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| We have an emphasis on **Friendships**, **Internet Safety/ Communicating Online** and **Staying Safe** throughout the term. These themes are taught in the moment and at each opportunity as they arise. All Children have a short ‘Staying Safe’ session every other week so that issues relevant to their safety are regularly taught and discussed. One story time a week in every class is themed around an issue that is relevant to either the Class or an individual within the class. The long term plan below is based on the Thematic Plan from the PSHE Association because the materials they use have been quality assured. It covers the Relationships Education and Health Education at Key Stage 1 & 2 both of which became statutory in September 2020. We have tailored it to suit the needs of our pupils however. PSHE lessons are taught each week because it is largely a statutory subject. |
|  | **Friendships Communicating Online Staying Safe** |
|  | [**Autumn – How do I manage my relationships?**](My%20Relationships%20in%20detail.docx) | [**Spring – How do I look after my Health & Wellbeing?**](How%20do%20I%20look%20after%20my%20Health%20and%20Wellbeing.docx) | [**Summer- How do I learn to live in the world around me?**](How%20do%20I%20live%20in%20the%20world%20around%20me.docx) |
| **Families & Friendships** | **Safe Relationships** | **Respecting ourselves & others** | **Physical Health and Mental wellbeing** | **Growing & Changing** | **Keeping Safe** | **Belonging to a Community** | **Media Literacy & Digital resilience** | **Money & Work** |
| **Y1** | Roles of differentpeople; families;feeling cared for | Recognising privacy;staying safe; seekingpermission | How behaviouraffects others; beingpolite and respectful | Keeping healthy;food and exercise,hygiene routines;sun safety | Recognising whatmakes them uniqueand special; feelings;managing whenthings go wrong | How rules and agerestrictions help us;keeping safe online | What rules are;caring for others’needs; looking afterthe environment | Using the internetand digital devices;communicatingonline | Strengths andinterests; jobs in thecommunity |
| **Y2/3** **A** | Making friends;feeling lonely andgetting help | Managing secrets; resisting pressure& getting help;recognising hurtful behaviour | Recognising thingsin common anddifferences; playingand working co op-eratively; sharing opinions | Why sleep is important; medicinesand keeping healthy;keeping teethhealthy; managingfeelings and askingfor help | Growing older;naming body parts;moving class or year | Safety in differentenvironments; riskand safety at home;emergencies | Belonging to agroup; roles andresponsibilities;being the sameand different in thecommunity | The internet ineveryday life; onlinecontent and information | What money is;needs and wants;looking after money |
| **Y2/3****B** | What makes afamily; features of family life | Personal boundaries; safely responding to others; the impact of hurtfulbehaviour | Recognising respectful behaviour;the importance ofself-respect; courtesy and being polite | Health choices andhabits; what affectsfeelings; expressingfeelings | Personal strengthsand achievements;managing and re-framing setbacks | Risks and hazards;safety in the localenvironment andunfamiliar places | The value of rulesand laws; rights,freedoms and responsibilities | How the internetis used; assessinginformation online | Different jobs andskills; job stereotypes; settingpersonal goals |
| **Y4/5&****6****A** | Positive friendships,including online Media | Responding tohurtful behaviour;managing confidentiality; recognisingrisks online | Respecting differences and similarities; discussing difference sensitively | Maintaining a balanced lifestyle; oralhygiene and dentalcare | Physical and emotional changes inpuberty; externalgenitalia; personalhygiene routines;support with puberty | Medicines andhousehold products;drugs common toeveryday life | What makes acommunity; sharedresponsibilities | How data is sharedand used | Making decisionsabout money; usingand keeping moneysafe |
| **Y4/5& 6****B** | Managing friend-ships and peerinfluence | Physical contact andfeeling safe | Responding respect-fully to a wide rangeof people; recognising prejudice anddiscrimination | Healthy sleephabits; sun safety;medicines, vaccinations, immunisationsand allergies | Personal identity;recognising individuality and differentqualities; mentalwellbeing; support with Puberty. | Keeping safe indifferent situations,including respondingin emergencies, firstaid and **FGM**. (Y5/6 only with an age appropriate discussion) | Protecting the environment; compassion towards others | How informationonline is targeted;different mediatypes, their role andimpact | Identifying job interests and aspirations;what influencescareer choices;workplace stereo-types |
| **Y4/5& 6****C** | Attraction to others;romantic relation-ships; **(Age appropriate)**civil partner-ship and marriage | Recognising andmanaging pressure;consent in differentsituations**(Age appropriate)** | Expressing opinions and respectingother points of view,including discussingtopical issues | What affects mentalhealth and waysto take care of it;managing change,loss and bereavement; managingtime online | Human reproduction and birth; **(Y6 0nly)****Y4/5** Pubertyincreasing independence; managingtransition | Keeping personalinformation safe;regulations andchoices; **(Y6 only**) drug useand the law; druguse and the media | Valuing diversity;challenging discrimination and stereo-types | Evaluating mediasources; sharingthings online | Influences andattitudes to money;money and financialrisks |