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| PSHE Curriculum Map 2023-2024 | | | | | | |
| Year group | **Autumn 1 (7 weeks)**  Jeans for Genes Day – 18/9  World’s biggest coffee morning – 25/9  Walk to school Day 04/10  World Mental health day – 10/10  1/10– 31/10– Black History month | **Autumn 2 (8 weeks)**  Remembrance Day – 11/11  Odd Socks Day – 13/11  Anti-Bullying Week 13-17/11  Children In Need – 17/11  Road Safety Week 19-25/11  Human Rights Day 10/12  Bikability -Level 1 - Yr 5&6 | **Spring 1 (6 weeks)**  World Religion Day 21/1  LGBT Month 01/02  Time to talk Day 01/02  Children’s Mental Health Week 05-09/02  Safer Internet Day 06/02  World Book Day 07/03  National Child Exploitation Awareness Day 18/03  World Down Syndrome Day &  World Poetry Day 21/03  World Autism Awareness Day 02/04 | **Spring 2 (5 weeks)**  Earth Day 22/04  St George’s Day 23/04  Bike to school Day 08/05  Aspirations Day 17/05 | **Summer 1 (7 weeks)**  School Road Safety Awareness  Bikability  Practical First Aid training  Drugs and alcohol | **Summer 2 (6 weeks)**  Water safety  Fire Safety  Canal safety  Railway safety |
|  | Whole school awareness events  Growing and changing RSE education  E-safety lessons  Consent  Reactive – use the bank of additional resources on SCARF or the POL-ED to resource reactive teaching when matters arise. | | | | | |
| Nursery | **Me and my relationships**  Week 1 and 2: I can talk about me.  [Marvellous me!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n11-marvellous-me)  Week 3 and 4: I know what makes me special.  [I'm special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n12--im-special)  Week 5 and 6: I can talk about my special people and listen to my friends talk about their special people.  [People who are special to me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/people-who-are-special-to-me)  Week 7 and 8: I can care for my environment.  [N4.3 Looking after my environment](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n43-looking-after-my-environment) | **Valuing differences**  Week 1 and 2: I can share ways in which I am similar or different to my friends.  [Me and my friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n21-me-and-my-friends)  Week 3 and 4: I understand how families can be similar and different  [Friends and family](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n22-friends-and-family)  Week 5 and 6: I understand why it is important to include everyone and be a good friend.  [Including everyone](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n23-including-everyone) | **Keeping safe**  Week 1 and 2: I can identify people who keep me safe.  People who help to keep me safe (including Listening to my feelings)  Week 3 and 4: I can keep myself safe indoors and outdoors.  [Safety Indoors and Outdoors](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n32-safety-indoors-and-outdoors)  Week 5 and 6: I know what is safe to go in my body.  [What's safe to go into my body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n33-whats-safe-to-go-into-my-body) | **Rights and respect**  Week 1 and 2: I know what can contribute to good health.  [Looking after myself](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n41-looking-after-myself)  Week 3 and 4: I can talk about how to look after my special people.  [Looking after others](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n42-looking-after-others-1)  Week 5 : I can learn how to take care of my home, my learning environment and the natural environment  Looking after my environment | **Being my best**  Week 1 and 2: I can identify what my body needs.  [What does my body need?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/-what-does-my-body-need)  Week 3 and 4: I can keep trying when I want to achieve something.  [I can keep trying](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-can-keep-trying)  Week 5 and 6: I can share something I am good at.  I can do it! | **Growing and changing**  Week 1 and 2: I can learn about how plants and animals change and grow.  [Growing and changing in nature](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-and-changing-in-nature)  Week 3 and 4: I can discuss how I have changed since I was a baby.  [When I was a baby](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-I-was-a-baby)  Week 5 and 6: I can share my ideas about differences between boys and girls.  I can name the main parts of the body including external genetailia, vulva, vagina, penis, testicles.  [Girls, boys and families](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/girls-boys-and-families) |
| BRITISH VALUES  DEMOCRACY  INDIVIDUAL LIBERTY  RULE OF LAW  MUTUAL RESPECT  TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEF | **Individual liberty**  **Mutual respect**  **Democracy** | **Tolerance of those of different faiths and beliefs**  **Mutual respect** | **Individual liberty** | **Mutual respect**  **Individual liberty** | **Mutual respect**  **Individual liberty**  **Tolerance of those of different faiths and beliefs** | **Mutual respect**  **Tolerance of those of different faiths and beliefs.**  **Rule of law** |
