



SHOBNALL PRIMARY & NURSERY SCHOOL
PERSONAL, SOCIAL, HEALTH AND ECONOMIC
EDUCATION, INCLUDING STATUTORY RELATIONSHIPS &
HEALTH EDUCATION PROGRAMME OF STUDY





Shobnall Primary and Nursery School

PSHE/ RSE Long Term Plan



MyHappyMind MyHappyPlace MyHappyBody MyHappyRelationship MyHappyWorld

Nursery																
Terms	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2						
Units	MyHappyMind- Meet your Brain		MyHappyMind - Celebrate		MyHappyMind-Appreciate		MyHappyMind - Relate		MyHappyMind - Engage		MyHappy Body		MyHappy Relationships		My Happy World	
Lessons											Lesson 1 – Betty and the Healthy Hero (Part 1) Lesson 2 – Learning activity 1 Lesson 3 - Betty and the Healthy Hero (Part 2) Lesson 4 – Learning activity 2		Lesson 1 – Rose makes new friends (Part 1) Lesson 2 – Learning activity 1 Lesson 3 - Rose makes new friends (Part 2) Lesson 4 – Learning activity 2		Lesson 1 – Ernie’s day out (Part 1) Lesson 2 - Learning activity 1 Lesson 3 – Ernie’s day out (Part 2) Lesson 4 – Learning activity 2	
Development matters	. Talk about their feelings using words like ‘happy’ , ‘sad’ , ‘angry’ or ‘worried’ . . Understand gradually how others might be feeling.		. Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. . Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.				. Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. . Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. . Increasingly follow rules, understanding why they are important. . Talk with others to solve conflicts. . Understand gradually how others might be feeling.		. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. . Play with one or more other children, extending and elaborating play ideas.		. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. . Make healthy choices about food, drink, activity and toothbrushing.		. Develop their sense of responsibility and membership of a community. . Remember rules without needing an adult to remind them. . Develop appropriate ways of being assertive.		. Develop their sense of responsibility and membership of a community.	



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Objectives						. Manage their own personal hygiene needs. . Know and talk about the different factors that support their overall health and well-being: 1. regular physical activity 2. healthy eating 3. teeth brushing 4. sensible amounts of 'screen time' 5. having a good sleep routine 6. being a safe pedestrian	. Build constructive and respectful relationships. . Continue developing positive attitudes about the differences between people. . Express their feelings and consider the feelings of others. . Show resilience and perseverance in the face of challenges. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others.	. Name and describe people who are familiar to them. . See themselves as a valuable individual.
Activities	Brain sort game Let's make a brain Happy breathing Glitter jar Brain hat Brain growing moments	Understanding character strengths Recognising character strengths Strengths in pictures Being kind Bravery medal Friendship bracelets Exploring and learning strength Love of life and our world bingo Strength sorting Build your own strengths	Understanding thankfulness Identifying ways to be thankful Appreciation sort Gratitude mirror Thankfulness lucky dip Thankful tree	Developing good listening skills Using listening skills Taking time to listen Name that noise Rose says Who heard Rose? Friendship recipe Following rules	Setting class goals Growth goal for me Perseverance challenges Reviewing goals			
Extra activities						1. Interactive Story Reading An engaging activity that gets children excited about the story while encouraging reflection on key themes. 2. Healthy Hero Sort Children sort everyday tasks into two categories: what a Healthy Hero would do and what they wouldn't do. 3. Safe and Healthy Sort 4. Rule Spot Children are presented with five healthy habits. The teacher describes the steps for each one, and the children work out which rule is being described.	1. Interactive Story Reading A fun and engaging activity that gets children excited about the story while encouraging them to reflect on its key themes and messages. 2. Role Play Extension Activity This activity uses role play to help children explore and practise the objectives from the story in a meaningful, hands-on way. 3. How to Be a Good Friend Children brainstorm different ways people can be a good friend—both within the story and in real life—helping to reinforce positive social behaviours. 4. Say No, Walk Away, Tell a Trusted Adult Adapted	1. Interactive Story Reading A fun and engaging activity that gets children excited about the story while encouraging them to reflect on its key themes and messages. 2. 'People Who Help Us' Sort Children sort the characters from the story into two groups: those who help in the school community and those who help outside of school. 3. What's My Job? (Hot Seat Activity) An interactive activity where children pick an object from a bag and guess which community helper might use it. This helps build connections between everyday items and real-world roles.



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							from the myHappymind Plus toolkit used with older year groups, this activity helps younger children practise using this simple strategy to stay safe and speak up when something makes them feel uncomfortable.	4. Goal Setting to Help the School Community Linked closely to the Engage module of myHappymind, this activity encourages children to work together to set and achieve a class goal that benefits their school community. They also look at the effect that helping people can have on others.
Key vocabulary	Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Big Emotions.	Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Learning, Unique, Special, Strength Spotting.	Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P.	Character Strengths, Relate, Get Along, People, Active Listening, 'Stop, Understand and Consider.	Engage, Activity, Goal, 'Feel Good, Do Good', Believe, Achieve, Happy Breathing, Habits.			



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Reception										
Terms	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2	
Units	MyHappyMind -Ready to shine	MyHappyMind- Meet your Brain	MyHappyMind – Places	MyHappyMind - Celebrate	MyHappyMind-Appreciate	MyHappyMind - Relate	MyHappyMind - Engage	MyHappy Body	MyHappy Relationships	My Happy World
Lessons	Week 1 – I can focus and learn! Week 2 – I am kind and confident! Week 3- I can care and be grateful! Week 4 – I can talk and listen! Week 5 – I can try new things! (Home learning programme included)	Lesson 1 – Brain Sort Lesson 2 - Is Team H-A-P happy or sad? Lesson 3 -Brain Hat	Lesson 1 – Emotion pairs Lesson 2 – Place sort Lesson 3 – Strategy hunt Lesson 4 – Creating MyHappy Places	Lesson 1 – Being kind Lesson 2- Bravery medal Lesson 3- Design your own superhero cape	Lesson 1 – Gratitude frame Lesson 2 – Appreciation sort Lesson 3 – Gratitude mirror	Lesson 1 – Friendship recipe Lesson 2 – Active listening poster Lesson 3 – Listening with eyes not ears	Lesson 1 -Setting goals Lesson 2- Growth goal for me Lesson 3 – Perseverance Challenge	Lesson 1 – Betty and the Healthy Hero (Part 1) Lesson 2 – Learning activity 1 Lesson 3 - Betty and the Healthy Hero (Part 2) Lesson 4 – Learning activity 2	Lesson 1 – Rose makes new friends (Part 1) Lesson 2 – Learning activity 1 Lesson 3 - Rose makes new friends (Part 2) Lesson 4 – Learning activity 2	Lesson 1 – Ernie’s day out (Part 1) Lesson 2 - Learning activity 1 Lesson 3 – Ernie’s day out (Part 2) Lesson 4 – Learning activity 2
Development matters		. Express their feelings and consider the feelings of others. . Identify and moderate their own feelings socially and emotionally.		. See themselves as a valuable individual.		. Build constructive and respectful relationships. . Express their feelings and consider the feelings of others. . Think about the perspectives of others.	. Show resilience and perseverance in the face of challenge. .	. Manage their own needs: Personal hygiene. . Know and talk about the different factors that support their overall health and wellbeing (Plus): 1.regular physical activity 2.healthy eating 3.toothbrushing 4.sensible amounts of ‘screen time’ 5.having a good sleep routine 6.being a safe pedestrian.		
Early Learning Goals		. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; . Work and play cooperatively and take turns with others;				. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. . Explain the reasons for rules, know right from wrong and try to behave accordingly; . Work and play cooperatively and take turns with others; . Form positive attachments to adults and friendships with peers;	. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; . Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;	. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		



