

Middleton Primary School PSHE- Addressing COVID 19 Long Term Plan 2020/2021

	<u>Autumn 1</u> Welcome back and recovery. Addressing our needs.	<u>Autumn 2</u> Restarting Dimensions PSHE	<u>Spring 1 (Online learning)</u> Google Meet for Years 3,4,5,6 to support emotional wellbeing.	<u>Spring 2</u> Return after lockdown II-recovery.	<u>Summer 1</u> Targeting our areas of need <u>PSHE WEEK- 26-30 APRIL</u>	<u>Summer 2</u> Transition
EYFS	<p>Beginning & Belonging Looking at why it is “Good to be Me”, likes and dislikes and similarities and differences between themselves and others.</p> <p>Talking about similarities and differences between families. Who is in your family and why family members are special to them.</p>	<p>Identities & Diversity Looking at different family customs e.g. going to church, mosque, movie nights etc. through discussions and CBeebies “Let’s Celebrate.”</p> <p>My Body & Growing Up “Pantasaurus” looking at how to keep our bodies healthy and safe and that our private areas should stay covered. We talk about good feelings and bad feelings and who you could talk to in school and out of school.</p>	<p>Healthy Lifestyles Discuss foods we like and dislike. How we can become healthier.</p> <p>My Emotions Looking at different feelings through stories and songs. How to manage their own feelings?</p>	<p>Keeping Safe Feeling safe in school.</p> <p>Feeling safe at home.</p> <p>Road safety E-Safety.</p> <p>Staying safe outdoors.</p> <p>Me & My World Who are the people that look after me at school? How do I look after my school? Different features of my neighbourhood and who works and lives in my neighbourhood. How do we care for our</p>	<p>Keeping Safe How do police officers, fire fighters and paramedics help us to stay safe? How can we stay safe in school, at home and out and about? What should we do in an emergency?</p> <p>Farm in a Box Experience Children ask questions and share their own experiences.</p> <p>Where does our food come from? Why are farms and farmers so important to us? Healthy Eating</p> <p>My Body & Growing Up What do animals and humans need to be healthy?</p>	<p>Me & My World Who are the people who look after me at school or at home? Which people are special to me? Why? What do they do for me?</p> <p>Me & My World Different features of our world and why they are so important. How can we look help to look after our world?</p> <p>Transition Getting ready to move up to Year 1. What will be the same/different? Who will our new teachers be etc.</p>

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				neighbourhood?	How do animals and humans grow? How can we look after animals? My Emotions Exploring our feelings and what causes different emotions.	
Year 1	<u>PiXL Recovery</u> <ul style="list-style-type: none"> • Mental health- Understanding different feelings. • Reengaging. • Managing change. • Our support network. • Using artwork to express our feelings. 	<u>Anti-Bullying week activities</u> Additional content: <ul style="list-style-type: none"> • I know how people make friends and what makes a good friendship. • I know the qualities of a good friend. • I can recognise when I or someone else feels lonely and understand what to do to seek help. • I can recognise the ways in 	<u>Happy families</u> <ul style="list-style-type: none"> • Identify the special people in a family. • Recognise that each family is different, but families have similar values; to love and care for each other. • Healthy body, healthy mind- support during lockdown. • Our special people- who can I turn to during lockdown? 	<u>Return from lockdown II</u> <ul style="list-style-type: none"> • Fear, confusion and uncertainty about the future- coping with worry. •Managing feelings about change and loss — both positive and negative. •Ways to reframe negative thinking. •Signs of emotional or mental ill-health including disrupted sleep 	<u>Living a healthy life</u> <ul style="list-style-type: none"> • I can understand the importance of handwashing. • I can understand where fruit and vegetables grow. • I can understand what constitutes a healthy diet. • I can apply knowledge of healthy eating when designing a menu. • I can understand the need for physical activity to keep healthy. 	<u>First Aid, transition and skills for life</u> <ul style="list-style-type: none"> • Understand what to do if there is an accident and someone is hurt. • Understand how to get help in an emergency (how to dial 999 and what to say). • Basic first aid training. • Understand transition and why we sometimes find this difficult.

