

## PSHE LONG TERM MAP Elm Cycle B 2025-26

### Term 1 Main Theme: Me and My relationships

<p><b>Emotional Regulation- Revisit, deepening understanding (Depending on need of cohort)</b></p> <p><b>FEEL IT PROGRAMME</b>  <b>12 weeks 5-6 mins a day</b> 12 feelings are introduced each year, and a set learning path is followed. It's key to demonstrate equally different types of feeling and different energies, as well as alternating pleasant and unpleasant feelings</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #FFC300; padding: 2px; text-align: center;">Motivated</div> <div style="background-color: #4F81BD; padding: 2px; text-align: center;">Ashamed</div> <div style="background-color: #4CAF50; padding: 2px; text-align: center;">Satisfied</div> <div style="background-color: #F44336; padding: 2px; text-align: center;">Irritated</div> <div style="background-color: #FFC300; padding: 2px; text-align: center;">Curious</div> <div style="background-color: #4F81BD; padding: 2px; text-align: center;">Exhausted</div> <div style="background-color: #4CAF50; padding: 2px; text-align: center;">Generous</div> <div style="background-color: #F44336; padding: 2px; text-align: center;">Shocked</div> <div style="background-color: #FFC300; padding: 2px; text-align: center;">Enthusiastic</div> <div style="background-color: #4F81BD; padding: 2px; text-align: center;">Insecure</div> <div style="background-color: #4CAF50; padding: 2px; text-align: center;">Connected</div> <div style="background-color: #F44336; padding: 2px; text-align: center;">Stressed</div> </div> <p>Aware of and able to express feelings and am developing the ability to talk about them</p> <p>Know we all experience a variety of thoughts and</p>	<p><b>Interoception Focus Interoception Curriculum Book</b></p> <p><b>Lesson 21, 22, 23</b></p> <p>Recognise the difference when the body feels comfortable and when the body feels uncomfortable</p> <p>It is possible to change the way our body feels when it feels uncomfortable</p>	<p><b>National Online Safety- Online Relationships</b></p> <p>Explain what it means to know someone online and why this might be different from knowing someone offline</p> <p>Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</p>	<p><b>Scarf- As a rule (Yr3)</b></p> <p>Children will be able to:</p> <p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules</p> <p>Describe strategies for safe and fun experiences in a range of online social environments</p> <p>Give examples of how to be respectful to others online and how to recognise healthy and unhealthy behaviours</p>	<p><b>Scarf Dan's Dare</b></p> <p>Children will be able to:</p> <p>Explain what a dare is;</p> <p>Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p><b>Scarf-Thunks</b></p> <p>Children will be able to:</p> <p>Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p>	<p><b>Scarf-Friends are special</b></p> <p>Children will be able to:</p> <p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p> <p><b>Scarf-Looking after our special people</b></p> <p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p>
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<p>emotions that affect how we feel and behave and learn ways of managing them</p> <p>Understand that there are people to talk to and that there are numbers of ways to gain access to emotional and practical support</p> <p>Understand feelings and reactions can change depending upon what is happening within and around me.</p> <p>Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.</p> <p>Learn skills and strategies to support me in challenging times</p> <p>Learn how to give appropriate support to others- if feeling lonely or misunderstood.</p>						
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Term 2 Main Them: VALUING DIFFERENCES

<b>National Online Safety- Privacy and Security</b>	<b>Anti Bullying Week Themes including</b>	<b>Scarf- Respect and challenge</b>	<b>Scarf- Our friends and neighbours</b>	<b>Scarf-Family and friends</b>	<b>Scarf- My Community</b>
<p>Give reasons why someone should only share information with people they choose an can trust</p> <p>Describe how connected devices can collect and share anyone's information with others.</p> <p>Explain that the internet use is never fully private and is monitored</p> <p>Know what digital age of consent is</p>	<p><b>Scarf-Zeb</b> Children will be able to:</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p> <p><b>Scarf- Let's celebrate our differences</b> Children will be able to:</p> <p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p><b>No Outsiders-pg 98</b></p> <p>Understand what a bystander is</p> <p>Know everyone has differences</p> <p>Know what unique means</p> <p>Know how people can feel hurt</p> <p>Know what a bystander is</p> <p>Know what to do if I see someone being unkind</p>	<p>Children will be able to:</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p>	<p>Children will be able to:</p> <p>Explain that people living in the UK have different origins;</p>	<p>Children will be able to:</p> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p>	<p>Children will be able to:</p> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p>

Term 3 Main Theme- KEEPING MYSELF SAFE

<p><b>Life Education Space- It's great to be me</b></p>	<p><b>National Online Safety Including themes from Safer Internet Day</b></p>	<p><b>Scarf-The Risk Robot</b></p>	<p><b>Scarf-Safe or Unsafe?</b></p>	<p><b>Scarf-Help or Harm</b></p>	<p><b>Scarf-Super Searcher</b></p>
<p>Understand the need to manage conflict or differences and knows ways of doing this, through negotiation and compromise</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Use the wellbeing heel to explore 5 ways to emotional wellbeing</p> <p>Know the importance of respecting others, even when they are different from them or make different choices or have different beliefs.</p>	<p><b>Copyright and Ownership</b></p> <p>Know why copying someone else's work from the internet without permission isn't fair</p> <p>Give some simple examples of content which I must not use without permission from the owner</p>	<p>Children will be able to:</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p>	<p>Children will be able to:</p> <p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe</p>	<p>Children will be able to:</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>Children will be able to:</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p>

Term 4: Unit- RIGHTS AND RESPECT

**No Outsiders Understand Discrimination pg 97**

Know how someone can feel like an outsider/ know how to make sure there are no outsiders in school (responsibility of all)

**Scarf- Recount Task**

Children will be able to:

Understand the difference between 'fact' and 'opinion';

Understand how an event can be perceived from different viewpoints;

Plan, draft and publish a recount using the appropriate language.