| Reception | **Me and my relationships**  I can talk about me.  [All about me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/all-about-me)  I understand that I like different things and this makes me special.  [What makes me special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-me-special)  I know that there are different types of families and we have different people who are special to us, both inside and outside our family.  [Me and my special people](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/me-and-my-special-people)  I know who can help me.  [Who can help me?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-me)  I can talk about different feelings. [My feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings)  I know what to do if I am feeling sad.  [My feelings (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings-2) | **Valuing differences**  I know what makes me special. [I'm special, you're special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/im-special-youre-special)  I know what is the same and what is different about us.  [Same and different](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-and-different)  I know about different types of families.  Same and different families  I understand that there are different types of homes.  [Same and different homes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-and-different-homes)  I understand the value of friendship.  [I am caring](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-and-caring)  I know how to be a good friend.  I am a friend | **Keeping safe**  I understand what is safe to go in my body.  [What's safe to go onto my body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-safe-to-go-onto-my-body)  I know how to keep my body safe and well.  [Keeping Myself Safe - What's safe to go into my body (including medicines)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-myself-safe--whats-safe-to-go-into-my-body-including-medicines)  I know how to keep safe indoors and outdoors.  Safe indoors and outdoors  I know the difference between safe and unsafe touch.  Listening to my feelings  I know how to keep safe online.  [Keeping safe online](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-safe-online)  I can identify people who help to keep me safe.  [People who help to keep me safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/people-who-help-to-keep-me-safe) | **Rights and respect**  I can look after the feelings of my special people.  Looking after my special people  I can look after my friends.  [Looking after my friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-my-friends)  I can care for our environment.  [Being helpful at home and caring for our classroom](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-helpful-at-home-and-caring-for-our-classroom)  I can care for our world.  [Caring for our world](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/caring-for-our-world)  I can begin to understand how we use money.  [Looking after money (1): recognising, spending, using](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-money-1-recognising-spending-using)  I can begin to understand how we can keep money safe.  [Looking after money (2): saving money and keeping it safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-money-2-saving-money-and-keeping-it-safe) | **Being my best**  I can recognise a range of emotions to different experiences.  [Bouncing back when things go wrong](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/bouncing-back-when-things-go-wrong-1)  I can develop resilience to meet a goal.  [Yes, I can!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/yes-i-can)  I can recognise which foods we need to eat more and less of to be healthy.  Healthy eating  I recognise the importance of a healthy diet.  Healthy eating  I recognise that exercise is part of a healthy lifestyle.  [Move your body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/move-your-body)  I understand the importance of a healthy sleep routine.  [A good night's sleep](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/a-good-nights-sleep) | **Growing and changing**  I understand the cycle of change throughout the seasons.  [Seasons](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/seasons)  I know about the life cycles of living things.  [Life stages - plants, animals, humans](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages--plants-animals-humans)  I know about the life cycle of humans.  [Life Stages: Human life stage - who will I be?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages-human-life-stage--who-will-i-be)  I understand where babies come from.  [Where do babies come from?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/where-do-babies-come-from)  I can talk about changes that have happened to me.  [Getting bigger](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/getting-bigger)  I understand that parts of my body are private.  I can name the main parts of the body including external genetailia including vulva, vagina, penis, testicles.  [Me and my body - girls and boys](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/me-and-my-body--girls-and-boys) |