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		. Show sensitivity to their own and to others' needs.				. Show sensitivity to their own and to others' needs.				
Objectives	. Build emotional confidence - children learn to recognise feelings and calm their brains through breathing, rhythm, and connection. . Strengthen communication and social skills – develop listening, turn-taking, and the ability to play cooperatively. . Encourage curiosity and perseverance - nurture the confidence to try new things and keep going when it's hard. . Foster independence through structure and routine - preparing children for the rhythms of school life. . Embed consistency across home and school - giving parents, teachers, and children a shared emotional vocabulary.	. We are learning what our brain looks like. . We are learning what our brain helps us with. . We are learning about how to look after our brain. . We are learning how we can grow our brains.	. To learn and recognise a range of emotions. . To think about how someone might show or demonstrate different emotions. . To understand, you can feel a range of emotions. . To start to recognise when you feel happy and safe and when you don't. . To understand the different places - Happy Place, Busy Place and Middle Place. . To begin to use different self-regulation strategies.	. We are learning what Character Strengths are. This will also be referred to as their superpowers. . We are learning about the Love and Kindness Strength. . We are learning about the Character Strengths of Bravery and Honesty, and Teamwork and Friendship. . We are learning about the Character Strengths Exploring and Learning, and Love of Life and Our World.	. We are learning how to be grateful for other people. . We are learning how being grateful makes you feel. . We are learning to be grateful for activities and times we feel happy about. . We are learning how to be grateful for ourselves.	. We are learning how to be a good friend. . We are learning why getting along with others is so important. . We are learning why listening is so important. . We are learning what Active Listening is. . We are learning about our emotions and how it feels when we are not getting along with others.	. We are learning what goals are. . We are learning how to set goals. . We are learning what Big Dream Goals are. . We are learning what to do when goals are tricky.	. Manage their own personal hygiene needs. . Know and talk about the different factors that support their overall health and well-being: 1. regular physical activity 2. healthy eating 3. teeth brushing 4. sensible amounts of 'screen time' 5. having a good sleep routine 6. being a safe pedestrian	. Build constructive and respectful relationships. . Continue developing positive attitudes about the differences between people. . Express their feelings and consider the feelings of others. . Show resilience and perseverance in the face of challenges. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others.	. Name and describe people who are familiar to them. . See themselves as a valuable individual.
Extra activities		Let's make a Brain		We are going on a Strength Hunt Strength in Stories	Lucky Dip Thankful Tree	Name that Noise Rose Says Who Heard Rose?	Reviewing Goals Our Goals	1.Interactive Story Reading	1. Interactive Story Reading A fun and engaging activity	1. Interactive Story Reading A fun and engaging



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		Glitter Jar Happy Breathing		Strength Sort		Following Rules		An engaging activity that gets children excited about the story while encouraging reflection on key themes. 2. Healthy Hero Sort Children sort everyday tasks into two categories: what a Healthy Hero would do and what they wouldn't do. 3. Safe and Healthy Sort 4. Rule Spot Children are presented with five healthy habits. The teacher describes the steps for each one, and the children work out which rule is being described.	that gets children excited about the story while encouraging them to reflect on its key themes and messages. 2. Role Play Extension Activity This activity uses role play to help children explore and practise the objectives from the story in a meaningful, hands-on way. 3. How to Be a Good Friend Children brainstorm different ways people can be a good friend—both within the story and in real life—helping to reinforce positive social behaviours. 4. Say No, Walk Away, Tell a Trusted Adult Adapted from the myHappyMind Plus toolkit used with older year groups, this activity helps younger children practise using this simple strategy to stay safe and speak up when something makes them feel uncomfortable.	activity that gets children excited about the story while encouraging them to reflect on its key themes and messages. 2. 'People Who Help Us' Sort Children sort the characters from the story into two groups: those who help in the school community and those who help outside of school. 3. What's My Job? (Hot Seat Activity) An interactive activity where children pick an object from a bag and guess which community helper might use it. This helps build connections between everyday items and real-world roles. 4. Goal Setting to Help the School Community Linked closely to the Engage module of myHappyMind, this activity encourages children to work together to set and achieve a class goal that benefits their school community. They also look at the effect that helping people can have on others.
Key Vocabulary		Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy	Feelings, emotions, strategies, stamps Happy Place, Middle Place, Busy Place.	Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of	Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P.	Character Strengths, Relate, Get Along, People, Active Listening, 'Stop, Understand and Consider.	Engage, Activity, Goal, 'Feel Good, Do Good', Believe, Achieve, Happy Breathing, Habits.			



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		Breathing, Neuroplasticity, Big Emotions.		Learning, Unique, Special, Strength Spotting.						
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Year 1													
Terms	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Units	MyHappyMind- Meet your Brain	MyHappyMind – Places	MyHappy Relationships – Showing respect and managing hurtful behaviour	MyHappyMind - Celebrate	MyHappyMind- Appreciate	MyHappy Body- Healthy lifestyles	MyHappyMind - Relate	MyHappy Relationships – Families and positive close relationships	MyHappyMin d - Engage	MyHappy Word – Shared responsibilities	MyHappy Word – Communities	MyHappy Body- Ourselves growing and changing	MyHappy Body- Ourselves growing and changing (Transition)
Lessons	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 – Understanding and recognising emotions. Lesson 2 – Exploring and understanding self-regulation strategies. Lesson 3 – Managing emotions. Lesson 4 – Creating MyHappy places.	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2 Lesson 3	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1	Lesson 1	Lesson 1 Lesson 2	Lesson 3
NC Objectives			R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11. about how people may feel if they experience hurtful behaviour or bullying. R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.			H1. about what keeping healthy means; different ways to keep healthy. H2. about foods that support good health and the risks of eating too much sugar. H3. about how physical activity helps us to stay healthy; and ways to be physically active every day. H4. about why sleep is important and different ways to rest and relax. H5. simple hygiene routines that can stop germs from spreading. H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H9. about different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV. H10. about the people who help us to stay physically healthy.		R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. to identify the people who love and care for them and what they do to help them feel cared for. R3. about different types of families including those that may be different to their own. R4. to identify common features of family life. R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.		L2. how people and other living things have different needs; about the responsibilities of caring for them. L3. about things they can do to help look after their environment. L1. about what rules are, why they are needed, and why different rules are needed for different situations.	L4. about the different groups they belong to. L5. about the different roles and responsibilities people have in their community L6. to recognise the ways, they are the same as, and different to, other people.	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. H21. to recognise what makes them special.H22. to recognise the ways in which we are all unique. H23. to identify what they are good at, what they like and dislike. H24. how to manage when finding things difficult. H26. about growing and changing from young to old and how people’s needs change. H27. about preparing to move to a new class/year group.	H27. about preparing to move to a new class/year group.



