



Burlington Junior School PSHE Long-Term Plan



In KS1, the content is mainly covered in assembly times and circle time discussion-based tasks to encourage pupils to have a developing understanding of the content.
The Jigsaw scheme is not used in KS1 but is used and adapted to the needs of pupils from Year 3 onwards

Lower Key Stage 2		Upper Key Stage 2	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To identify the qualities that make me individual. - To identify my strengths and how To use them wisely 	<ul style="list-style-type: none"> - To identify the qualities that make me individual and how I can use them appropriately. - To identify how my qualities might make other people feel. 	<ul style="list-style-type: none"> - To identify the different feelings that I experience. - To explain how people see me might differ to how I see myself. - To explain why peer pressure can alter how people see themselves. 	<ul style="list-style-type: none"> - To identify and evaluate the different feelings that I experience. - To identify who I can talk to when I feel overwhelmed. - To explain the responsibilities that I have towards myself.
<p>Vocabulary: valued, achievements, proud, emotions, fears, solutions, rights, responsibilities, choices</p>	<p>Vocabulary: included, excluded, team, role, job description, democracy, democratic, voting, contribution, observer, decisions</p>	<p>Vocabulary: education, appreciation, goals, challenge, citizen, refugee, persecution, conflict, asylum, wealth, poverty, prejudice, choices, responsibilities, cooperation, participation</p>	<p>Vocabulary: goals, worries, fears, choice, community, education, rights, wants, needs, empathy, compassion</p>
Celebrating Difference			
<ul style="list-style-type: none"> - To tell you a time when my words affected someone's feelings and what the consequences were. - To give and receive compliments and know how this feels. 	<ul style="list-style-type: none"> - To tell you a time when my first impression of someone changed as I got to know them. - To explain why it is good to accept people for who they are. 	<ul style="list-style-type: none"> - To explain the differences between direct and indirect types of bullying. - To know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. 	<ul style="list-style-type: none"> - To explain ways in which difference can be a source of conflict or a cause for celebration. - To show empathy with people in either situation.
<p>Vocabulary: family, loving, caring safe, conflict, solutions, witness, bystander, unkind, tell, gay, unique, compliment, similarity, difference</p>	<p>Vocabulary: assumption, judgement, accept, attitude, influence, opinion, bullying, deliberate, bystander, cyber-bullying, website, troll, characteristics, impression, changed, special</p>	<p>Vocabulary: culture, conflict, differences, similarities, racism, colour, race, discrimination, homophobic, rumour, bullying, direct, indirect, continuum, happiness, celebration, artefacts, display</p>	<p>Vocabulary: normal, ability, disability, perception, empathy, diversity, transgender, courage, fairness, power, struggle, imbalance, harassment, argument, recipient, achievement, perseverance, admiration, stamina</p>

Dreams and Goals

<ul style="list-style-type: none"> - To evaluate my own learning process and identify how it can be better next time. - To be confident sharing my successes with others and know how store my feelings of success in my internal treasure chest. 	<ul style="list-style-type: none"> - To know how to make a new plan and set new goals even if I have been disappointed. - To know what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> - To describe the dreams and goals of a young person in a culture different from mine. - To reflect on how these relate to my own. 	<ul style="list-style-type: none"> - To describe some ways in which I can work with other people to help make the world a better place. - To identify why I am motivated to do this.
<p>Vocabulary: perseverance, challenges, obstacles, dreams, goals, ambitions, team work, enterprise, cooperation, strengths, motivated, , responsible, frustration, solution, review, learning, success, evaluate</p>	<p>Vocabulary: hope, goal, determination, perseverance, resilience, positive, attitude, disappointment, fears, hurt, positive experiences, plans, cope, help, self-belief, motivation, commitment, team work, enterprise, design, cooperation, review, learning, strengths, success, celebrate, evaluate</p>	<p>Vocabulary: achievement, money, adult, lifestyle, job, career, profession, money, salary, contribution, society, perseverance, motivation, aspiration, culture, country, support, cooperation, difference</p>	<p>Vocabulary: strengths, achievement, personal, realistic, unrealistic, feeling money, global issue, suffering, concern, hardship, sponsorship, empathy, admire, respect , compliment, contribution, recognition</p>

