendship with another child <p>Self-Confidence and Self-awareness 22 – 36 Months</p>	<p>Jigsaw Theme – Relationships/ Changing me</p> <p>Making Relationships 30 – 50 Months</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming

	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult • Expresses own preferences and interests 	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult • Expresses own preferences and interests 	<p>food relationships with peers and familiar adults</p> <ul style="list-style-type: none"> • <p>Self-Confidence and Self-awareness</p> <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help • Welcomes and values praise for what they have done • Enjoys responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people and more confident in new social situations • Confident to talk to other children when playing, and will communicate freely about own home and community • Shows confidence in asking adults for help <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt other's feelings • Begins to accept the needs of others and can take
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			<p>turns and share resources, sometimes with support from others</p> <ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met • Can usually adapt behaviour to different events, social situations and changes in routine
RECEPTION	<p>Jigsaw Theme – Being me in my World / Celebrating Difference</p> <p>Making Relationships 30 – 50 Months</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children • Initiates play, offering cues to peers to join them • Keeps play going by responding to what others are saying or doing • Demonstrates friendly behaviour, initiating conversations and forming 	<p>Jigsaw Theme – Dreams and Goals/ Healthy Me</p> <p>Making Relationships 30 – 50 Months</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children • Initiates play, offering cues to peers to join them • Keeps play going by responding to what others are saying or doing • Demonstrates friendly behaviour, initiating conversations and forming 	<p>Jigsaw Theme – Relationships/ Changing me</p> <p>Making Relationships 40-60 Months</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks • appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.

	<p>food relationships with peers and familiar adults</p> <p>Self-Confidence and Self-awareness</p> <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help • Welcomes and values praise for what they have done • Enjoys responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people and more confident in new social situations • Confident to talk to other children when playing, and will communicate freely about own home and community • Shows confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <p>22 – 36 Months</p> <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed • Can express their own feelings such as sad, happy, cross, scared, worried • Responds to the feelings and wishes of others 	<p>food relationships with peers and familiar adults</p> <ul style="list-style-type: none"> • <p>Self-Confidence and Self-awareness</p> <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help • Welcomes and values praise for what they have done • Enjoys responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people and more confident in new social situations • Confident to talk to other children when playing, and will communicate freely about own home and community • Shows confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt other's feelings 	<p>Early Learning Goal</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self Confidence and Self Awareness</p> <p>40-60Months</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
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	<ul style="list-style-type: none"> • Aware that some actions can hurt or harm others • Tries to help or give comfort when others are distressed • Shows understanding and cooperates with some boundaries and routines • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do • Growing ability to distract self when upset, e.g. by engaging in a new play activity <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt other's feelings • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met 	<ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met • Can usually adapt behaviour to different events, social situations and changes in routine 	<p>Managing Feelings and Behaviour 40-60 Months</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
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	<ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine 		
YEAR 1	<p>Jigsaw Theme – Being me in my World / Celebrating Difference</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • express positive qualities in others and themselves. • To understand the qualities of a friend • To know how to listen well while others are talking. • To know what good listening looks like. • To consider the consequences of words and actions for self and others • To know how to make up with people who we have fallen out with. • To know how to use a peaceful method to sort out problems. • <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> • Children respect differences and similarities and are 	<p>Jigsaw Theme – Dreams and Goals/ Healthy Me</p> <p><u>Internet safety</u> *See computing LTP for additional info</p> <p><u>Being safe</u></p> <ul style="list-style-type: none"> • Children are able to state it is not safe to go with an unknown adult. • Children are able to give instructions on how to cross a road safely. • Children to be taught about good and bad touches <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • To be able to use a restorative approach to make someone feel happy/ apologies for own actions <p><u>Mental well being</u></p> <ul style="list-style-type: none"> • To be introduced to different coping strategies and come up with ways in which to 	<p>Jigsaw Theme – Relationships/ Changing me</p> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> • To know the characteristics of healthy family life • To be aware that all families look different and these should be respected. <p><u>Families and those who care for us</u></p> <ul style="list-style-type: none"> • To know the people who are important to me. <p><u>Online relationships</u></p> <ul style="list-style-type: none"> • Children to be made aware that you don't know who you are talking to online as you can pretend to be someone you are not. • Class discussions on meeting people you chat to online. • To understand that gaming is a form of being

