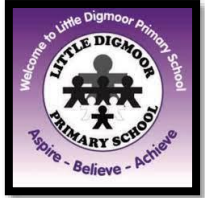


PHSE/SRE Long Term Plan: 2023-24

At Little Digmoor, follow the 'PHSE Association' scheme for PHSE/SRE. PHSE/SRE is taught from years 1 to 6, once a week.



Subject Leader: Mrs Heaton

	Autumn: Zones of Regulation	Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Zones of Regulation	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 1	This year at Little Digmoor, we have begun to use The Zones of Regulation curriculum. This curriculum will be taught to the whole school during the Autumn term. All children from Years 1 – 6 are taught the same content, however lessons are adapted appropriately to suit the age range of the children.	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	The Zones of Regulation are a series of lessons and activities designed by Leah Kuypers, to help children gain skills in the area of self-regulation. In addition to addressing self-regulation, pupils will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others feel, insight into events that trigger their feelings, calming and alerting strategies, and problem-solving skills.	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information What money is; needs and wants; looking after money	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	The Zones are a concept used to help students learn how to regulate. The Zones of Regulation creates a system to categorise how the body feels, and emotions, into four coloured zones with which the students can easily identify:	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

<p>Year 4</p>	<p>Blue Zone: This is used to describe a low state of alertness. The blue zone is used to describe when one feels sad, tired, sick, or bored.</p> <p>Green Zone: This zone is used to describe a calm state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. Pupils may feel a strong sense of internal control when in the green zone.</p> <p>Yellow Zone: This is used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. Children’s energy is elevated yet they feel some sense of internal control in the yellow zone.</p>	<p>What makes a community; shared responsibilities</p>	<p>How data is shared and used</p>	<p>Making decisions about money; using and keeping money safe</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p>Medicines and household products; drugs common to everyday life</p>
<p>Year 5</p>	<p>Red Zone: This is used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, panic, extreme grief, terror, or elation when in the red zone and feels a loss of control.</p>	<p>Protecting the environment; compassion towards others</p>	<p>How information online is targeted; different media types, their role and impact</p>	<p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
<p>Year 6</p>		<p>Valuing diversity; challenging discrimination and stereotypes</p>	<p>Evaluating media sources; sharing things online</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<p>Human reproduction and birth; increasing independence; managing transition</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>