| BRITISH VALUES  DEMOCRACY  INDIVIDUAL LIBERTY  RULE OF LAW  MUTUAL RESPECT  TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty**  **Mutual respect**  **Tolerance of those of different faiths and beliefs**  **Democracy** | **Mutual respect**  **Tolerance of those of different faiths and beliefs**  **Rule of law** | **Individual liberty** | **Individual liberty** | **Tolerance of those of different faiths and beliefs**  **Mutual respect** | **Mutual respect**  **Rule of law** |
| Year 1 | **Me and my relationships**  I understand that classroom rules help everyone to learn and be safe. [Why we have classroom rules](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-we-have-classroom-rules)  I can demonstrate attentive listening skills.  How are you listening?  I can recognise how others might be feeling by reading body language/facial expressions.  [Thinking about feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thinking-about-feelings)  I can identify a range of feelings.  [Our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-feelings)  I can recognise that people’s bodies and feelings can be hurt.  Feelings and bodies  I can identify simple qualities for friendship and suggest simple strategies for making up.  Good friends | **Valuing differences**  I can identify similarities and differences between people.  I can begin to appreciate the positive aspects of differences.  Same or different?  I can explain the difference between unkindness, teasing and bullying.  Unkind, tease or bully?  I know our school rules and how they keep us safe.  Harold’s school rules  I can recognise and explain what is fair/unfair and kind/unkind.  It’s not fair!  I can express how I feel about special people.  Who are our special people?  I know how it feels to belong to a family and care about the people who are important to me.  Our special people balloons | **Keeping safe**  I identify simple bedtime routines that promote healthy sleep.  Super sleep  I can recognise emotions and feelings associated with being unsafe.  Who can help (1)?  I can explain the difference between appropriate and inappropriate touch.  Good or bad touch  I understand the importance of permission-seeking and these principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  Sharing pictures  I understand that medicines can sometimes make people feel better when they’re ill and explain simple issues of safety and responsibility about medicines and their use.  What could Harold do?  I can recognise the range of feelings that are associated with loss.  Harold loses Geoffrey | **Rights and respect**  I can recognise how a person’s behaviour can affect other people.  Harold has a bad day  I can identify what I like about the school environment.  [Around and about the school](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/around-and-about-the-school)  I can demonstrate responsibility in looking after something.  Taking care of something  I can explain where people get their money from and list some of the things that people spend their money on in the family home.  [Harold's money](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-money-1)  I can explain the importance of keeping money safe.  [How should we look after our money?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-should-we-look-after-our-money)  BASIC FIRST AID | **Being my best**  I recognise the importance of fruit and vegetables in my daily diet.  I can eat a rainbow  I can recognise which foods we need to eat more and less of to be healthy.  [Eat well](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/eat-well-)  I can recognise the importance of regular hygiene routines.  Harold’s wash up and brush up  I understand how diseases can spread.  Catch it, Bin it, Kill it!  I enjoy learning new things.  [Harold learns to ride his bike](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-learns-to-ride-his-bike)  I give and receive positive feedback and experience how this makes me feel.  Pass on the praise | **Growing and changing**  I can recognise that exercise and sleep are important parts of a healthy lifestyle.  Healthy me  I know ways that I have changed since I was a baby.  Then and now  I can understand some of the tasks required to look after a baby.  Taking care of a baby  I respect my body and understand which parts are private  Keeping privates private.  I can explain the difference between teasing and bullying.  Who can help 2  I can explain the difference between a secret and a nice surprise.  [Surprises and secrets](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/surprises-and-secrets)  . |
| BRITISH VALUES  DEMOCRACY  INDIVIDUAL LIBERTY  RULE OF LAW  MUTUAL RESPECT  TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty**  **Mutual respect**  **Tolerance of those of different faiths and beliefs**  **Democracy**  **Rule of law** | **Mutual respect**  **Tolerance of different faiths and beliefs**  **Rule of law** | **Mutual respect**  **Rule of law**  **Individual liberty** | **Individual liberty**  **Mutual respect** | **Individual liberty**  **Rule of law**  **Mutual respect**  **Tolerance of those of different faiths and beliefs** | **Rule of law**  **Mutual respect**  **Individual liberty** |
