

# Roecliffe C of E Primary School

## RSE and PSHE Contextual Long Term Plan

We currently follow the Kapow scheme of learning for RSE & PSHE. We have decided to use the condensed long-term plan which fulfills the statutory requirements for Relationships and Health Education set out by the Department for Education. Our decision for this is to allow space within our timetables to address contextual safeguarding. You can find our Kapow long term plan on our website. We follow Project Evolve for our online safety. The learning opportunities in our schedule provide opportunities for the children to understand more about contextual safeguarding issues.

Schedule of Additional Learning Opportunities linked to our PSHE Long Term Plan			
	Autumn term	Spring term	Summer term
Class 1 - Reception Kapow PSHE & RSE Topics	<p>Self-regulation</p> <p>My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions</p> <p>NSPCC Pants</p>	<p>Building relationships</p> <p>Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences</p> <p>My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend</p> <p>First Aid Day</p>	<p>Managing self</p> <p>Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races</p> <p>My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily</p> <p>Water safety - North Yorkshire Fire service</p> <p>Dogs Trust Phunky Foods - Healthy eating workshop</p>
Class 1 - Reception  Contextual Safeguarding	Bonfire Safety - PCSO Powell	Dentist visit	PCSO Powell - Road Safety
	Project Evolve - Online Safety		

		<b>Health, Wellbeing and Lifestyle</b>  I can identify rules that help keep us safe and healthy in and beyond the home when using technology  I can give some simple examples of these rules		<b>Online Relationships</b>  I can recognise some ways in which the internet can be used to communicate.  <b>Online Bullying</b>  I can describe ways that some people can be unkind online.	<b>Privacy and Security</b>  I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).  I can describe who would be trustworthy to share this information with; I can explain why they are trusted.  <b>Online Reputation</b> I can identify ways that I can put information on the internet.	<b>Self Image and Identity</b>  I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
<b>Class 1 - Year 1 - Kapow PSHE &amp; RSE Topics</b>	<b>Family and relationships</b>  L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes  NSPCC Pants	<b>Health and wellbeing</b>  L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	<b>Safety and the changing body</b>  L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances  First Aid Day	<b>Citizenship</b>  L1 Rules L4 Similar, yet different	<b>Economic well being</b>  L1 Introduction to money L4 Saving and spending  Bank Workshop	<b>Transition</b>  Water safety - North Yorkshire Fire service  Dogs Trust
<b>Class 1 - Year 1 Contextual Safeguarding</b>	Bonfire Safety - PCSO Powell		Dentist visit			Road Safety - PCSO Powell
	<b>Project Evolve - Online Safety</b>					
		Health Well-Being and Lifestyle  I can explain rules		Online relationships/ Online Bullying	Privacy and Security/ Online Reputation  I can explain how passwords are used to	Self Image & Identity  I can recognise that there may be people online who could

		to keep myself safe when using technology both in and beyond the home.		<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples</p>	<p>protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>
<b>Class 2 - Kapow PSHE &amp; RSE Topics</b>	<b>Family and relationships</b> <p>L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs</p> <p>NSPCC Pants</p>	<b>Health and wellbeing</b> <p>L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth</p> <p>Phunky Foods</p>	<b>Safety and the changing body</b> <p>L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with</p> <p>First Aid Day</p>	<b>Citizenship</b> <p>L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion</p> <p>MP Visit</p>	<b>Economic well being</b> <p>L3 Wants and needs L4 Looking after money</p> <p>Bank Workshop</p>	<b>Transition</b> <p>Water safety - North Yorkshire Fire service</p> <p>Dogs Trust</p> <p>Road Safety - PCSO Powell</p>
<b>Class 2 Contextual Safeguarding</b>	<p>Bonfire Safety Road Safety PCSO Powell</p>			Magistrate visit		

	Project Evolve - Online Safety					
		<p>Health, Well-being and Lifestyle</p> <p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies</p>		<p>Online relationships/self-image and identity</p> <p><u>Online relationships</u></p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p><u>Self image and identity</u></p> <p>I can explain how other people may look and act differently online and offline.</p>	<p>Privacy and Security</p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>Online reputation / Online Bullying</p> <p><u>Online Reputation</u></p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><u>Online bullying</u></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame</p> <p>I can talk about how anyone experiencing bullying can get help.</p>



	<p><u>Self image and identity</u></p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><u>Online bullying</u></p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p>		<p><u>Health Wellbeing and lifestyle</u></p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p><u>Online reputation</u></p> <p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p>	<p><u>Managing online information</u></p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content</p>	<p><u>Privacy and security</u></p> <p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p>
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