



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



Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PSHE+C</b>  <b>Article 12:</b> <b>Children have a right to be heard and to say what they think should happen when decisions are being made about them.</b>	Autumn 1	<b>Relationships</b>  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 - how to respect equality and diversity in relationships.  <b>Class Charter</b>	<b>Relationships</b>  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 - how to respond to risky or negative relationships and ask for help - how to respect equality and diversity in relationships.  <b>Class Charter</b>	<b>Relationships</b>  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 - how to respond to risky or negative relationships and ask for help - how to respect equality and diversity in relationships.  <b>Class charter</b> <b>Electing school council</b>	<b>Relationships</b>  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 - how to respond to risky or negative relationships and ask for help - how to respect equality and diversity in relationships.  <b>Class charter</b> <b>Electing school council</b>	<b>Health and Wellbeing</b>  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 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  <b>Class charter</b> <b>Electing school council</b>	<b>Living in the Wider World</b>  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 - 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 - how money plays an important part in people's lives - a basic understanding of enterprise.
	Autumn 2	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>  Oracy Exploratory Question: What	<b>Living in the Wider World</b>  Oracy Exploratory Question: What decisions	



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



		<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> - 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.</p>	<p>Oracy Exploratory Question: who helps us to stay safe?</p> <p><i>Themes: Keeping safe; recognising risk; rules</i></p> <p><b>EWO - Visitor (Safe and Well)</b></p> <p><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 - 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>	<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> - 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 - how to respond in an emergency - to identify different influences on health and wellbeing.</p>	<p>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> - how to maintain physical, mental and emotional health and wellbeing - 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>	<p>can people make with money?</p> <p><i>Themes: Money; making decisions; spending and Saving</i></p> <p><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 - 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>	<p><b>Class charter Electing school council</b></p>
Spring 1		<p><b>Health and wellbeing</b></p> <p>Oracy Exploratory Question: What helps us to stay healthy?</p> <p><i>Themes: Being healthy; hygiene; medicines; people who help us with health</i></p>	<p><b>Living in the Wider World</b></p> <p>Oracy Exploratory Question: What jobs do people do?</p> <p><i>Themes: People and jobs; money; role of the Internet</i></p>	<p><b>Relationships</b></p> <p>Oracy Exploratory Question: What are families like?</p> <p><i>Themes: Families; family life; caring for each other</i></p> <p><u>PSHE Curriculum:</u></p>	<p><b>Health and Wellbeing</b></p> <p>Oracy Exploratory Question: How can we manage our feelings?</p> <p><i>Themes: Feelings and emotions; expression of feelings; behaviour</i></p>	<p><b>Health and Wellbeing</b></p> <p>Oracy Exploratory Question: How can we help in an accident or emergency?</p> <p><i>Themes: Basic first aid, accidents, dealing with Emergencies</i></p>	<p><b>Health and Wellbeing</b></p> <p>Oracy Exploratory Question: How can we keep healthy as we grow?</p> <p><u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle</p>



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



		<p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> <li>- what is meant by a healthy lifestyle</li> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> <li>- about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>- about different groups and communities</li> <li>- to respect equality and to be a productive member of a diverse community</li> <li>- about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>- how money plays an important part in people's lives</li> <li>- a basic understanding of enterprise.</li> </ul>	<p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <ul style="list-style-type: none"> <li>- how to recognise and manage emotions within a range of relationships</li> <li>- how to respect equality and diversity in relationships.</li> </ul>	<p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> <li>-about managing change, including puberty, transition and loss</li> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- how to respond in an emergency</li> </ul>	<p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- how to respond in an emergency</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> <li>-about managing change, including puberty, transition and loss</li> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- how to respond in an emergency</li> <li>- to identify different influences on health and wellbeing.</li> </ul>
	<p><b>Spring 2</b></p>	<p><b>Living in the Wider World</b></p> <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"> <li>- about respect for self and others and the importance of responsible behaviours and actions</li> <li>- about rights and responsibilities as</li> </ul>	<p><b>Relationships</b></p> <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"> <li>- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> </ul>	<p><b>Living in the Wider World</b></p> <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"> <li>- about respect for self and others and the importance of responsible behaviours and actions</li> </ul>	<p><b>Health and Wellbeing</b></p> <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"> <li>- ways of keeping physically and emotionally safe</li> <li>-about managing change, including puberty, transition and loss</li> </ul>	<p><b>Relationships:</b></p> <p>Oracy Exploratory Question: How can 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"> <li>- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> </ul>	