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		<p>which I am the same and different to others.</p>	<ul style="list-style-type: none"> • Staying safe online. • Looking forward to positive times. 	<p>patterns and loss of concentration.</p> <ul style="list-style-type: none"> • Sources of support in school and wider (assemblies). 	<ul style="list-style-type: none"> • I can understand how muscles work. 	
<p>Year 2</p>	<p><u>PiXL Recovery</u></p> <ul style="list-style-type: none"> • Mental health- Understanding different feelings. • Reengaging. • Managing change. • Our support network. • Using artwork to express our feelings. 	<p><u>Anti-Bullying week.</u></p> <ul style="list-style-type: none"> • To recognise that everyone has different strengths. • We all have something in common! • Becoming anti-bullying avengers. 	<p><u>Keeping safe- online and in person.</u></p> <ul style="list-style-type: none"> • Rights and responsibilities of children. • Strategies to resist teasing or bullying. • Online safety and offering advice. • Cyber bullying. • Healthy body, healthy mind-support during lockdown. • Our special people- who can I turn to during lockdown? 	<p><u>Return from lockdown II: Mental health and emotions</u></p> <ul style="list-style-type: none"> • Fear, confusion and uncertainty about the future-coping with worry. • Managing difficult feelings. • Managing feelings about change and loss — both positive and negative. • Signs of emotional or mental ill-health including disrupted sleep patterns and loss 	<p><u>Changing and growing</u></p> <ul style="list-style-type: none"> • I can identify the special people in my life. • I can understand how change occurs as we grow. • I can understand the differences and similarities between people. • I can learn to take responsibilities for my actions. • I can learn about a different range of emotions. • I can understand 	<p><u>First Aid, transition and skills for life</u></p> <ul style="list-style-type: none"> • Understand what to do if there is an accident and someone is hurt. • Understand how to get help in an emergency (how to dial 999 and what to say). • Basic first aid training. • Understand transition and why we sometimes find this difficult.

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			<ul style="list-style-type: none"> • Staying safe online. • Looking forward to positive times. 	<p>of concentration.</p> <ul style="list-style-type: none"> •Sources of support in school and wider (assembly). 	<p>that all actions have consequences.</p>	
Year 3	<p><u>PiXL Recovery</u></p> <ul style="list-style-type: none"> • Mental health-expressing feelings. • Reengaging. • Managing change. • Our support network. • Using artwork to express our feelings. 	<p><u>Anti-Bullying week.</u></p> <ul style="list-style-type: none"> • I know where different foods come from and can begin to make informed decisions about health. • I know about the elements of a balanced, healthy lifestyle. • I understand the term diversity and the benefits of living in a diverse community. • I value diversity within communities. 	<p><u>Strategies during lockdown</u></p> <ul style="list-style-type: none"> • Healthy body, healthy mind-support during lockdown. • Our special people- who can I turn to during lockdown? • Staying safe online. • Looking forward to positive times. 	<p><u>Return from lockdown II</u></p> <ul style="list-style-type: none"> • Fear, confusion and uncertainty about the future-coping with worry. • Managing difficult feelings. •Managing feelings about change and loss — both positive and negative. •Signs of emotional or mental ill-health including disrupted sleep patterns and loss of concentration. •Sources of 	<p><u>Diversity and appreciating similarities and differences</u></p> <ul style="list-style-type: none"> • I can understand the importance of friendship and qualities of a good friend. • I can learn how to maintain friendships and solve disagreements. • I can understand how we are all connected by our similarities. • I can respect different faiths and cultures. • I can understand the term diversity. 	<p><u>First Aid, transition and skills for life</u></p> <ul style="list-style-type: none"> • Understand about what is meant by first aid. • Basic techniques for dealing with common injuries • How to respond and react in an emergency situation. • How to identify situations that may require the emergency services. • Know how to contact them

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				support in school and wider (assembly).	<ul style="list-style-type: none"> I can share my knowledge of diversity and tolerance. 	and what to say
Year 4	<u>PiXL Recovery</u> <ul style="list-style-type: none"> Mental health-expressing feelings. Reengaging. Managing change. Our support network. Using artwork to express our feelings. 	<u>Anti-Bullying week.</u> <ul style="list-style-type: none"> I know what a stereotype is and how they can be unfair, negative or destructive. Learn about the need for tolerance for those of different faith and beliefs. I can listen to, respect and reflect upon other people's views. I can challenge stereotypes and discrimination. I understand why it is 	<u>Online learning- Healthy bodies</u> <ul style="list-style-type: none"> Doing a good deed- make someone smile. Balanced lifestyles. Making healthier choices in our diets. Importance of physical activity-planning my own workout. Healthy body, healthy mind-support during lockdown. Our special people- who can I turn to during lockdown? 	<u>Return from lockdown II</u> <ul style="list-style-type: none"> Fear, confusion and uncertainty about the future-coping with worry. Managing difficult feelings. Managing feelings about change and loss — both positive and negative. Signs of emotional or mental ill-health including disrupted sleep patterns and loss of concentration. Sources of support in school and wider 	<u>Staying safe online</u> <ul style="list-style-type: none"> To understand E Safety and recognise dangers online. Understand how to access the internet safely. To understand different communication methods online. To be able to identify personal information. I can begin to understand the changes that occur during puberty, physical and emotional. 	<u>First Aid, transition and skills for life</u> <ul style="list-style-type: none"> Understand about what is meant by first aid. Basic techniques for dealing with common injuries How to respond and react in an emergency situation. How to identify situations that may require the emergency services. Know how to contact them and what to say.