	<p>given the opportunity to examine differences between cultures and communities.</p> <ul style="list-style-type: none"> • To show respect towards the views and opinions of others – including turn taking during class discussions • To know our roles and responsibilities in the classroom • To know how to help to make my class a good place to learn <p><u>Mental well being</u></p> <ul style="list-style-type: none"> • To know that feelings can be expressed non-verbally. • To be able to recognise feelings and expressions in real life situations. • To be able to name some feelings and know how to deal with them 	<p>manage different positive and negative feelings.</p> <ul style="list-style-type: none"> • To set themselves a goal and be able to formulate a plan achieve this. • To know that we can learn in different ways • To know that resilience is working at something until I can do it • To be able to talk about what could help other people feel happy. • can tackle a new challenge and understand this might stretch my learning • To be able to say what I am good at • To say what makes me feel proud • To help another person feel proud. <p><u>Physical Health</u></p> <ul style="list-style-type: none"> • Understand the importance of personal hygiene and how germs spread. • Can make simple choices about their health eg – choose to wear a sun hat • understand the positive effects of physical activity • 	<p>online and when you are talking to someone it could be anyone.</p> <ul style="list-style-type: none"> • See computing LTP for further info* <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • Identify and name feelings and interpret facial expressions • To understand what makes a good friend. • To know how to show kind behavior. • To be able to recognise and discuss unkind behavior <p><u>Physical Health</u></p> <ul style="list-style-type: none"> • Children can confidently name body parts, including using the correct terminology for genitalia and can discuss how men and women’s genitalia is different <p><u>Financial Capability</u></p> <ul style="list-style-type: none"> • To know that money can come from regular sources e.g. pocket money, chores, jobs or unpredictable
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			<ul style="list-style-type: none">• To know that some changes happen by themselves.• To think about the differences between babies and children• To think about what has helped us to grow• To think about memories from when I was younger• To know that everyone has special memories from when they were younger and that these memories are special to us and our families. <p>Year 2 Transition</p> <ul style="list-style-type: none">• To share thoughts and memories.• To listen to others.• To share ideas to stop feeling worried.• To be able to talk about what I have learnt.• To be able to talk about what I would like to learn in the future.
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YEAR 2

Jigsaw Theme – Being me in my World / Celebrating Difference

Families and those who care for us
Online relationships
Being safe
Internet safety
Physical Health
Healthy Eating
Drugs/Alcohol

Caring friendships

- understand how following the Learning Charter will help me and others learn
- children will know the qualities that make good friends. – they will be able to discuss how it feels to have a friend and how it feels to be a friend.
- Children can come up with ways to make new friends.
- Children can recognise bullying behaviour and are able to seek help.
- Children recognise the difference between different types of bullying and teasing – they know how

Jigsaw Theme – Dreams and Goals/ Healthy Me

Internet safety
Caring friendships
Respectful Relationships
Families and those who care for us
Online relationships

Being safe

- Children complete their cycle proficiency.
- Children are reminded about good and bad touches and are able to confidently explain which parts of their body are private and what to do if they feel uncomfortable.

Mental well being

- To be able to name and actively employ different coping strategies to manage feelings.
- can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed

Jigsaw Theme – Relationships/ Changing me

Physical Health
Healthy Eating
Drugs/Alcohol
Internet safety

Families and those who care for us

- 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
- accept that everyone’s family is different and understand that most people value their family

Online relationships

Being safe

- know which types of physical contact I like and don’t like and can talk about this

Caring friendships

- can identify some of the things that cause conflict with my friends
- recognise and appreciate

	<p>these may affect others.</p> <ul style="list-style-type: none"> • Understand the impact of acknowledging their own and others qualities. <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> • To work as a class to develop a set of class rules/ class charter • Understand the rights and responsibilities for being a member of a group and start to understand that these are linked to having mutual respect for one another. • To understand that people have different needs, views, cultures and beliefs that need to be treated with respect • Children can assess how different cultures and societies are different and can appraise common humanity through evaluation. • To use the opinions and views of others to formulate their own ideas. • To give reasons for their own opinions and be able 	<ul style="list-style-type: none"> • Can set a realistic goal and use a plan to achieve it and then evaluate their success. • Can recognise and discuss different ways to learn • I can recognise who it is easy for me to work with and who it is more difficult for me to work with • I can explain some of the ways I worked cooperatively in my group to create the end product • understand how working with other people can help me to learn • To know that resilience works alongside a growth mindset. • Children can recognise when they have developed a closed mindset. • To know that resilience is working at something until I can do it • To be able to talk about what could help other people feel happy. • can tackle a new challenge and understand this might stretch my learning • To be able to say what I am good at 	<p>people who can help me in my family, my school and my community</p> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> • understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • can express my appreciation for the people in my special relationships <p><u>Mental well being</u></p> <ul style="list-style-type: none"> • Can talk about our feelings when we feel alone. • Identify ways we can change our behaviour. • Know that we can make choices about our behaviour. •
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	<p>to evaluate their own thoughts and ideas.</p> <ul style="list-style-type: none"> Starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Starting to understand that bullying is sometimes about difference <p><u>Mental well being</u></p> <ul style="list-style-type: none"> To view their differences as positive attributes Recognise when they feel worried or scared and be able to ask for help. 	<ul style="list-style-type: none"> To say what makes me feel proud To help another person feel proud. <p><u>Physical Health</u></p> <ul style="list-style-type: none"> Can maintain personal hygiene and discuss how this can prevent the spreading of germs. am motivated to make healthy lifestyle choices can tell you when a feeling is weak and when a feeling is strong feel positive about caring for my body and keeping it healthy <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy can decide which foods to eat to give my body energy can make some healthy snacks and explain why they are good for my body <p><u>Drugs/Alcohol</u></p> <ul style="list-style-type: none"> Children are able to inform others about the dangers of medicines and apply their knowledge to come up with 	<ul style="list-style-type: none"> Children to explore different moral dilemmas eg stolen money, come up with ways to problem solve building on their own experiences Recognise changes in our environment and creating posters/campaigns on how to make improvements for sustainability. To know the school values and relate behaviours to them. Children to be encouraged to debate their ideas with one another. Children to be operating in a growth mindset and be able to recognise when they have developed a closed mindset.
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		<p>ways of how to avoid these in the home.</p> <ul style="list-style-type: none">• Children know how medicines might effect their bodies.	
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