**Scarf-Helping each other to stay safe**

Children will be able to:

Identify key people who are responsible for them to stay safe and healthy;

Suggest ways they can help these people.

**Scarf-Harold's environment project**

Children will be able to:

Define what is meant by the environment;

Evaluate and explain different methods of looking after the school environment;

Devise methods of promoting their priority method.

**Scarf-Can Harold Afford it?**

Children will be able to:

Understand the terms 'income', 'saving' and 'spending';

Recognise that there are times we can buy items we want and times when we need to save for items;

Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)

**Scarf-Earning Money**

Children will be able to:

Explain that people earn their income through their jobs;

Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Term 5- Main Theme- BEING MY BEST

<p><b>Scarf-Poorly Harold</b></p> <p>Children will be able to:</p> <p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p><b>Scarf- Top Talents</b></p> <p>Children will be able to:</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p>	<p><b>Happy Confident Me-The Power Of Introspection</b></p> <p>What children will learn:</p> <p>How to better know and understand themselves</p> <p>How to become comfortable who with they are</p> <p>Understand the importance of taking responsibility</p>	<p><b>Happy Confident – The Power Of Optimism</b></p> <p>What children will learn:</p> <p>Helpful positive thoughts create good feelings</p> <p>Good feelings help us make better choices</p> <p>They are in charge of their own thinking</p> <p>Optimism helps increase happiness levels and success in life</p>	<p><b>Happy Confident Me-The Power Of Interoception</b></p> <p>What children will learn:</p> <p>That all feelings are valid and are messengers that humans understand themselves and other better.</p> <p>How to identify and articulate their feelings</p> <p>That they are capable of regulating their feelings and emotions</p>	<p><b>Happy Confident Me-The Power of Mindset</b></p> <p>What children will learn:</p> <p>That our brains are flexible and can grow and stretch and learn new things that they want- even if they are tricks</p> <p>With self-belief they can achieve</p>	<p><b>Happy Confident Me- The Power of Failure</b></p> <p>What children will learn:</p> <p>Failure is a gift and a step towards success.</p> <p>F.A.I.L= first attempt in learning</p> <p>That failure is a natural part of learning</p> <p>That failure is something that helps us understand how to do things we find tough.</p>
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Term 6:

<p><b>Diversity Week- Themes and inc</b></p> <p><b>No Outsiders- Help someone accept difference pg 103</b></p> <p>Know we are all different</p> <p>Tell you ways in which we are different</p> <p>Know why some people are afraid of difference</p> <p>Help people accept difference</p>	<p><b>Happy Confident Me- The Power of Resilience</b></p> <p>What children will learn The power to bounce back is key to success</p> <p>Once they understand mindset and no longer feels failure</p>	<p><b>Happy Confident Me The power of Creativity</b></p> <p>What children will learn</p> <p>That everyone is creative</p> <p>Creativity is not just the arts</p> <p>That using creative thinking will help them tackle things in many different ways and have a fuller and richer experience of life</p>	<p><b>Happy Confident Me- The Power of mindfulness</b></p> <p>What children will learn</p> <p>Just like their body's, their mind needs to be kept healthy</p> <p>Practising mindfulness increases the focus on helpful and positive thoughts</p> <p>Mindfulness helps us take charge of ourselves</p>	<p><b>Happy Confident Me- The Power of compassion</b></p> <p>What children will learn</p> <p>That our positive behaviours have a positive affect on others as well as ourselves and the world around us</p> <p>That empathy is a skill we can practice</p> <p>That it only takes one kind act to spread kindness</p>	<p><b>Happy Confident Me The Power of Acceptance</b></p> <p>What children will learn</p> <p>We are all perfectly imperfect beings</p> <p>Every self-doubt is another challenge that they can rise to</p> <p>They have the power and strength to get through challenges</p> <p>They can believe in and love themselves</p>
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UNIT- GROWING AND CHANGING

<p><b>RSE Lesson Recap from March Workshop</b></p> <p><b>YEAR 4 Scarf-All Change!</b> Children will be able to:</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p> <p><b>Scarf-My Changing Body- Year 4 (Year 3 Unit)</b></p> <p>Children will be able to:</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p>	<p><b>YEAR 3 Scarf-Body Space</b> Children will be able to:</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p>	<p><b>Scarf-Secret or surprise?</b></p> <p>Children will be able to:</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p><b>Scarf-None of your business</b></p> <p>Children will be able to:</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p>	<p><b>Scarf-Relationship Tree</b></p> <p>Children will be able to:</p> <p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p>
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<p>Understand that for girls, periods are a normal part of puberty.</p> <p><b>Scarf- My feelings are all over the place</b></p> <p>Children will be able to:</p> <p>Name some positive and negative feelings;</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p>			<p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p>	
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