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** | **3****Keeping Myself Safe** | **4****Rights and Responsibilities** | **5****Being my Best** | **6****Growing and Changing** |
| **EYFS** | What makes me specialPeople close to meGetting help | Similarities and differenceCelebrating differenceShowing kindnessProtected characteristics:* Disability
* Race
* Religion and belief
 | Keeping my body safeSafe secrets and touchesPeople who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleepGrowth Mindset | CyclesLife stages |
| **Y1** | FeelingsGetting helpClassroom rulesSpecial peopleBeing a good friend | Recognising, valuing and celebrating differenceDeveloping respect and accepting othersBullying and getting helpProtected characteristics:* Age
* Disability
* Race
* Religion and belief
 | How our feelings can keep us safe – including online safetySafe and unsafe touchesMedicine SafetySleep | Taking care of things:MyselfMy moneyMy environment | Growth MindsetHealthy eatingHygiene and healthCooperation | Getting helpBecoming independentMy body partsTaking care of self and others |
| **Y2** | Bullying and teasingOur school rules about bullyingBeing a good friendFeelings/self-regulation |  Being kind and helping others Celebrating difference People who help us Listening SkillsProtected characteristics:* Age
* Disability
* Marriage and civil partnership
* Race
* Religion and belief
 | Safe and unsafe secretsAppropriate touch Medicine safety | CooperationSelf-regulationOnline safetyLooking after money – saving and spending | Growth MindsetLooking after my bodyHygiene and healthExercise and sleep | Life cyclesDealing with lossBeing supportiveGrowing and changingPrivacy |
| **Y3** | Rules and their purposeCooperationFriendship (including respectful relationships)Coping with loss | Recognising and respecting diversityBeing respectful and tolerant My community Protected characteristics:* Age
* Disability
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual orientation
 | Managing riskDecision-making skillsDrugs and their risks Staying safe online | Skills we need to develop as we grow upHelping and being helpedLooking after the environmentManaging money |  Keeping myself healthy and well Celebrating and developing my skills Developing empathy | RelationshipsKeeping safeSafe and unsafe secrets |
| **Y4** | Healthy relationshipsListening to feelingsBullyingAssertive skills  | Recognising and celebrating difference (including religions and cultural difference)Understanding and challenging stereotypesProtected characteristics:* Age
* Disability
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual orientation
 | Managing riskUnderstanding the norms of drug use (cigarette and alcohol use)InfluencesOnline safety | Making a difference (different ways of helping others or the environment)Media influenceDecisions about spending money | Having choices and making decisions about my healthTaking care of my environmentMy skills and interests | Body changes during pubertyManaging difficult feelingsRelationships including marriage |
| **Y5** | FeelingsFriendship skills, including compromiseAssertive skills CooperationRecognising emotional needs | Recognising and celebrating difference, including religions and culturalInfluence and pressure of social mediaProtected characteristics:* Age
* Disability
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual orientation
 | Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol)Decision-making skills |  Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending   |  Growing independence and taking responsibilityKeeping myself healthy Media awareness and safety My community | Managing difficult feelingsManaging changeHow my feelings help keeping safeGetting help |
| **Y6** | AssertivenessCooperationSafe/unsafe touchesPositive relationshipsIdentityProtected characteristics:* Age
* Disability
* Gender reassignment
* Race
* Religion and belief
* Sex
* Sexual orientation
 | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotypingProtected characteristics:* Age
* Disability
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual orientation
 | Understanding emotional needsStaying safe online Drugs: norms and risks (including the law) |  Understanding media bias, including social mediaCaring: communities and the environmentEarning and saving moneyUnderstanding democracy |  Aspirations and goal setting Managing risk Looking after my mental health | Coping with changesKeeping safe Body ImageReproductionSelf-esteem |

 Sections highlighted in green identify where equality is specifically addressed through the curriculum.

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Children access the age appropriate units from A Moffat’s No outsiders: everyone Different, Everyone Welcome units of work (one per half term) which also explore the nine protected characteristics.