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						H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).							
Objectives	. We are learning what our brain looks like and how it helps us. . We are learning that the brain has 3 parts. . We are learning about how our brains help us. . We are learning what Neuroplasticity is. . We are learning how Team H-A-P help us be our best self. . We are learning what happens when Team H-A -P is happy and sad. . We are learning how you can help Team H-A -P. . We are learning more about Happy Breathing and how it helps us. . We are learning that our brain can react differently indifferent situations	. We are learning about different feelings that humans can experience. . We are learning how to recognise and name different feelings. . We are learning about ways of sharing feelings and a range of words to describe feelings. . We are learning how feelings can affect people's bodies and how they behave. . We are learning different things we can do to manage big feelings, to help calm ourselves down and/or change our mood when we don't feel good. . We are learning about different feelings that humans can experience. . We are learning about ways of sharing feelings and a range of words to describe feelings. . We are learning different things you can do to manage big feelings, to help calm ourselves down and/or change our mood when we don't feel good. . We are learning to recognise when we need help with	. We are learning about what bullying is and how it can make people feel. . We are learning what we can do to stop it from happening.	. We are learning what character is. . We are learning how character makes us special. . We are learning more about Character Strengths. . We are learning why it is important to use our strengths. . We are learning more about the types of Character Strengths that we use most. . We are learning why it is important to use our strengths. . We are learning how to use our strengths even more. . We are thinking about which strengths we use the most.	. We are learning what Appreciate means. . We are learning ways to show appreciation. . We are learning who we are grateful for. . We are learning how important showing gratitude is. . We are learning how gratitude makes us feel. . We are learning how to show appreciation to ourselves. . We are learning about Gratitude for Experiences. . We are learning why gratitude makes us feel good.	. We are learning how to stay healthy. . We are learning about things that help us feel good. . We are learning about hygiene routines that keep us healthy and people who help us to stay healthy.	. We are learning what Relate means. . We are learning how our Character Strengths and differences can help us relate. . We are learning more about how to Relate to people. . We are learning all about Active Listening. . We are learning how Relating to other people helps us to get along with them. . We are learning to think about other people's opinions.	. We are learning about our families and how they can differ from others. . We will be thinking about what they do to help us feel loved and cared for. . We are going to continue to learn about families, the people who help us and who we can talk to when we need help.	. We are learning what Engage means. . We are recapping which habits we have learnt to help us feel good. . We are learning how we can achieve our goals when we feel good. . We are learning how to set goals. . We are learning how to stay focused when things get tough and don't go as planned. . We are learning about the importance of believing in ourselves and how this helps us to be our best self. . We are recapping everything we have learnt this year. . We are thinking about how we can share our learnings with other people.	. We will discuss how to care for people, animals and the environment. . We will explore the importance of rules in protecting our world.	. We will identify important jobs people to do help others in our community. . We will discuss the different groups and communities we belong to and the roles and responsibilities we have in these.	. We are learning about how we grow and change as we age. . We are learning about changes and how they affect us.	. We are learning how to apply our myHappymin dlearning to help us with starting a new class.



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		feelings; that it is important to ask for help with feelings; and how to ask for it.											
Extra activities	Brain Hat Team H-A-P snap Listen to your brain story Let's make a brain Brain sorting game Glitter jar Make a reflection corner Habit agreement	Sensory activities MyHappyPlaces map Happy breathing Display resources		Mini character strengths Strengths in stories Habit agreement Celebrate happy breathing	Gratitude frame Appreciation sort Interactive wheel of gratitude Thankful tree Gratitude mirror Habit agreement Thankfulness lucky dip		Active listening poster Listening with eyes not ears Following rules Friendship recipe Habit agreement.		Perseverance challenges Growth goal for me Class goals Reviewing goals Habit agreement Interactive board game				Getting to know your new teacher worksheet What I'd like my new teacher to know about me worksheet
Key Vocabulary	Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Big Emotions.	Feelings, emotions, facial expressions, body, heart, strategies, Happy Place, Middle Place, Busy Place, Team H-A-P = Hippocampus, Amygdala, Prefrontal Cortex.	bullying, several incidents, on purpose, trusted adult, acceptable, essential, hurtful.	Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strengths Spotting	Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity	healthy, habits, hygiene, routine, germs, spreading.	Character Strengths, Relate, Get Along, People, Active Listening, 'Stop, Understand and Consider'.	close, extended, family, care, member, unsafe, worried, trusted.	Engage, Activity, Goal, Goal Setting, 'Feel Good, Do Good,' Believe to Achieve, Happy Breathing, Team H-A-Habits.	change, grief, loss, passing away	community, roles, responsibilities	grow, change, needs, stage, baby, child, adult, young, old.	grow, change, needs, stage, baby, child, adult, young, old.



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Year 2													
Terms	Autumn 1		Autumn 2	Spring 1			Spring 2			Summer 1		Summer 2	
Units	MyHappyMind- Meet your Brain	MyHappyMind - Places	MyHappyMind - Celebrate	MyHappyMind - Appreciate	MyHappyBody – Keeping safe	MyHappyWorld – Media literacy and digital resilience	MyHappyMind - Relate	MyHappyRelationships - Friendships	MyHappyBody – Ourselves, growing and changing - My Amazing body <i>Sensitive content</i>	MyHappyMind- Engage	MyHappyRelationships – Safe relationships	MyHappyWorld – Economic wellbeing	MyHappyBody – Ourselves, growing and changing (Transition)
Lessons	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 – Understanding and recognising emotions. Lesson 2 – Exploring and understanding self-regulation strategies. Lesson 3 – Managing emotions. Lesson 4 – Creating MyHappy places.	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2 Lesson 3	Lesson 1 Lesson 2	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2	Lesson 1 Lesson 2	Lesson 3
NC Objectives					H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H8. how to keep safe in the sun and protect skin from sun damage. H28. about rules and age restrictions that keep us safe. H29. to recognise risk in simple everyday situations and what action to take to minimise harm. H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). H31. that household products (including medicines) can be harmful if not used correctly. H32. ways to keep safe in familiar and	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others. L8. about the role of the internet in everyday life. L9. that not all information seen online is true. R14. that sometimes people may behave differently online, including by pretending to be someone they are not.		H14. how to recognise what others might be feeling. H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things. R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do. R8. simple strategies to resolve arguments between friends positively. R9. how to ask for help if a friendship is making them feel unhappy. R21. about what is kind and unkind behaviour, and how this can affect others. R22. about how to treat themselves and others with respect; how to be polite and courteous. R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively			R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R15. how to respond safely to adults they don't know. R16. about how to respond if physical contact makes them feel uncomfortable or unsafe. R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. R17. about knowing there are situations when they should ask for permission and also when their permission should be sought. R18. about the importance of not keeping adults' secrets (only happy surprises that	L10. what money is; forms that money comes in; that money comes from different sources. L11. that people make different choices about how to save and spend money. L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want. L13. that money needs to be looked after; different ways of doing this. L14. that everyone has different strengths. L15. that jobs help people to earn money to pay for things. L16. different jobs that people they know or people	H27. about preparing to move to a new class/year group.



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					unfamiliar environments (e.g. Beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. H33. about the people whose job it is to help keep us safe. H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. H35. about what to do if there is an accident and someone is hurt. H36. how to get help in an emergency (how to dial 999 and what to say). H37. about things that people can put into their body or on their skin; how these can affect how people feel. L1. about what rules are, why they are needed, and why different rules are needed for different situations.			R25. how to talk about and share their opinions on things that matter to them.			others will find out about eventually).	who work in the community do. L17. about some of the strengths and interests someone might need to do different jobs.	
Objectives	. We are learning what our brain looks like and how it helps us. . We are learning that the brain has 3 parts. . We are learning how our brains grow. . We are learning what Neuroplasticity is.	. We are learning about different feelings that humans can experience. . We are learning how to recognise and name different feelings. . We are learning about ways of sharing feelings and a range of words to	. We are learning all about character and why it matters. . We are learning about which Character Strengths we use the most. . We are learning why it's important to use Character Strengths. . We will be learning how we can grow our strengths. . We are learning about sharing your strengths with	. We are learning what Gratitude means. . We are learning how we can show gratitude. . We are learning who we may be grateful for. . We are learning about the importance of showing gratitude to ourselves.	. We are learning how to keep ourselves safe and healthy in different places. . We are learning to identify risks in everyday situations. . We are learning how to stay safe outside our homes.	. We will explore how the internet and digital devices can be used safely. . We will explore how to communicate safely through digital devices.	. We are learning how we can have good relationships with other people. . We are learning how our differences can help us. . We are learning more about how we relate with others. . We are learning how to use our strengths to relate to others. . We are learning about Active	. We are learning about making friends, being kind, and treating each other with respect. . We are learning what it means to listen and share our opinions. . We are learning to understand how others feel and how to solve friendship problems in a kind and respectful way. . We are learning what to do if a friendship is	. We are learning that some parts of the body are private and have correct names. . We are learning that our body belongs to us. . We are learning how to recognise safe and unsafe touch. . We are learning who we can talk to if something feels worrying, uncomfortable or unsafe.	. We will be learning how we can use everything that you have learnt to feel good and do good. . We will be learning when we feel good, we do good. . We will learn how to set goals. . We are learning how we can keep focused on our goals when	. We are learning about the difference between safe and unsafe secrets and why it's important not to keep certain secrets. . We are learning why it is essential to ask permission for things that we are unsure about. . We are learning about privacy, safe	. We will explore money and where it comes from. . We will discuss choices around saving and spending money. . We will discuss the difference between things we want and things we need.	. We are learning how to apply our myHappyMind learning to help us with starting a new class.