| Year 2 | **Me and my relationships**  I can suggest actions that will contribute positively to the life of the classroom.  I can take part in creating and agreeing classroom rules.  Our ideal classroom (1&2)  I use a range of words to describe feelings.  [How are you feeling today?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-feeling-today)  I can recognise, name and understand how to deal with feelings of anger and loneliness.  Let’s all be happy!  I can recognize that friendship is a special type of relationship.  Being a good friend  I can identify the difference between bullying and isolated unkind behaviour.  Types of bullying  I can understand and describe strategies for dealing with bullying.  Don’t do that!  I can define what is meant by ‘bullying’ and ‘teasing’ showing an understanding of the difference between the two.  Bullying or teasing? | **Valuing differences**   1. I can identify some of the physical and non-physical differences and similarities between people.   [What makes us who we are?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-us-who-we-are)  I can identify people that are special to me.  My special people  I can recognise and explain how a person's behaviour can affect other people.  How do we make others feel?  I can explain how it feels to be part of a group and how it feels to be left out of a group.  [When someone is feeling left out](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-someone-is-feeling-left-out)  I can recognise and describe acts of kindness and unkindness.  [An act of kindness](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-act-of-kindness)  I can demonstrate active listening techniques.  Solve the problem | **Keeping safe**  I understand that medicines can sometimes make people feel better when they are ill.  Harold’s picnic  I can identify situations in which I would feel safe or unsafe.  [How safe would you feel?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel)  I can identify situations in which I would need to say ‘Yes’, ‘No’ ‘I’ll ask’ or ‘I’ll tell’ to keep me safe.  What should Harold say?  I can recognize that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.  I don’t like that  I can recognize that some touches are not fun and can hurt or be upsetting.  Fun or not?  I can identify safe secrets and unsafe secrets.  [Should I tell?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/should-i-tell) | **Rights and respect**  I can describe and record strategies for getting on with others in the classroom.  Getting on with others  I can explain, and be able to use strategies for dealing with impulsive behaviour.  [When I feel like erupting](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-i-feel-like-erupting)  I can identify special people in school and the community that can help to keep me safe.  Feeling safe  I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  Playing games  I understand that people have choices about what they do with their money.  [Harold saves for something special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-saves-for-something-special)  I recognise that money can be spent on items which are essential and non-essential.  [Harold goes camping](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-goes-camping)  I can identify what I like about my school environment.  [How can we look after our environment?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-look-after-our-environment) | **Being my best**  I can talk about things I can do now.  [You can do it!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/you-can-do-it)  I know that some choices can be healthy and some choices can be unhealthy.  My day  I can explain how germs can be spread.  Harold's postcard - helping us to keep clean and healthy  I can explain the importance of good dental hygiene.  Harold’s bathroom  I can describe how food, water and air get into my body and blood.  What does my body do?  I understand that the body gets energy from food, water and oxygen.  My body needs……  Basic first aid | **Growing and changing**  I can demonstrate simple ways of giving positive feedback to others.  A helping hand  I can express how I feel about change and loss.  Sam moves away  I can identify different stages of growth.  [Haven't you grown!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/havent-you-grown)  I can identify which parts of the human body are private.  My body, your body  I can explain what privacy means.  Respecting privacy  I can identify how inappropriate touch can make someone feel.  Some secrets should never be kept |
| BRITISH VALUES  DEMOCRACY  INDIVIDUAL LIBERTY  RULE OF LAW  MUTUAL RESPECT  TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty**  **Mutual respect**  **Tolerance of those of different faiths and beliefs**  **Democracy** | **Tolerance of those of different faiths and beliefs**  **Mutual respect**  **Individual liberty** | **Individual liberty**  **Rule of law**  **Mutual respect** | **Individual liberty** | **Individual liberty**  **Rule of law**  **Mutual respect**  **Tolerance of those of different faiths and beliefs** | **Individual liberty**  **Mutual respect**  **Rule of law** |
