

Slytherin PSHE Long Term Plan

1. <u>Me and My Relationships</u>		
<u>Learning Intentions</u>	<u>Skills</u>	<u>Assessment Questions</u>
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	In a conflict, can they explain what happened and how they felt?
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?
3. Describe different feelings	I can talk about feelings and what can cause them.	Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need help to do something to help their emotions?
4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Do they ask trusted adults for help with their emotions or conflicts?
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?

2. <u>Valuing Difference</u>		
<u>Learning Intentions</u>	<u>Skills</u>	<u>Assessment Questions</u>
1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	Do they show respect if others have different interests, beliefs or ways of playing?
2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to them (either in school/community or in books)
3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?
4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?
5. Demonstrate skills in building friendships and cooperations.	I can show good listening.	

3. <u>Keeping Myself Safe</u>		
<u>Learning Intentions</u>	<u>Skills</u>	<u>Assessment Questions</u>
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	What decisions do they make regarding food, sleep and personal self-care?

2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	What prior knowledge do they have of medicines? How do they behave around unknown products or resources?
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?
4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	Consider their knowledge and personal use of tablets and online games.
5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.	

<u>4. Rights and Responsibilities</u>		
<u>Learning Intentions</u>	<u>Skills</u>	<u>Assessment Questions</u>
1. Understand that they can make a difference.	I can help my family.	What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?
2. Identify how they can care for their home, school and special people.	I can help to clean and tidy my home and classroom.	
3. Talk about how they can make an impact on the natural world.	I can tell you some ways to look after our world.	Do they show an interest in environmental issues? Are they aware of practices such as recycling, reducing food waste and reducing car travel.
4. Talk about similarities and differences between themselves.	I can be kind to friends and others.	Observe who they play with. Do they play with a variety of children? Are they aware of the needs of others? Do they show sympathy to others if they are upset? Do they include everyone in their play?
5. Demonstrate building relationships with friends.	I can talk about looking after money.	Observe them in role play activities such as shops or cafes. Do they show awareness of the value of money?

<u>5. Being My Best</u>		
<u>Learning Intentions</u>	<u>Skills</u>	<u>Assessment Questions</u>
1. Feel resilient and confident in their learning.	I can keep trying if the way I choose doesn't work.	Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?
2. Name and discuss different types of feelings and emotions.	I can talk about the different types of feelings we have.	Can they name different feelings? What level of vocabulary do they have in this area?
3. Learn and use strategies or skills in	I can have a go at something new.	Do they choose to give themselves a challenge? Do they take risks in their learning and play?

approaching challenges.		
4. Understand that they can make healthy choices.	I can make my own healthy food choices.	Observe them during snack and/or lunch time. Can they explain a healthy choice?
5. Name and recognise how healthy choices can keep us well.	I can make healthy sleep and exercise choices.	Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?

6. <u>Growing and Changing</u>		
<u>Learning Intentions</u>	<u>Skills</u>	<u>Assessment Questions</u>
1. Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes?
2. Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	What vocabulary do they use? Can they explain how they have changed and the skills they have learnt? What experience do they have of younger or older children?
3. Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	Do they use the correct vocabulary for the male and female body parts? Can they match a baby animal to its mother?
4. Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	Do they have a good knowledge of body part names in addition to private parts?
5. Know how to keep themselves safe.	I can tell you the PANTS rule.	Can they name trusted adults? Do they know the correct vocabulary for their private parts? Do they practice keeping safe during times when they go to the toilet etc?