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	. We are learning how Team H-A-P helps us be our best self. . We are learning which emotions might impact Team H-A-P. . We are learning how you can help Team H-A-P. . We are learning about how Happy Breathing helps us. . We are learning that our brain reacts differently indifferent situations. . We are learning how Neuroplasticity can help Happy Breathing. . We will be recapping and thinking about how we can use our new knowledge.	describe feelings. . We are learning how feelings can affect people's bodies and how they behave. . We are learning different things we can do to manage big feelings, to help calm ourselves down and/or change our mood when we don't feel good. . We are learning about different feelings that humans can experience. . We are learning about ways of sharing feelings and a range of words to describe feelings. . We are learning different things you can do to manage big feelings, to help calm ourselves down and/or change our mood when we don't feel good. . We are learning to recognise when we need help with	others and giving positive feedback.	. We are learning how Gratitude helps Team H-A-P. . We are learning why it is important to be grateful for experiences.			Listening and how it helps us to relate to others. . We are learning about other people's reactions. . We are learning how Happy Breathing can help with our friendships.	making us unhappy.		things get tough. . We are recapping everything we have learnt this year.	and unsafe relationships. . We will learn what to do if someone makes them feel uncomfortable or unsafe. . We are learning to practise saying "no" to things we don't want to do.	. We will explore different jobs and how they help people to earn money. . We will discuss how our Character Strengths can help us to earn money in different jobs.	
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		feelings; that it is important to ask for help with feelings; and how to ask for it.											
Extra activities	Brain Hat Team H-A-P snap Let's make a brain Brain sorting game Glitter jar Happy breathing Is Team H-A-P happy or sad.	Sensory activities MyHappyPlaces map Happy breathing Display resources	Strength spotting Character strength points collector Celebrate happy breathing Habit agreement	Gratitude frame Appreciation sort Interactive wheel of gratitude Thankful tree Gratitude mirror Habit agreement Thankfulness lucky dip			Character strength point collector Active listening poster Listening with eyes not ears Following rules.			Engage poster Class goals Growth Goal for me Perseverance challenges Reviewing goals Habit agreement Interactive board game			Getting to know your new teacher worksheet What I'd like my new teacher to know about me worksheet
Key Vocabulary	Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Grow, 'Fight, Flight, Freeze'.	Feelings, emotions, facial expressions, body, heart, strategies, Happy Place, Middle Place, Busy Place, Team H-A-P = Hippocampus, Amygdala, Prefrontal Cortex.	Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strength Spotting, Neuroplasticity, Grow.	Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing	safe, unsafe, trusted adult, rules, emergency.	internet, digital device, communication, Safe, unsafe.	Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences	friend, respect, friendship, kind, opinions, disagreements.		Engage, Activity, Goal, Perseverance, Goal Setting, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits.	safe, unsafe, secret, surprise, permission, privacy, physical contact, uncomfortable, respect.	money, want, need, jobs, community, save, spend.	grow, change, needs, stage, baby, child, adult, young, old.



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Year 3														
Terms	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1		Summer 2		
Units	MyHappyMind – Meet Your Brain	MyHappyPlace	MyHappyPlace (continued)	MyHappyMind-Celebrate	MyHappyMind – Appreciate	MyHappyBody – Healthy Lifestyles	MyHappyMind - Relate	MyHappyRelationships - Friendships	MyHappyRelationships – Families and close positive relationships	MyHappyMind - Engage	MyHappyWorld - Communities	MyHappyWorld – Shared responsibilities	MyHappyBody – Ourselves, growing and changing (Grief) Sensitive content	MyHappyBody – Ourselves, growing and changing (Transition)
Lessons	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 - Understanding and recognising emotions indifferent situations. Lesson 2 - Exploring and understanding self-regulation strategies.	Lesson 3 - Managing emotions. Lesson 4 – Creating MyHappyMind Places.	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1	Lesson 1	Lesson 1	Lesson 2
NC Objectives		H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings			H1. how to make informed decisions about health. H2. about the elements of a balanced, healthy lifestyle. H3. about choices that support a healthy lifestyle, and recognise what might influence these. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school,		R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. what constitutes a positive healthy friendship (e.g. Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R13. the importance of seeking support if feeling lonely or excluded. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R16. how friendships can change over time,	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability. R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.		L6. about the different groups that make up their community; what living in a community means. L7. to value the different contributions that people and groups make to the community. L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices). R34. how to discuss and debate topical issues, respect other people's points of view and constructively challenge those they disagree with.	H23. Understand that change and loss, including death, can affect feelings; explore ways of expressing and managing grief and bereavement.	H27. about preparing to move to a new class/year group.



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		H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	appropriately and proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.			daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H16. about strategies and behaviours that support mental health —including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.		about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.					
Objectives	. We are learning how our brain and mind work together. . We are learning what Neuroplasticity is. . We are learning more about the Team in our brain, Team H-A-P. . We are learning about the role of the Amygdala.	. We are learning that mental health, just like physical health, is part of daily life; and the importance of taking care of mental health. . We are learning about everyday things that affect feelings and the importance of expressing feelings. . We are learning varied vocabulary to	. We are learning varied vocabulary to use when talking about feelings and about how to express feelings in different ways; . We are learning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. . We are learning to recognise that	. We are learning what character is. . We are learning where our character comes from. . We are learning which Character Strengths we have. . We are learning which strengths we use the most. . We are learning why it is important to	. We are learning what appreciation means. . We are learning why gratitude is important. . We are learning how to develop an Attitude of Gratitude. . We are learning how it feels to give and receive gratitude. . We are learning how to	. We are learning how to make healthy choices and why they are so important. . We are learning what makes a healthy diet. . We will continue to learn how to have a balanced, healthy lifestyle. . We will focus on how sleep and exercise	. We are learning how to understand and celebrate our differences. . We are learning what Stop, Understand and Consider means and how it can help. . We are learning how to better understand differences. . We are learning how seeing things	. We are exploring what makes a positive, healthy friendship. . We will discuss why friendships are important for our wellbeing. . We will explore how to handle changes or challenges in our friendships.	. We are learning about different relationships and families. . We are learning how to get help if something doesn’t feel right.	. We are learning about what activities we engage in. . We are learning how to feel good. . We are learning how we can feel good and do good. . We are learning what Big Dream Goals are. . We are learning how perseverance	. We will explore what makes up our community. . We will discuss how people contribute to our communities and the benefits of living in a diverse community.	. We will explore how to care for people, animals and the environment. . We will practise talking about our ideas and respecting different opinions.	. We will identify how change can affect our feelings. . We will explore ways to express and manage grief when someone we care about passes away.	. We will celebrate the amazing things you’ve achieved this year and discuss how to prepare for the move to a new class.