| Year 3 | **Me and my relationships**  I can explain why we have rules.  [As a rule](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/as-a-rule)  I can identify people who I have a special relationship with and identify strategies for maintaining Me and my Me and my relationships.  [Looking after our special people](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people)  I can rehearse and demonstrate different strategies for solving conflict situations.  [How can we solve this problem?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-solve-this-problem)  I can define and demonstrate cooperation and collaboration.  [Tangram team challenge](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tangram-team-challenge)  I can identify qualities of friendships and suggest reasons why friends sometimes fall out.  Friends are special  I can express opinions and listen to those of others.  [Thunks](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunks)  I understand what a dare is and can suggest strategies to use if I am ever made to feel uncomfortable or unsafe by asking someone to do a dare.  [Dan's dare](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare)  I can express how I feel about someone special and how I would cope with loss.  [My special pet](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-special-pet) | **Valuing differences**  I can reflect on listening skills.  [Respect and challenge](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respect-and-challenge)  I can recognise that there are many different types of family.  [Family and friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/family-and-friends)  I can define the term ‘community’ and identify communities that I belong to.  [My community](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-community)  I can explain that people living in the UK have different origins.  [Our friends and neighbours](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours)  I can recognise the factors that make people similar and different from each other.  [Let's celebrate our differences](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences)  I can understand and explain some of the reasons why people are bullied.  [Zeb](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb) | **Keeping safe**  I can identify situations which are safe or unsafe.  [Safe or unsafe?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1)  I can define the terms ‘danger’ and ‘risk’ and explain the difference between the two.  [Danger or risk?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1)   1. I can identify risk factors in given situations.   [The Risk Robot](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-risk-robot)   1. I can recognise the potential risks involved with browsing online.   [Super Searcher](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-searcher)  I understand that medicines are drugs and suggest ways they can be helpful or harmful.  Help or harm  I can Identify some key risks from and effects of cigarettes and alcohol.  I can define the word 'drug' and understand that nicotine and alcohol are both drugs  Alcohol and cigarettes: the facts | **Rights and respect**  . I can identify key people who help me to keep safe.  Helping each other to stay safe  I can understand the difference between ‘fact’ and ‘opinion’.  Recount task  I can identify people who are volunteers in our school community.  Our helpful volunteers  I understand the terms ‘income’, ‘saving’ and ‘spending’.  [Can Harold afford it?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-harold-afford-it)  I understand that people earn income through their jobs.  [Earning money](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/earning-money)  I can define what is meant by ‘environment’ and explain different methods of looking after the school environment.  [Harold's environment project](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-environment-project) | **Being my best**  I can explain what is meant by the term ‘balanced diet’  [Derek cooks dinner! (healthy eating)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/derek-cooks-dinner-healthy-eating)  I can explain how some infectious illnesses are spread from one person to another.  [Poorly Harold](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/poorly-harold)  I can describe how food, water and air get into the body and blood.  Body team work  I can show an understanding of health and wellbeing issues that are relevant to me.  For or against?  I can identify my achievements and areas of development.  [I am fantastic!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic)  I can explain some of the different talents and skills that people have and how these can be developed.  Top talents | **Growing and changing**  I can identify different types of Me and my relationships.  [Relationship Tree](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-tree)   1. I understand what is meant by the term personal space.   [Body space](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/body-space)   1. I can recognise appropriate behaviour online as well as offline.   [None of your business!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/none-of-your-business)   1. I can define the terms ‘secret’ and ‘surprise’ and know the difference between a safe and unsafe secret.   [Secret or surprise?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise)  I can recognise that babies come from the joining of an egg and sperm;  I can explain what happens when an egg doesn’t meet a sperm  My changing body  I can understand that for girls, periods are a normal part of puberty.  My changing body  Basic first Aid |
