## PSHE Whole School Plan 2023 – 2024



| Reception – LCP Resources  | Fairness-Behaviour   | Fairness-Sharing            | Relationships-<br>relationships at school  | Relationships-<br>relationships at home and<br>in the community  | Choices- Keeping healthy  | Choices- Being independent   |
|--|--|-----------------------------|--|--|---|--|
| All year groups follow same set of planning with<br>different activities for<br>Key Stage 1 – Year 1/2<br>Key Stage 2 – Year 3/4 and 5/6 | Self-Care - Awe and<br>Wonder  | Self-Care - social<br>media | People Care -<br>Equality and<br>Justice   | People Care -<br>Kindness and<br>Ethics  | Earth Care: Changing<br>Climate   | Earth Care: Food   |
| Key Questions  | What are our big<br>questions in life?<br>What does it mean to be<br>human?<br>What makes something<br>sacred?<br>How can I bring more awe<br>and wonder into my life?<br>What makes me a<br>wonder? | interacting online?         | What is the history of race<br>as a social construct?<br>How has inequality spread<br>across our world?<br>What has this meant?<br>What does justice mean<br>and why is it important?<br>How can we practice | our lives?<br>How does it make us feel<br>and act?<br>What makes kindness<br>infectious?<br>What is altruism?<br>Why is it good for us?<br>How can we nurture<br>compassionate values and<br>practices?<br>What does it mean to<br>create a culture of<br>kindness and care? | why are our climates<br>changing?<br>What are fossil fuels and<br>why are they being phased<br>out?<br>What are the impacts of the<br>climate crisis on human and<br>non-human communities<br>around the world? | Where does food come from?<br>What is the history of our food<br>habits?<br>How does food shape our<br>identity?<br>How can we learn to be less<br>wasteful with our food?<br>What can we do in the future<br>to be eating sustainably and<br>have enough food for everyone<br>to eat? |

| Outcomes                    | Pupils will engage and     | Lessons will explore how and   | Lessons will examine the     | Lessons will examine and    | Lessons will use stories,    | Lessons will engage with our      |
|-----------------------------|----------------------------|--------------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------------|
|                             | explore their sense of     | why we communicate,            | meaning of equality,         | explore the feelings and    | deep time and metaphors to   | food habits and food systems,     |
|                             | curiosity, inviting and    | thinking about some of the     | justice, and fairness,       | impact of kindness on our   | introduce learning about the | zooming out to look at some of    |
|                             | exploring the feeling of   | ways that we have              | helping pupils to            | lives, communities and      | cause & effect of climate    | the social behaviours around      |
|                             | awe and wonder into our    | developed communications       | understand these ideas in    | wider world, exploring the  | change on ourselves and the  | eating as well as exploring the   |
|                             | everyday lives.            | over human history.            | their own lives as well as   | infectiousness of kindness  | world.                       | many types of food that we        |
|                             |                            | Pupils will explore some of    | in the wider world.          | and compassion.             |                              | consume.                          |
|                             | Pupils will reflect on the | the different ways that social |                              |                             | Pupils will explore and      |                                   |
|                             | sensations of awe whilst   | media impacts our lives,       | Pupils will explore of       | Pupils will explore some of | understand the impact of     | Pupils will be invited to explore |
|                             | exploring some of the      | thinking about the benefits    | inequality in our            | the impacts both giving     | climate change on human      | the food choices around them,     |
|                             | triggers for this feeling, | as well as some of the         | communities and societies    | and receiving kindness and  | land non-human               | understanding and connecting      |
|                             | focusing our emotional     | challenges, learning how to    | and understand how these     | understand how powerful,    | communities and engage       | with some of the links between    |
|                             | responses to the           | have healthier relationships   | can affect the wider         | kindness and care (self-    | with thoughts and feelings   | land, food and culture.           |
|                             | extraordinary world we     | with social media.             | communities, including       | care, people-care and       | that many are experiencing   |                                   |
|                             | are part of.               |                                | exploring and discussing     | earth care) and in our      | to inspire positive actions  |                                   |
|                             |                            |                                | race, culture, diversity and | lives.                      | and responses moving         |                                   |
|                             |                            |                                | equality for the natural     |                             | forward.                     |                                   |
|                             |                            |                                | world.                       |                             |                              |                                   |
|                             |                            |                                |                              |                             |                              |                                   |
| Overview of weekly sessions |                            |                                |                              |                             |                              |                                   |
| Overview of weekly sessions |                            |                                |                              |                             |                              |                                   |
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