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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 different  people; families;  feeling cared for | Recognising privacy;  staying safe; seeking  permission | How behaviour  affects others; being  polite and respectful | 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 | 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 |
| **Y2/3**  **A** | Making friends;  feeling lonely and  getting help | Managing secrets; resisting pressure  & getting help;  recognising hurtful behaviour | Recognising things  in common and  differences; playing  and working  co op-eratively; sharing opinions | 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 | 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 |
| **Y2/3**  **B** | What makes a  family; features of family life | Personal boundaries; safely  responding to others; the impact of hurtful  behaviour | Recognising  respectful behaviour;  the importance of  self-respect;  courtesy and being polite | Health choices and  habits; what affects  feelings; expressing  feelings | Personal strengths  and achievements;  managing and re-  framing setbacks | Risks and hazards;  safety in the local  environment and  unfamiliar places | 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 |
| **Y4/5&**  **6**  **A** | Positive friendships,  including online Media | Responding to  hurtful behaviour;  managing confidentiality; recognising  risks online | Respecting  differences and similarities; discussing  difference sensitively | Maintaining a balanced lifestyle; oral  hygiene and dental  care | Physical and emotional changes in  puberty; external  genitalia; personal  hygiene routines;  support with puberty | Medicines and  household products;  drugs common to  everyday life | What makes a  community; shared  responsibilities | How data is shared  and used | Making decisions  about money; using  and keeping money  safe |
| **Y4/5& 6**  **B** | Managing friend-  ships and peer  influence | Physical contact and  feeling safe | Responding respect-  fully to a wide range  of people; recognising  prejudice and  discrimination | Healthy sleep  habits; sun safety;  medicines, vaccinations, immunisations  and allergies | Personal identity;  recognising individuality  and different  qualities; mental  wellbeing; support with Puberty. | Keeping safe in  different situations,  including responding  in emergencies, first  aid and **FGM**. (Y5/6 only with an age appropriate discussion) | Protecting the environment; compassion towards others | How information  online is targeted;  different media  types, their role and  impact | Identifying job interests and aspirations;  what influences  career choices;  workplace stereo-  types |
| **Y4/5& 6**  **C** | Attraction to others;  romantic relation-  ships; **(Age appropriate)**  civil partner-  ship and marriage | Recognising and  managing pressure;  consent in different  situations  **(Age appropriate)** | Expressing  opinions and respecting  other points of view,  including discussing  topical issues | What affects mental  health and ways  to take care of it;  managing change,  loss and bereavement; managing  time online | Human reproduction and birth; **(Y6 0nly)**  **Y4/5** Puberty  increasing independence; managing  transition | Keeping personal  information safe;  regulations and  choices;  **(Y6 only**) drug use  and the law; drug  use and the media | Valuing diversity;  challenging discrimination and stereo-  types | Evaluating media  sources; sharing  things online | Influences and  attitudes to money;  money and financial  risks |