



St Luke's School - Long Term Planning Whole School PSHE



Subject	Term	EYFS Unit (Nursery & Reception)					
PSHE+C Article 12: Children have a right to be heard and to say what they think should happen when decisions are being made about them.	Autumn Term	Health and Wellbeing (Physical Health and Mental Wellbeing) Healthy Food choices Dental care Handwashing Dressing Showing resilience and Perseverance School Rules <ul style="list-style-type: none"> Ready Safe Respectful 		Health and Wellbeing (Keeping Safe) Managing own needs Waiting and controlling impulses Fire safety Stranger Danger School Rules <ul style="list-style-type: none"> Ready Safe Respectful 			
	Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Relationships Oracy Exploratory Question: What is the same and different about us? <i>Themes: Ourselves and others; similarities and differences; individuality; our bodies; Feelings and Emotions</i> <u>PSHE Curriculum:</u> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to respond to risky or negative relationships and ask for help	Relationships Oracy Exploratory Question: What makes a good friend? <i>Themes: Friendships; feeling lonely; managing arguments.</i> <u>PSHE Curriculum:</u> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to recognise risky or negative relationships including all forms of bullying and abuse	Relationships Oracy Exploratory Question: How can we be a good friend? <i>Themes: Friendship; making positive friendships; managing loneliness; dealing with arguments</i> <u>PSHE Curriculum:</u> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to recognise risky or negative relationships including all forms of bullying and abuse	Relationships Oracy Exploratory Question: How do we treat each other with respect? <i>Themes: Respect for self and others; courteous behaviour; safety; human rights</i> <u>PSHE Curriculum:</u> how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to recognise risky or negative relationships including all forms of bullying and abuse	Health and Wellbeing Oracy Exploratory Question: What makes up a person's identity? <i>Themes: Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i> <u>PSHE Curriculum:</u> - about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this - about rights and responsibilities as	Living in the Wider World Oracy Exploratory Question: How can the media influence people? <i>Themes: Media literacy and digital resilience; influences and decision-making; online safety</i> <u>PSHE Curriculum:</u> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens



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		<p>- how to respect equality and diversity in relationships.</p> <p>Class Charter</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Safe • Respectful <p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers 	<p>- how to respond to risky or negative relationships and ask for help</p> <p>- how to respect equality and diversity in relationships.</p> <p>Class Charter</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Safe • Respectful <p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers 	<p>- how to respond to risky or negative relationships and ask for help</p> <p>- how to respect equality and diversity in relationships.</p> <p>Class charter</p> <p>Electing school council</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Safe • Respectful <p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers 	<p>- how to respond to risky or negative relationships and ask for help</p> <p>- how to respect equality and diversity in relationships.</p> <p>Class charter</p> <p>Electing school council</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Safe • Respectful <p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers 	<p>members of families, other groups and ultimately as citizens</p> <p>- about different groups and communities</p> <p>- to respect equality and to be a productive member of a diverse community</p> <p>Class charter</p> <p>Electing school council</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Safe • Respectful <p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers 	<p>- about different groups and communities</p> <p>- to respect equality and to be a productive member of a diverse community</p> <p>- about the importance of respecting and protecting the environment</p> <p>- how money plays an important part in people's lives</p> <p>- a basic understanding of enterprise.</p> <p>Class charter</p> <p>Electing school council</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Safe • Respectful <p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers
<p>Autumn 2</p>	<p>Relationships</p> <p>Oracy Exploratory Question: Who is special to us?</p> <p><i>Themes: Ourselves and others; people who care for us; groups we belong to; families</i></p> <p><u>PSHE Curriculum:</u></p> <p>- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: who helps us to stay safe?</p> <p><i>Themes: Keeping safe; recognising risk; rules</i></p> <p>EWO - Visitor (Safe and Well)</p> <p><u>PSHE Curriculum:</u></p> <p>- how to maintain physical, mental and emotional health and wellbeing</p>	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: What keeps us safe?</p> <p><i>Themes: Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p><u>PSHE Curriculum:</u></p> <p>- what is meant by a healthy lifestyle</p> <p>- how to maintain physical, mental and</p>	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: What strengths, skills and interests do we have?</p> <p><i>Themes: Self-esteem; self-worth; personal qualities; goal setting; managing set backs</i></p> <p><u>PSHE Curriculum:</u></p> <p>- how to maintain physical, mental and emotional health and wellbeing</p>	<p>Living in the Wider World</p> <p>Oracy Exploratory Question: What decisions can people make with money?</p> <p><i>Themes: Money; making decisions; spending and Saving</i></p> <p><u>PSHE Curriculum:</u></p> <p>- about respect for self and others and the importance of</p>	<p>What makes a Successful Learner?</p> <ul style="list-style-type: none"> • Movers • Blockers <p>You Matter Class Sessions</p>	