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		important to be part of a diverse community.	<ul style="list-style-type: none"> • Staying safe online. • Looking forward to positive times. 	(assembly).		
Year 5	<u>PiXL Recovery</u> <ul style="list-style-type: none"> • Mental Health and keeping well. • Reengaging. • Managing change. • Our support network. • Using artwork to express our feelings. 	<u>Anti-Bullying week.</u> <ul style="list-style-type: none"> • I can listen to, reflect on and respect other people’s views and feelings. • I can recognize that there are many different types of relationships. • I can understand when someone is lonely and excluded; I can form strategies in order to include others. • Anti- bullying adverts. 	<u>Online learning- Healthy bodies</u> <ul style="list-style-type: none"> • Balanced lifestyles. • Making healthier choices in our diets. • Importance of physical activity- planning my own workout. • Healthy body, healthy mind- support during lockdown. • Our special people- who can I turn to during lockdown? 	<u>Return from lockdown II</u> <ul style="list-style-type: none"> • Fear, confusion and uncertainty about the future- coping with worry. •Managing feelings about change and loss — both positive and negative. •Signs of emotional or mental ill-health including disrupted sleep patterns and loss of concentration. •Sources of support in school and wider 	<u>Changing adolescent bodies</u> <ul style="list-style-type: none"> • I can begin to understand the changes that occur during puberty, physical and emotional. • I can fully understand the biological changes that occur during puberty- menstruation. • Session with the school nurse- Single sex lesson. • I can understand the importance of personal hygiene during puberty. 	<u>First Aid, transition and skills for life</u> <ul style="list-style-type: none"> • Understand about what is meant by first aid. • Basic techniques for dealing with common injuries • How to respond and react in an emergency situation. • How to identify situations that may require the emergency

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			<ul style="list-style-type: none"> • Staying safe online. • Looking forward to positive times. 	(assembly).	<ul style="list-style-type: none"> • I can understand how and why emotions change during puberty. 	<p>services.</p> <ul style="list-style-type: none"> • Know how to contact them and what to say. • Transition to Year 6.
Year 6	<p><u>PiXL Recovery:</u></p> <ul style="list-style-type: none"> • Mental Health and keeping well. • Reengaging. • Managing change. • Our support network. • Using artwork to express our feelings. 	<p><u>Anti-Bullying week.</u></p> <ul style="list-style-type: none"> • I understand the term prejudice; I can recognise behaviours/actions which discriminate against others. • Understand ways of responding to it if witnessed or experienced. • I understand that collaboration is necessary in many situations. 	<p><u>Online learning- E SAFETY</u></p> <ul style="list-style-type: none"> • Healthy body, healthy mind- support during lockdown. • Our special people- who can I turn to during lockdown? • Staying safe online- Parts 1 & 2. • Looking forward to positive times. 	<p><u>Return from lockdown II:</u></p> <ul style="list-style-type: none"> • Fear, confusion and uncertainty about the future- coping with worry. • Managing feelings about change and loss — both positive and negative. • Signs of emotional or mental ill-health including disrupted sleep patterns and loss of concentration. 	<p><u>Changing adolescent bodies</u></p> <ul style="list-style-type: none"> • I can begin to understand the changes that occur during puberty, physical and emotional. • I can fully understand the biological changes that occur during puberty- menstruation. • Session with the school nurse- Single sex lesson. • I can understand the importance of personal hygiene 	<p><u>First Aid, transition and skills for life</u></p> <ul style="list-style-type: none"> • Understand about what is meant by first aid. • Basic techniques for dealing with common injuries • How to respond and react in an emergency situation. • How to identify situations that

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		<ul style="list-style-type: none"> • I can work cooperatively, showing fairness to others. • I recognise that there are many different roles in a community. 		<ul style="list-style-type: none"> • Sources of support in school and wider (assembly). 	<p>during puberty.</p> <ul style="list-style-type: none"> • I can understand how and why emotions change during puberty. • Conception- understand the place of sexual intercourse (sex education). • Conception to birth-The story of pregnancy and birth (sex education). 	<p>may require the emergency services.</p> <ul style="list-style-type: none"> • Know how to contact them and what to say. • Transition to secondary school.
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The following plan has been developed after feedback from staff, parents and children.

The following initiatives also take place to support PSHE and welfare:

- **Anti-Bullying week**
- **PSHE week (W/C 26 April)**
- **Weekly assemblies**
- **Welfare interventions**