**Swain House Primary School PSHE and Wellbeing Long Term Plan (includes lesson plans that cover all the DfE statutory requirements for Relationships and Health Education**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year group** | **1. Me and my Relationships** | **2. Valuing Differences** | **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 differences * Celebrating difference * Showing kindness | * Keeping my body safe * Safe secrets and touches * People who help to keep us safe | * Looking after things: friends, environment and money | * Keeping my body healthy – food, exercise, sleep * Growth mindset | * Life cycles * Life stages |
| **Y1** | * Feelings * Getting help * Classroom rules * Special people * Being a good friend | * Recognising, valuing and celebrating difference * Developing respect and accepting other * 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 myself and other |
| **Y2** | * 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** | * 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 * Keeping safe * Safe and unsafe secrets |
| **Y4** | * Healthy relationships * Listening to feelings * Bullying * Assertive skills | * Recognising and celebrating differences (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** | * Feelings * Friendship skills * Assertive skills * Cooperation * Recognising emotional needs | * Recognising and celebrating difference, including religions and cultural influence and the pressure of social media | * Managing risk, including online safety * Norms around legal drug use (tobacco and alcohol) * Decision-making skills | * Rights and responsibilities relating to health * Making a difference * Decisions about money | * Growing independent and taking responsibility * Keeping myself healthy * Media awareness and safety * My community | * Managing difficult feelings * Managing change * How my feeling help * Keeping safe * Getting help * Body changes and puberty |
| **Y6** | * 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 environment * Earning and saving money * Understanding democracy | * Aspirations and goad setting * Managing risk * Looking after my mental health | * Coping with changes * Keeping safe * Body image * Body changes and puberty * Sex education * Self-esteem |