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		<ul style="list-style-type: none"> - how to recognise and manage emotions within a range of relationships - how to respect equality and diversity in relationships. 	<ul style="list-style-type: none"> - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing. <p style="text-align: center;">Caring Cooks LGCP</p>	<p>emotional health and wellbeing</p> <ul style="list-style-type: none"> - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing. 	<ul style="list-style-type: none"> - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing. 	<p>responsible behaviours and actions</p> <ul style="list-style-type: none"> - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - about the importance of respecting and protecting the environment - about where money comes from, keeping it safe and the importance of managing it effectively - how money plays an important part in people's lives - a basic understanding of enterprise. <p style="text-align: center;">You Matter Class Sessions</p>
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Subject	Term	EYFS Unit (Nursery & Reception)	
PSHE+C	Spring Term	<p>Relationships (Families and Friendships)</p> <p>Playing with others</p>	<p>Relationships (Belonging to a Community)</p> <p>Following rules and understanding why they are important</p>



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		Being confident in different situations Express feelings and understand others' feelings			Sense of responsibility and membership of a community Work and play cooperatively		
Article 12: Children have a right to be heard and to say what they think should happen when decisions are being made about them.	Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Health and wellbeing Oracy Exploratory Question: What helps us to stay healthy? <i>Themes: Being healthy; hygiene; medicines; people who help us with health</i> <u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing.	Living in the Wider World Oracy Exploratory Question: What jobs do people do? <i>Themes: People and jobs; money; role of the Internet</i> <u>PSHE Curriculum:</u> - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community - about where money comes from, keeping it safe and the importance of managing it effectively - how money plays an important part in people's lives - a basic understanding of enterprise.	Relationships Oracy Exploratory Question: What are families like? <i>Themes: Families; family life; caring for each other</i> <u>PSHE Curriculum:</u> how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to respect equality and diversity in relationships.	Health and Wellbeing Oracy Exploratory Question: How can we manage our feelings? <i>Themes: Feelings and emotions; expression of feelings; behaviour</i> <u>PSHE Curriculum:</u> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency	Health and Wellbeing Oracy Exploratory Question: How can we help in an accident or emergency? <i>Themes: Basic first aid, accidents, dealing with Emergencies</i> <u>PSHE Curriculum:</u> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing. Well-Being Facilitator Whole Class Sessions "Counter Bullying"
	Spring 2	Living in the Wider World	Relationships	Living in the Wider World	Health and Wellbeing	Relationships:	Oracy Exploratory Question: How can