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	. We are learning how to train your brain. . We are learning why the Amygdala behaves the way it does. . We are learning how the brain is structured. . We are learning what Neurons and Neural Pathways are. . We are learning how to look after our brains. . We are learning that Happy Breathing is a key way to look after our brains.	use when talking about feelings; about how to express feelings in different ways. . We are learning to recognise that feelings can change overtime and range in intensity. . We are learning strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. . We are learning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.	anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.	use our strengths. . We are learning what Character Strengths we use the most. . We are learning why it is important to use our strengths. . We are learning how you can use your strengths in difficult situations. . We are learning we can grow our strengths.	continue to think about Gratitude and build our habit. . We are learning which hormone gets released when we give or receive Gratitude. . We are learning how to appreciate ourselves. . We are learning about how we can use our Character Strengths to appreciate ourselves.	can contribute to this.	from a different perspective can get easier. . We are learning what makes a good friend. . We are learning how friends help us solve problems. . We are learning how Active Listening can help us to relate with others.			and resilience help us. . We are learning how to stay keep focussed our goals. . We are recapping everything we have learnt about ourselves this year. . We are reflecting on how positive habits help us to be at our best.				
Extra Activities	Team H-A-P hat Team H-A-P snap Happy breathing Write your own happy breathing scripts Neuroplasticity with actions Habit agreement	Sensory activities Happy breathing MyHappy Places maps		Pick and mix character strengths Character strengths point collector Interactive game Strength invaders Habit agreement	Create your own wheel of gratitude. Thankful tree Interactive wheel of gratitude Thankfulness lucky dip Habit agreement		Character strengths point collector Relate posters Habit agreement			Growth goal for me Interactive board game Habit agreement				Getting to know your new teacher worksheet What I'd like my new teacher to know about me worksheet



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Key Vocabulary	Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen.	Feelings, emotions, facial expressions, physical health, brain, strategies, Happy Place, Middle Place, Busy Place, trusted adult, support network, Team H-A-P = Hippocampus, Amygdala, Prefrontal cortex.	Feelings, emotions, facial expressions, physical health, brain, strategies, Happy Place, Middle Place, Busy Place, trusted adult, support network, Team H-A-P = Hippocampus, Amygdala, Prefrontal cortex.	Character Strengths, Genetics, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, Unique, Special, Strengths Spotting, Neuroplasticity, Team H-A-P.	Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity.	Balanced, healthy, unhealthy, lifestyle, diet, habits, choices, influence.	Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences.	Friendships, truthfulness, honesty, respect, support star, included, excluded	families, close family, blended family, extended, relationship, trusted, security, stability	Engage, Activity, Goal, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Big Dream Goals.	Community, care, respect, diversity, contribute.	Care, compassion, respect, opinion, environment.	Change, grief, loss, passing away.	



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Year 4															
Terms	Autumn 1		Autumn 2		Spring 1			Spring 2		Summer 1			Summer 2		
Unit	MyHappyMind- Meet your brain.	MyHappyPlaces	MyHappyRelationships – Showing respect and managing hurtful behaviour	MyHappyMind - Celebrate	MyHappyMind - Appreciate	MyHappyBody - Firstaid	MyHappyWorld – Media literacy and digital resilience	MyHappyMind - Relate	MyHappyRelationships – Safe relationships	MyHappyMind - Engage	MyHappyBody – Keeping safe	MyHappyBody – Changing and growing Sensitive content	MyHappyBody - Changing and growing Sensitive content	MyHappyWorld – Economic wellbeing	MyHappyBody – Ourselves, growing and changing (Transition)
Lessons	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 - Understanding and recognising emotions indifferent situations. Lesson 2 - Exploring and understanding self-regulation strategies. Lesson 3 - Managing emotions. Lesson 4 – Creating MyHappymind Places.	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 (Pre-teach in preparation for consolidation in UKS2)	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1	Lesson 1 - (Bodies growing up)	Lesson 1- (Periods)	Lesson 1 Lesson 2 Lesson 3	Lesson 2
NC Objectives		H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others(including when online and/or anonymous) in school and in				L11. recognise ways in which the internet and social media can be used both positively and negatively. H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H37. reasons for following and complying with regulations and restrictions (including age restrictions);how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H42. about the importance of keeping personal		R22. About privacy and personal boundaries. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29. Where to get advice and report concerns if worried about their own.		H38. how to predict, assess and manage risk in different situations. H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices			L17. about the different ways to pay for things and the choices people have about this. L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something 'good value for money'. L20. to recognise that people make spending decisions based on priorities, needs and wants .L21. different ways to keep track of money. L25. to recognise positive things about themselves and their achievements; set goals to help	H27. about preparing to move to a new class/year group.



