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

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(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 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 |
| **Y1** | Feelings  Getting help  Classroom rules | Recognising, valuing and celebrating difference  Developing tolerance and respect | How our feelings can keep us safe  Keeping healthy  Medicine Safety | Taking care of things:  Myself  My money  My environment | Growth Mindset  Keeping by body healthy | Getting help  Becoming independent  My body parts |
| **Y2** | Bullying and teasing  Our school rules about bullying  Being a good friend  Feelings/self-regulation | Being kind and helping others    Listening Skills | Safe and unsafe secrets  Appropriate touch  Medicine safety | Cooperation  Self-regulation | Growth Mindset  Looking after my body | Life cycles  Dealing with loss  Being supportive |
| **Y3** | Cooperation  Friendship  (including respectful relationships) | Recognising and respecting diversity  Being respectful and tolerant | Managing risk  Drugs and their risks  Staying safe online | Skills we need to develop as we grow up  Helping and being helped | Keeping myself healthy  Celebrating and developing my skills | Relationships  Keeping safe |
| **Y4** | Recognising 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 | 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 | Body changes during puberty  Managing difficult feelings  Relationships including marriage |
| **Y5** | Feelings  Friendship skills, including compromise  Assertive skills | Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media | Managing risk, including staying safe online  Norms around use of legal drugs (tobacco, alcohol) | Rights and responsibilities  Rights and responsibilities relating to my health  Decisions about lending, borrowing and spending | Growing independence and taking responsibility  Media awareness and safety | Managing difficult feelings  Managing change  Getting help |
| **Y6** | Assertiveness  Cooperation  Safe/unsafe touches | Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour | 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 | Aspirations and goal setting  Managing risk | Keeping safe  Body Image  Self esteem |