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



		<p>members of families, other groups and ultimately as citizens</p> <ul style="list-style-type: none"> <li>- to respect equality and to be a productive member of a diverse community</li> <li>- about the importance of respecting and protecting the environment</li> <li>- about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>- how money plays an important part in people's lives</li> <li>- a basic understanding of enterprise.</li> </ul>	<ul style="list-style-type: none"> <li>- how to recognise and manage emotions within a range of relationships</li> <li>- how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>- how to respond to risky or negative relationships and ask for help</li> <li>- how to respect equality and diversity in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>- about different groups and communities</li> <li>- to respect equality and to be a productive member of a diverse community</li> </ul>	<ul style="list-style-type: none"> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- how to recognise and manage emotions within a range of relationships</li> <li>- how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>- how to respond to risky or negative relationships and ask for help</li> <li>- how to respect equality and diversity in relationships.</li> </ul>	
	<b>Summer 1</b>	<p><b>Health and Wellbeing</b></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"> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> </ul>	<p><b>Health and Wellbeing</b></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"> <li>- what is meant by a healthy lifestyle</li> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> </ul>	<p><b>Health and Wellbeing</b></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"> <li>- what is meant by a healthy lifestyle</li> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> </ul>	<p><b>Living in the Wider World</b></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"> <li>- about respect for self and others and the importance of responsible behaviours</li> </ul>	<p><b>Health and Wellbeing</b></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"> <li>- what is meant by a healthy lifestyle</li> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> </ul>	<p><b>Relationships</b></p> <p>Oracy Exploratory Question: What will change as we become more independent?</p> <p>How do friendships change as grow?</p> <p><i>Themes: Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> <li>how to develop and maintain a variety of healthy relationships,</li> </ul>





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



		<ul style="list-style-type: none"> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- how to respond in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<p>and actions</p> <ul style="list-style-type: none"> <li>- about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>- about different groups and communities</li> <li>- to respect equality and to be a productive member of a diverse community</li> <li>- about the importance of respecting and protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>- ways of keeping physically and emotionally safe</li> <li>- about managing change, including puberty, transition and loss</li> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- how to respond in an emergency</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<p>within a range of social/cultural contexts</p> <ul style="list-style-type: none"> <li>- how to recognise and manage emotions within a range of relationships</li> <li>- how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>- how to respond to risky or negative relationships and ask for help</li> <li>- how to respect equality and diversity in relationships.</li> </ul>
	<p><b>Summer 2</b></p>	<p><b>Living in the Wider World</b></p> <p>Oracy Exploratory Question: how can we look after each other in the world?</p> <p><i>Themes:</i> <i>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"> <li>- about respect for self and others and the importance of responsible behaviours and actions</li> <li>- about rights and responsibilities as members of families, other groups and</li> </ul>	<p><b>Health and Wellbeing</b></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"> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> <li>- about managing change, including puberty, transition and loss</li> </ul>	<p><b>Health and Wellbeing</b></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"> <li>- what is meant by a healthy lifestyle</li> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> </ul>	<p><b>Health and Wellbeing</b></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"> <li>- how to maintain physical, mental and emotional health and wellbeing</li> <li>- how to manage risks to physical and emotional health and wellbeing</li> <li>- ways of keeping physically and emotionally safe</li> </ul>	<p><b>Living in the Wider World</b></p> <p>Oracy Exploratory Question: What jobs would we like?</p> <p><i>Themes: Careers; aspirations; role models; the future</i></p> <p><u>PSHE Curriculum:</u></p> <ul style="list-style-type: none"> <li>- about respect for self and others and the importance of responsible behaviours and actions</li> <li>- about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>- about different groups and communities</li> </ul>	



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



		<p>ultimately as citizens</p> <ul style="list-style-type: none"> <li>- about different groups and communities</li> <li>- to respect equality and to be a productive member of a diverse community</li> <li>- about the importance of respecting and protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> </ul>	<ul style="list-style-type: none"> <li>- to identify different influences on health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>- how to respond in an emergency</li> <li>- to identify different influences on health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- to respect equality and to be a productive member of a diverse community</li> <li>- about the importance of respecting and protecting the environment</li> <li>- about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>- how money plays an important part in people's lives</li> <li>- a basic understanding of enterprise.</li> </ul>	
	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p><b>State Chamber Visit:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ develop a sound knowledge and understanding of the role of law and the justice system in our society and</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>



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



						<p>how laws are shaped and enforced</p> <ul style="list-style-type: none"><li>▪ are equipped with the skills to think critically and debate political questions, to enable them to manage</li></ul>	
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