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		and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	wider society; strategies to improve or support courteous, respectful relationships. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.				information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.				when out and about.			achieve personal outcomes. L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. L31. to identify the kind of job that they might like to do when they are older. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.	
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Object ives	. We are learning how you can train your mind. . We are learning how your brain can grow. . We are learning about the different parts of our brains. . We are learning more about how Team H-A-P works. . We are learning what is real and perceived danger. . We are learning what triggers our Amygdala. . We are learning how to calm your Amygdala. . We are learning what Neurons and Neural Pathways are. . We are learning how to form habits. . We are learning how to look after our brains. . We are continuing to develop our Happy	. We are learning that mental health, just like physical health, is part of daily life; and the importance of taking care of mental health. . We are learning about everyday things that affect feelings and the importance of expressing feelings. . We are learning varied vocabulary to use when talking about feelings; about how to express feelings in different ways. . We are learning to recognise that feelings can change overtime and range in intensity. . We are learning strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionatel	. We are learning how to show respect to others and ourselves. . We are learning how to stop bullying.	. We are learning about character and Character Strengths. . We are learning which strengths we use the most. . We are learning why it is important to use our Character Strengths. . We are learning why it is important to use and spot our Character Strengths. . We are learning how we can use Character Strengths in lots of different ways. . We are learning how we can grow our strengths. . We are learning more about Neuroplastic ity and how it helps us.	. We are learning what appreciation means and the 3 categories of gratitude. . We are learning why gratitude is important. . We are learning how to create a habit of giving gratitude. . We are learning how to develop an Attitude of Gratitude. . We are learning how it feels to give and receive gratitude. . We are learning what the Gratitude Domino Effect is. . We are learning which hormone gets released when we give or receive gratitude. . We are learning how to create a habit of giving gratitude. . We are learning how gratitude can help us face problems. . We are learning how to appreciate ourselves. . We are learning more about how our Character Strengths can help us to	. We are learning about first aid and what to do in an emergency.	. We will discuss how to use digital devices safely. . We will explore the benefits of the internet and how to balance screen time. . We will discuss how to protect our personal information.	. We are learning how to understand and celebrate our differences. . We are learning what Stop, Understand and Consider means and how it can help. . We are learning how to better understand differences. . We are learning how we can use our strengths indifferent ways. . We are learning what makes a good friend. . We are learning how friends help us solve problems. . We are learning why it is important to show gratitude to friends. . We are learning how Active Listening can help us to relate with others. . We are learning how Active Listening can help us to Stop, Understand and Consider.	. We are learning how to show privacy and set personal boundaries. . We are learning what to do if someone pressures us to do something unsafe or uncomfortable.	. We are learning what we engage in. . We are learning how we can help ourselves to feel good. . We are learning how we can Feel Good and Do Good. . We are learning what Big Dream Goals are. . We are learning why setting goals make us feel so good. . We are learning how perseverance and resilience help us. . We are learning how to stay focussed on our goals. . We are learning how we already have the skills of perseverance and resilience. . We are recapping everything we have learnt about ourselves this year.	. We are learning how to spot dangers and stay safe at home and when we're out and about. . We are learning discuss how to manage risks wherever we are, including around fireworks.	. We are learning the correct names for external genitalia and internal reproductive organs. . We are learning why using the correct names for body parts is important. . We are learning how to recognise safe and unsafe touch. . We are learning what to do and who to tell if something feels wrong.	. We are learning that periods are a normal and healthy part of growing up for bodies with female reproductive systems. . We are learning what happens during the menstrual cycle and why periods occur. . We are learning ways to manage periods and look after ourselves during puberty.	. We will discuss money and how we made choices when spending it. . We will explore the difference between needs and wants. . We will discuss how we can keep track of money. . We will discuss why people choose to save or spend their money differently. . We will discuss how our choices can affect other's and our environment. . We will explore different jobs people can have and what skills are important for these jobs. . We will consider what jobs we might want to do when we are older.	. We will celebrate the amazing things you've achieved this year and discuss how to prepare for the move to a new class.
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Extra activities	Team H-A-P Snap Team H-A-P Hat Happy breathing Write your own happy breathing Neuroplasticity in action Habit agreement	Sensory activities Happy breathing MyHappy Places maps		Character strengths portrait Character strengths point collector Interactive game: Strength invaders Character strengths pick and mix Habit agreement	Create your own wheel of gratitude Interactive wheel of gratitude Domino effect activities Gratitude jar Gratitude frame Gratitude mirror Habit agreement			Character strengths point collector Relate poster Habit agreement		Engage poster Goal gauge Growth goal for me Interactive board game Habit agreement					Getting to know your new teacher worksheet What I'd like my new teacher to know about me worksheet
Key Vocabulary	Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger.	Feelings, emotions, facial expressions, physical health, brain, strategies, Happy Place, Middle Place, Busy Place, trusted adult, support network, Team H-A-P = Hippocampus, Amygdala, Prefrontal cortex.	respect, treating, positive environment, Character Strengths, bullying.	Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork, and Friendship, Love of Life and Our World, Unique, Special, Strengths Spotting, Neuroplasticity, Team H-A-P, Dopamine, Habits, Neural Pathways.	Appreciate, Grateful, Thankful, Wheel of Gratitude, Gratitude Domino Effect, Yourself, Others, Experiences, Team H-A-P, Happy Breathing.		internet, screen time, benefit, digital device, protect, personal information, online	Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives.	privacy, personal boundaries, safe and unsafe relationships, pressure, uncomfortable.	Engage, Activity, Goal, Perseverance, Feel Good, Do Good, Believe to Achieve, Happy Breathing, Habits, Resilience, Dopamine	hazard, risk, safe, emergency, avoid, unattended.			money, payment, paying, needs, wants, keeping track, jobs, careers	



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Year 5															
Terms	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1			Summer 2		
Unit	MyHappyMind – Meet your brain	MyHappyPlaces	MyHappyPlaces (Continued)	MyHappyMind – Celebrate	MyHappyMind – Appreciate	MyHappyBody – Healthy lifestyles	MyHappyMind – Relate	MyHappyRelationships – Friendships	MyHappyRelationships – Families and close positive relationships	MyHappyMind – Engage	MyHappyBody – Changing and growing Sensitive content	MyHappyRelationships – Safe relationships Sensitive content	MyHappyWorld – Economic wellbeing	MyHappyBody – Ourselves, growing and changing (grief)	MyHappyBody – Ourselves, growing and changing (Transition)



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Lessons	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 - Understanding and recognising emotions indifferent situations. Lesson 2 - Exploring and understanding self-regulation strategies.	Lesson 3 - Managing emotions. Lesson 4 – Creating MyHappymind Places.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1	Lesson 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 – The big change	Lesson 1 – All kinds of love	Lesson 1 Lesson 2 Lesson 3	Lesson 1	Lesson 2
NC Objectives		H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including			H1. how to make informed decisions about health. H2. about the elements of a balanced, healthy lifestyle. H3. about choices that support a healthy lifestyle, and recognise what might influence these. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5. about what good physical health means; how to recognise early signs of physical illness H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H11. how to maintain good		R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. Sub objectives: R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the	R1. to recognise that there are different types of relationships(e.g. friendships, family relationships, romantic relationships, online relationships). R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. R5. that people who love and care for each other can be in committed relationship (e.g. marriage), living together, but may also live apart. R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended				L20. to recognise that people make spending decisions based on priorities, needs and wants. L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. L24. to identify the ways that money can impact on people's feelings and emotions L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Sub objective: L21. different ways to keep track of money. L18. to recognise that people have different attitudes towards saving and spending money; what		H27. about preparing to move to a new class/year group.



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		in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.			oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.		same principles apply to online friendships as to face-to-face relationships. R16. how friendships can change over time, about making new friends and the benefits of having different types of friends. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	families, foster parents); that families of all types can give family members love, security and stability. R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.				influences people's decisions; what makes something 'good value for money'. L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L32. to recognise a variety of routes into careers (e.g. College, apprenticeship, university, work experience). L30. about some of the skills that will help them in their future careers e.g. teamwork, L31. to identify the kind of job that they might		
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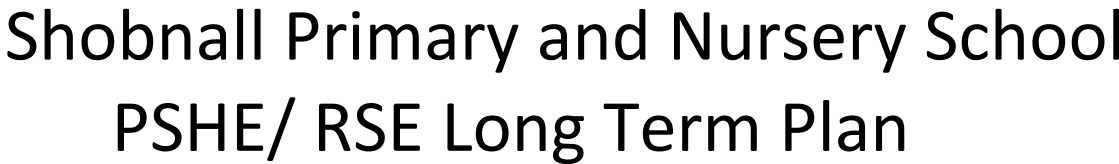
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Objectives	. We are learning all about our brains. . We are learning how you can train your mind. . We are learning how each part of Team H-A-P works. . We are learning why the Amygdala behaves the way it does. . We are learning what triggers our Amygdala. . We are learning how to calm our Amygdala. . We are learning what Neurons and Neural Pathways are. . We are learning how habits can be formed. . We are learning how to look after our brains. . We are learning how Happy Breathing is really good for our brains.	. We are learning that mental health, just like physical health, is part of daily life; and the importance of taking care of mental health. . We are learning about everyday things that affect feelings and the importance of expressing feelings. . We are learning varied vocabulary to use when talking about feelings; about how to express feelings in different ways. . We are learning to recognise that feelings can change overtime and range in intensity. . We are learning strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings	. We are learning varied vocabulary to use when talking about feelings and about how to express feelings in different ways; . We are learning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. . We are learning to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.	. We are learning about our Character Strengths and their main types through Virtues. . We are learning which strengths we use the most. . We are learning why it is important to use our strengths. . We are exploring the strengths in even more detail. . We are learning which strengths we use most. . We are learning why it is important to use our strengths. . We are learning about the strengths in more detail. . We are learning how to grow our strengths. . We are learning how we use our Top 5 Strengths.	. We are learning what appreciation means. . We are learning why gratitude is important. . We are learning how to develop a deeper sense of gratitude. . We are learning what happens when we give and receive gratitude. . We are learning what the Gratitude Domino Effect is. . We are learning what 3 things are important to appreciate. . We are learning which hormone gets released when we give or receive gratitude. . We are learning how to create a habit of giving gratitude. . We are learning how gratitude can help us to face problems. . We are learning how to appreciate ourselves. . We are learning about the links between Character	. We are learning to look after our physical health. . We are learning about the positive and negative effects of habits. . We are learning to identify early signs of illnesses and explore effective methods of prevention. . We are learning how medicine can support our health and the role of vaccinations/i mmunisations .	. We are learning how to understand and celebrate our differences. . We are learning what ‘Stop, Understand and Consider ‘means and how it can help. . We are learning how to better understand differences. . We are learning how we can use our strengths in different ways. . We are learning what makes a good friend. . We are learning how friends help us solve problems. . We are learning why it is important to show gratitude to friends. . We are learning how Active Listening can help us to relate to others. . We are learning how Active Listening can help us to Stop, Understand and Consider.	. We are learning what makes friendships healthy, how online friendships differ from in-person ones and how peer pressure can affect them. . We will discuss how we should ask for help if a friendship makes us feel uncomfortable	. We are learning the different types of families and relationships.	. We are recapping on all the habits we've learnt so far. . We are learning about what we engage in. . We are learning how we can feel good. . We are learning how we can Feel Good and Do Good. . We are learning what Big Dream Goals are. . We are learning how our feelings affect our engagement levels. . We are learning how perseverance and resilience help us. . We are learning how to stay focussed on our goals. . We are learning how we already have the skills of perseverance and resilience. . We are bringing our myHappyMind journey to an end for the year. . We are recapping on everything we have learnt about ourselves this year.	. We are learning about the physical changes that happen during puberty. . We are learning about the emotional changes that can happen during puberty. . We are learning that everybody experiences puberty differently and that these changes are a normal part of growing up. . We are learning strategies that can help us look after our physical and emotional wellbeing during puberty.	We are learning that people may experience different feelings, including crushes and attraction, as they grow and develop. . We are learning that attraction can be experienced in different ways and that everyone’s experiences are unique. . We are learning about the importance of respecting different identities and relationships. . We are learning how kindness, respect and inclusion help everyone feel that they belong.	. We will explore how people make spending decisions based on priorities, needs, and wants. . We will identify the risks involved with money and how money can affect people’s emotions. . We will explore different jobs and careers, what influences people’s career choices, and what jobs we want to do when we’re older. . We will share what we learned about the future jobs we’re interested in and set goals to help us work towards them. . We will explore why setting goals is important and how staying motivated can help us achieve them.	. We will identify how change can affect our feelings. . We will explore ways to express and manage grief when someone we care about passes away.	. We will celebrate the amazing things you’ve achieved this year and discuss how to prepare for the move to a new class.
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MyHappyWorld