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		<p>Oracy Exploratory Question: What can we do with money?</p> <p><i>Themes: Money; making choices; needs and wants</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens - to respect equality and to be a productive member of a diverse community - about the importance of respecting and protecting the environment - about where money comes from, keeping it safe and the importance of managing it effectively - how money plays an important part in people's lives - a basic understanding of enterprise. 	<p>Oracy Exploratory Question: What is bullying?</p> <p><i>Themes: Behaviour; bullying; words and actions; respect for others</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to recognise risky or negative relationships including all forms of bullying and abuse - how to respond to risky or negative relationships and ask for help - how to respect equality and diversity in relationships. 	<p>Oracy Exploratory Question: What makes a community?</p> <p><i>Themes: Community; belonging to groups; similarities and differences; respect for others</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community 	<p>Oracy Exploratory Question: How will we grow and change?</p> <p><i>Themes: Growing and changing; Puberty</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - ways of keeping physically and emotionally safe - about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing. 	<p>friends communicate safely?</p> <p><i>Themes: Friendships; relationships; becoming independent; online safety</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to recognise risky or negative relationships including all forms of bullying and abuse - how to respond to risky or negative relationships and ask for help - how to respect equality and diversity in relationships. 	
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Subject	Term	EYFS Unit (Nursery & Reception)	
PSHE+C	Summer Term	<p>Living in the Wider World (Respecting Ourselves and Each Other)</p> <p>Being assertive Understanding others' feelings Finding solutions to conflicts and rivalries</p>	<p>Living in the Wider World (Growing and Changing)</p> <p>Getting ready for school Talk about feelings Identify and moderate their own feelings</p>



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		<p>Valuing themselves Constructive and respectful relationships Perspectives of others Listening effectively to the teacher</p>					
<p><u>Article 12:</u> Children have a right to be heard and to say what they think should happen when decisions are being made about them.</p>	Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: who helps to keep us safe?</p> <p><i>Themes: Keeping safe; people who help us</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency 	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: What helps us grow and stay healthy?</p> <p><i>Themes: Being healthy: eating, drinking, playing and sleeping</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing. 	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: Why should we eat well and look after our teeth?</p> <p><i>Themes: Being healthy: eating well, dental care</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing. 	<p>Living in the Wider World</p> <p>Oracy Exploratory Question: How can our choices make a difference to others and the environment?</p> <p><i>Themes: Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community - about the importance of respecting and protecting the environment 	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: How can drugs common to everyday life affect health?</p> <p><i>Themes: Drugs, alcohol and tobacco; healthy Habits</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency



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	Summer 2	<p>Living in the Wider World</p> <p>Oracy Exploratory Question: how can we look after each other in the world?</p> <p><i>Themes: Ourselves and others; the world around us; caring for others; growing and changing</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community - about the importance of respecting and protecting the environment 	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: How do we recognise our feelings?</p> <p><i>Themes: Feelings; mood; times of change; loss and bereavement; growing up</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this 	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: Why should we keep active and sleep well?</p> <p><i>Themes: Being healthy; keeping active, taking rest</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing. 	<p>Health and Wellbeing</p> <p>Oracy Exploratory Question: How can we manage risk in different places?</p> <p><i>Themes: Keeping safe; out and about; recognising and managing risk</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing. 	<p>- to identify different influences on health and wellbeing.</p>	<p>- how to respect equality and diversity in relationships.</p>



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						<p>safe and the importance of managing it effectively</p> <ul style="list-style-type: none"> - how money plays an important part in people's lives - a basic understanding of enterprise. 	
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<p>Citizenship</p>	<ul style="list-style-type: none"> ▪ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood 	<ul style="list-style-type: none"> ▪ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood 	<ul style="list-style-type: none"> ▪ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood 	<ul style="list-style-type: none"> ▪ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood 	<ul style="list-style-type: none"> ▪ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood <p>State Chamber Visit:</p> <ul style="list-style-type: none"> ▪ acquire a sound knowledge and understanding of how the States of Jersey is governed, its political system and how citizens participate actively in its democratic systems of government ▪ develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced ▪ are equipped with the skills to think critically and debate political 	<ul style="list-style-type: none"> ▪ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
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					questions, to enable them to manage	
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<p>Resource: Tuesday Assemblies available as Power Points on Teacher Shared: 2. Organisation 2.3 Assemblies</p>	<ul style="list-style-type: none">• New School Year• "Pity the Bully"• School Role Models: Henry Fraser• Online Safety• Remembrance Day• Neurodiversity: ASD & Dyslexia• Martin Luther King Day• Holocaust Memorial Day• Sun Safe• Jersey Children's Day
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