Healthy Me

<ul style="list-style-type: none"> - To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. - To express how being anxious or scared feels. 	<ul style="list-style-type: none"> - To recognise when people are putting me under pressure and can explain ways to resist this when I want to. - To identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> - To describe different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures. - I respect and value my body. 	<ul style="list-style-type: none"> - To evaluate when alcohol is being used responsibly, anti-socially or being misused. - To tell you how I feel about using alcohol when I am older and reasons for this.
<p>Vocabulary: oxygen, energy, calories, sugar, fat, healthy, drugs, dangerous, emergency, risks, body, choice, appreciate</p>	<p>Vocabulary: healthy, relationships, leader, follower, assertiveness, pressure, guilt, alcohol, liver, disease, assertive, choice</p>	<p>Vocabulary: choices, informed decision, media, healthy behaviour, unhealthy behaviour, influence, emergency, procedure, altered, self-respect, body image, eating problem, opinion, fact, motivation</p>	<p>Vocabulary: immunisation, drugs, prevention, effects, prescription, over-the-counter, illegal, volatile, criminals, gangs, exploited, pressure, reputation, anti-social behaviour, symptoms, mental health, emotional health, stress, triggers</p>

Relationships

<ul style="list-style-type: none"> - To explain how some of the actions and work of people around the world help and influence my life. 	<ul style="list-style-type: none"> - To explain different points of view on an animal rights issue. - To express my own opinions and feelings on this. 	<ul style="list-style-type: none"> - To explain how to stay safe when using technology to communicate with my friends. 	<ul style="list-style-type: none"> - To recognise when people are trying to gain power or control. - To demonstrate ways I could stand up for myself and my friends in situations
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<ul style="list-style-type: none"> - To show an awareness of how this could affect my choices. 		<ul style="list-style-type: none"> - To recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. 	<p>where others are trying to gain power or control.</p>
<p>Vocabulary: males, female, stereotypes, conflict, solution, internet, social media, global, interconnected, needs deprivation, rights, appreciation</p>	<p>Vocabulary: relationships, emotions, jealousy, loss, acceptance, depression, memento, memories, special, negotiate, empathy, attraction, pressure, personal, love, care</p>	<p>Vocabulary: characteristics, self-esteem, responsibility, age limit, social network, online, offline, appropriate, trolled, grooming, gambling/betting, devices, screen time, vulnerable, risk</p>	<p>Vocabulary: mental health, stigma, stress, anxiety, self-harm, support, grief, bereavement, coping strategies, power, control, authority, pressure, judgement, assertiveness, self-control, cyberbullying</p>
Changing Me			
<ul style="list-style-type: none"> - To identify how boy's and girl's bodies change during the growing up process. - To recognise how I feel about these changes happening to me and know how to cope with these feelings. - To start to recognise stereotypical ideas I might have about parenting and family roles. 	<ul style="list-style-type: none"> - To identify strategies to help me cope with any physical or emotional changes that might happen. - To identify what I am looking forward to when I am in Year 5. - To reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this. 	<ul style="list-style-type: none"> - To describe some of the changes that boys and girls experience during puberty. - To express how I feel about the changes that will happen to me during puberty. - To be aware of my own self-image. 	<ul style="list-style-type: none"> - To describe most of the changes that boys and girls experience during puberty. - To know how to develop my self-esteem and can identify things that might impact on this
<p>Vocabulary: changes, birth, uterus, womb, nutrients, changes, puberty, sperm, penis, egg, ova, vagina, stereotypes, challenge, change, looking forward</p>	<p>Vocabulary: personal, characteristics, unique, puberty, sperm, penis, egg, ova, vagina, sexual intercourse, fertilise, conception, puberty, menstruation, periods, change, control, emotions, acceptance, looking forward</p>	<p>Vocabulary: self-image, body-image, perception, puberty, vagina, periods, oestrogen, tampons, sanitary pads, testicles, erection, larynx, hormones, fallopian tubes, embryo, fertilisation, fertility treatment, milestones, change, opportunities</p>	<p>Vocabulary: self-image, real-self, opportunities, freedoms, responsibilities, pregnancy, placenta, umbilical cord, midwife, cervix, attraction, love, sexting, pressure, challenge, looking forward</p>