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Extra activities	Team H-A-P Snap Team H-A-P Hat Happy breathing Write your own happy breathing Neuroplasticity in action. Habit agreement	Sensory activities Happy breathing MyHappy Places maps		Character strengths portrait Character strengths point collector Character strength pick and mix Interactive game: Strength invaders	Thankfulness tree Domino effect activity Gratitude jar Gratitude frame Gratitude mirror Habit agreement		Character strengths point collector Finger card game Habit agreement			Engage wordsearch Goal gauge Growth goal for me Habit agreement					Getting to know your new teacher worksheet What I'd like my new teacher to know about me worksheet
Key Vocabulary	Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger, Cortisol	Feelings, emotions, facial expressions, physical health, brain, strategies, Happy Place, Middle Place, Busy Place, trusted adult, support network, Team H-A-P = Hippocampus, Amygdala, Prefrontal cortex.	Feelings, emotions, facial expressions, physical health, brain, strategies, Happy Place, Middle Place, Busy Place, trusted adult, support network, Team H-A-P = Hippocampus, Amygdala, Prefrontal cortex	Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strengths Spotting, Top Strengths, Neuroplasticity, Team H-A-P, Dopamine, Habits, Neural Pathways, Cortisol	Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity, Habit, Domino Effect	personal hygiene, bacteria, viruses, habits, early signs, prevent, medicine, vaccinations, immunisations.	Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine	healthy friendships, online, offline, safe, peer pressure, uncomfortable	families, relationships, marriage, happy, affection, unhappy, unsafe, love, care, security, stability	Engage, Activity, Goal, Perseverance, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals			money, cash, spending, priorities, needs, wants, budget, risk, safe, stolen, passwords		



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Year 6																		
Terms	Autumn 1		Autumn 2				Spring 1				Spring 2					Summer 1		Summer 2
Unit	MyHappy Mind-Meet your brain	MyHapp yPlaces	MyHapp yWorld – Shared responsibilities	MyHappyRelayionshi ps – Showing respect and managing hurtful behaviour	MyHapp yMind - Celebrate	MyHappy World – Communiti es	MyHappy Mind - Appreciate	MyHappyB ody – First aid	MyHappyB ody – Drugs, alcohol and tobacco	MyHappy World – Media literacy and digital resilience	MyHappy Mind-Relate	MyHappyRelationship – Safe relationships	MyHappyBo dy – Changing and growing (reproductio n) Sensitive content	MyHappyBo dy – Changing and growing (reproductio n) Sensitive content	MyHappyRel ationship – Safe relationships Sensitive content	MyHappyMi nd – Engage (Can swap for SATS dates)	MyHappyMi nd – Be your best (SATS prep) (Can swap for SATS dates)	MyHappy Mind-Transition programm e (2 lessons a week)
Lessons	Lesson 1 Lesson 2 Lesson 3	Lesson 1 - Understanding and recognising emotions indifferent situations. Lesson 2 - Exploring and understand ing self-regulation strategies. Lesson 3 - Managing emotions. Lesson 4 – Creating MyHappym ind Places.	Lesson 1 Lesson 2	Lesson 1	Lesson 1 Lesson 2	Lesson 1	Lesson 1 Lesson 2	Lesson 1	Lesson 1	Lesson 1 Lesson 2	Lesson 1 Lesson 1	Lesson 1	Lesson 1 – How life begins	Lesson 2 – Caring for babies and making choices	Lesson 1 – Understandi ng FGM	Lesson 1 Lesson 2	Lesson 1 - Intro and Creating a Positive Mindset Lesson 2 - Getting Mentally Fit Lesson 3 - Remembering who YOU are Lesson 4 - The Importance of Active Listening Lesson 5 - Goal Setting Lesson 6 - Be Your Best Checklist Lesson 7 – Celebrate (After assessments)	Lesson 1 – Meet your brain Lesson 2 - Meet your brain Lesson 3 - Meet your brain Lesson 4 - Celebrate Lesson 5 - Celebrate Lesson 6 – Celebrate Lesson 7 – Appreciate Lesson 8 – Appreciate Lesson 9 – Relate Lesson 10- Relate Lesson 11- Engage Lesson 12 - Engage
NC Objective		H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep,	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2. to recognise there are human rights, that are there to protect everyone. L3. about the relationship between rights and responsibilities.	R19. about the impact of bullying, including offline and online, and the consequence s of hurtful behaviour. R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online(includi ng teasing, name-calling, bullying, trolling, harassment or the deliberate		R21. about discrimination: what it means and how to challenge it. L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9. about stereotypes; how they can negatively influence behaviours and attitudes towards		H43. about what is meant by first aid; basic techniques for dealing with common injuries. H44. 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.	H11. the effects of smoking on oral hygieneH46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/va ping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be	L11. recognise ways in which the internet and social media can be used both positively and negatively. L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. L12. how to assess the reliability of sources of		R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships(including online); R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online)whom they do not know. R25. Recognise different						



