**Bow Community Primary School**

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

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| **Year/Half-termly unit titles** | **1**  **Me and my Relationships** | **2**  **Valuing Difference**  **Spring 1** | **3**  **Keeping Safe** | **4**  **Rights and Respect**  **Spring 2** | **5**  **Being my Best** | **6**  **Growing and Changing** |
| **EYFS**  **Foxcubs** | What makes me special  People close to me  Getting help | Similarities and difference  Celebrating difference  Showing kindness | Keeping my body safe  Safe secrets and touches  People who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep  Growth Mindset | Cycles  Life stages  Girls and boys – similarities and difference |
| **Y1**  **Foxcubs** | Feelings  Getting help  Classroom rules  Special people  Being a good friend | Recognising, valuing and celebrating difference  Developing respect and accepting others  Bullying and getting help | How our feelings can keep us safe – including online safety  Safe and unsafe touches  Medicine Safety  Sleep | Taking care of things:  Myself  My money  My environment | Growth Mindset  Healthy eating  Hygiene and health  Cooperation | Getting help  Becoming independent  My body parts  Taking care of self and others |
| **Y2**  **Otters** | Bullying and teasing  Our school rules about bullying  Being a good friend  Feelings/self-regulation | Being kind and helping others  Celebrating difference  People who help us  Listening Skills | Safe and unsafe secrets  Appropriate touch  Medicine safety | Cooperation  Self-regulation  Online safety  Looking after money – saving and spending | Growth Mindset  Looking after my body  Hygiene and health  Exercise and sleep | Life cycles  Dealing with loss  Being supportive  Growing and changing  Privacy |
| **Y3**  **Hares** | Rules and their purpose  Cooperation  Friendship (including respectful relationships)  Coping with loss | Recognising and respecting diversity  Being respectful and tolerant  My community | Managing risk  Decision-making skills  Drugs and their risks  Staying safe online | Skills we need to develop as we grow up  Helping and being helped  Looking after the environment  Managing money | Keeping myself healthy and well  Celebrating and developing my skills  Developing empathy | Relationships  Changing bodies and puberty  Keeping safe  Safe and unsafe secrets |
| **Y4**  **Badgers** | Healthy relationships  Listening to feelings  Bullying  Assertive skills | Recognising and celebrating difference (including religions and cultural difference)  Understanding and challenging stereotypes | Managing risk  Understanding the norms of drug use (cigarette and alcohol use)  Influences  Online safety | Making a difference (different ways of helping others or the environment)  Media influence  Decisions about spending money | Having choices and making decisions about my health  Taking care of my environment  My skills and interests | Body changes during puberty  Managing difficult feelings  Relationships including marriage |
| **Y5**  **Stags** | Feelings  Friendship skills, including compromise  Assertive skills  Cooperation  Recognising emotional needs | Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media | Managing risk, including online safety  Norms around use of legal drugs (tobacco, alcohol)  Decision-making skills | Rights, respect and duties  relating to my health  Making a difference  Decisions about lending, borrowing and spending | Growing independence and taking ownership  Keeping myself healthy  Media awareness and safety  My community | Managing difficult feelings  Managing change  How my feelings help keeping safe  Getting help |
| **Y6**  **Stags** | Assertiveness  Cooperation  Safe/unsafe touches  Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping | Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law) | Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy | Aspirations and goal setting  Managing risk  Looking after my mental health | Coping with changes  Keeping safe  Body Image  Sex education  Self-esteem |