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		physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.	excluding of others);how to report concerns and get support. R21. about discrimination: what it means and how to challenge it.		others; strategies for challenging stereotypes. L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.			difficult to break. H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H48. about why people choose to use or not use drugs(including nicotine, alcohol and medicines). H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping. H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	information online; and how to make safe, reliable choices from search results. L13. about some of the different ways information and data is shared and used online, including for commercial purposes. L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes,		types of physical contact; what is acceptable and unacceptable; and strategies to respond to unwanted physical contact. R26. about seeking and giving permission (consent) indifferent situations. R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29. Where to get advice and report concerns if worried about their own or someone else's personal safety(including online).						
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		proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.							films, games and online gaming. H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.? H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.								
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Objectives	. We will be learning all about our brain and how it works. . We will be learning about how our feelings impact our brain. . We will be learning about different ways to look after our brains so we can be our best selves. . We are learning how to develop healthy habits to look after our mind.	. We are learning that mental health, just like physical health, is part of daily life; and the importance of taking care of mental health. . We are learning about everyday things that affect feelings and the importance of expressing feelings. . We are learning varied vocabulary to use when talking about feelings; about how to express feelings in different ways. . We are learning to recognise that feelings can change overtime and range in intensity. . We are learning strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in	. We will explore why rules and laws exist, the importance of human rights and how rights and responsibilities are linked. . We are learning to practise discussing ideas and respecting different opinions by having a class debate.	. We are learning about bullying, both online and offline. . We will discuss how we can respond to bullying and challenge hurtful behaviour.	. We are learning all about what character is. . We are learning about our Character Strengths and how we can use them to be at our best. . We are learning about each of the Virtues and Character Strengths. . We are learning about our own strengths and which ones we would like to grow.	. We will learn about what makes communities special, why we should value diversity, and how to challenge unfair ideas or actions.	. We are learning about the importance of gratitude. . We are learning to be grateful for ourselves, others and experiences. . We are learning how to establish an Attitude of Gratitude and how it can help us to be the best that we can be. . We are learning how to practise sharing gratitude with others and the positive effects this has on our wellbeing.	. We are learning about first aid and what to do in an emergency.	. We are learning about drugs, alcohol and tobacco and why people make choices around using them. . We are learning about different laws that are in place surrounding drugs, alcohol and tobacco and how we can seek help if we are worried about anything to do with this topic.	. We will discuss the benefits and disadvantages of using the Internet and social media. . We will explore restrictions and how to stay safe online. . We will discuss how to make decisions about the information we see online. . We will explore how to tell if something we see online is reliable, why some websites show us different information and how companies can use our data.	. We are learning how to have good relationships with others. . We are learning all about Active Listening and how to use it to build relationships with others. . We are learning how understanding our Character Strengths can help us to get along with and relate to others.	. We are learning to build safe and respectful relationships. . We will discuss privacy, boundaries, consent, and what to do if something feels unsafe or uncomfortable.	. We are learning how human life begins through reproduction. . We are learning the roles of eggs, sperm and fertilisation in creating new life. . We are learning how a baby grows and develops during pregnancy. . We are learning about consent, respect and the importance of personal choice in relationships.	. We are learning that adults can choose whether or when to have a baby. . We are learning about contraception and how it can help prevent pregnancy. . We are learning how babies need love, care and support to grow and develop. . We are learning that caring for a baby is a big responsibility.	. We are learning what Female Genital Mutilation (FGM) is and why it is harmful. . We are learning that everybody has rights, including the right to feel safe and have their body respected. . We are learning how to recognise warning signs that someone may need help or support. . We are learning who to speak to and how to get help if we are worried about ourselves or someone else.	. We are recapping on all of the strategies that we have learnt to help us to feel our best. . We are starting to review how effectively we are using these habits and how we can use them even more. . We are reviewing how to help ourselves feel good and do good. . We are learning about how Goal Setting can help us to achieve even more.		. We are learning why it is important to understand how our brains work. . We are learning to understand the key parts of the brain. . We are learning what happens in our brain when we experience different emotions. . We are learning how we can deepen our understanding of what is going on in our brains. . We are learning how to manage our thoughts. . We are learning to develop strategies for managing our emotions. . We are learning to manage our brains in times of stress. . We are learning to use strategies to help us when we are feeling worried. . We are learning how our brains can help us. . We are learning what character is. . We are learning why character matters. . We are learning to define our own character. . We are learning to
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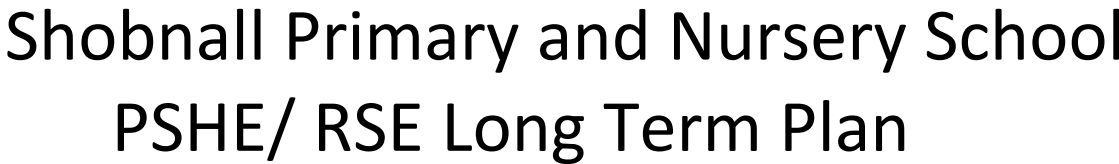
Shobnall Primary and Nursery School

PSHE/ RSE Long Term Plan



MyHappyMind MyHappyPlace MyHappyBody MyHappyRelationship MyHappyWorld

		different situations. . We are learning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. . We are learning varied vocabulary to use when talking about feelings and about how to express feelings in different ways; . We are learning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. . We are learning to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.																look at our strengths in more detail. . We are learning more about strengths mean and how we use them. . We are learning to use new tools to reinforce our strengths. . We are learning how to grow our strengths. . We are learning strategies to develop certain strengths. . We are learning what gratitude is. . We are learning why gratitude matters. . We are learning how to establish gratitude habits. . We are learning how we can use gratitude to support us through transitions. . We are learning to build our Gratitude Character Strength. . We are learning how we make friends. . We are learning what matters in friendships. . We are learning how our strengths can help us make friends and keep friends. . We are learning what friendships are.
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MyHappyWorld

																		. We are learning how friendships are formed. . We are learning why friendships are so meaningful. . We are learning what it takes to feel good. . We are learning that how we feel affects what we achieve. . We are learning how to set goals. . We are learning to use Goal Setting to support us through transitions. . We are learning to develop Goal Setting skills and work towards key goals. . We are learning to make links between Goal Setting and building your strengths.
Extra activities	Team H-A-P Snap Team H-A-P Hat Happy breathing Write your own happy breathing Neuroplasticity in action. Habit agreement	Sensory activities Happy breathing MyHappy Places maps			Character strengths portrait Character strengths point collector Character strength pick and mix Interactive game: Strength invaders		Thankfulness tree Domino effect activity Gratitude jar Gratitude frame Gratitude mirror Habit agreement			digital devices, screen time, trusted adult, inappropriate content, age restrictions , social media, internet safety, edited content, fake information, online risks	Character strengths point collector Finger card game Habit agreement					Engage, Activity, Goal, Perseverance, ‘Feel Good, Do Good’, Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals		See separate units.



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Key Vocabulary	Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger	Feelings, emotions, facial expressions, physical health, brain, strategies, Happy Place, Middle Place, Busy Place, trusted adult, support network, Team H-A-P = Hippocampus, Amygdala, Prefrontal cortex.	rules, laws, human rights, responsibilities, respect, debate	bullying, online, offline, hurtful behaviour, safe, unsafe	Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strengths Spotting, Top Strengths, Neuroplasticity, Team H-A-P, Dopamine, Habits, Neural Pathways, Cortisol	community, values, diversity, challenge, fair and unfair, prejudice, discrimination, stereotypes	Appreciate, Grateful, Thankful, Wheel of Gratitude, Yourself, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity, Habit, Gratitude Domino Effect	medical professional, emergency, first aid, trusted adult	drugs, substances, laws, legal, illegal, drugs, alcohol, tobacco, media, risks, effects		Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine	safe, unsafe, respectful, privacy, boundaries, consent, comfortable, uncomfortable, permission				Engage, Activity, Goal, Perseverance, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals		See individual units.
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