| BRITISH VALUES  DEMOCRACY  INDIVIDUAL LIBERTY  RULE OF LAW  MUTUAL RESPECT  TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty**  **Mutual respect**  **Democracy**  **Rule of law** | **Individual liberty**  **Tolerance of those of different faiths and beliefs**  **Mutual respect**  **Rule of law** | **Democracy**  **Rule of law**  **Individual liberty**  **Tolerance of those of different faiths and beliefs**  **Mutual respect** | **Individual liberty**  **Rule of law** | **Mutual respect**  **Tolerance of those of different faiths and beliefs**  **Individual liberty** | **Rule of law**  **Tolerance of those of different faiths and beliefs**  **Individual liberty** |
| Year 4 | **Me and my relationships**  I can demonstrate strategies for working on a collaborative task.  [Human machines](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/human-machines)  I can explain what we mean by a ‘positive, healthy relationship’.  [OK or not OK? (part 1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-1)  I recognise that there might be times I need to say ‘no’ to a friend.  [OK or not OK? (part 2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-2)  I can describe ‘good’ and ‘not so good’ feelings and how feelings can affect our physical state.  [An email from Harold!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-email-from-harold)   1. I can identify a wide range of feelings and recognise that different people can have different feelings in the same situation.   [Different feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/different-feelings)   1. I can demonstrate a range of feelings through facial expressions and body language.   [When feelings change](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-feelings-change)   1. I can give examples of strategies to respond to people being bullied, including what people can do or say.   [Under pressure](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/under-pressure) | **Valuing differences**  Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise  Can you sort it?  I can recognise the potential consequences of aggressive behaviour.  [What would I do?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-would-i-do-)   1. I can list some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals).   [The people we share our world with](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-people-we-share-our-world-with)  I can understand and identify stereotypes, including those promoted in the media.  [That is such a stereotype!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/that-is-such-a-stereotype)  I recognise that I have different types of Me and my relationships with people I know.  [Friend or acquaintance?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance)   1. I understand that I have the right to protect my personal space.   [Islands](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/islands) | **Keeping safe**  I can define the terms ‘danger’, ‘risk’ and ‘hazard’ and explain the difference between them.  [Danger, risk or hazard?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-risk-or-hazard)  I understand that medicines are drugs and explain safety issues for medicine use.  Medicine: check the label  I can define the terms  ‘income’ and ‘expenditure’.  [Harold's expenses](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-expenses)  I can define what is meant by the word ‘dare’ and identify from given scenarios which are dares and which are not.  [How dare you!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-dare-you)  I can describe strategies for identifying and managing risk.  [Keeping ourselves safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-ourselves-safe)  I understand that we can be influenced both positively and negatively.  Raisin challenge  I can identify images that are safe/unsafe to share online.  Picture wise  I understand that medicines are drugs;  I can explain safety issues for medicine use;  Medicines: check the label | **Rights and respect**  I can identify the people who help me to stay healthy and safe.  [Who helps us stay healthy and safe?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-helps-us-stay-healthy-and-safe)  I understand that humans have rights and responsibilities.  [It's your right](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-your-right)  I can understand the reason we have rules.  [How do we make a difference?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-a-difference-1)  I can define the word ‘influence’ and recognise that reports in the media can influence the way I think about a topic.  [In the news!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/in-the-news)  I can explain the role of the bystander and how it can influence bullying and other anti-social behaviour.  [Safety in numbers](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safety-in-numbers)   1. I can explain what the terms ‘income tax’, ‘National Insurance’ and ‘VAT’ mean.   [Why pay taxes?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-pay-taxes-1) | **Being my best**  I can identify ways in which everyone is unique.  What makes me ME  I can give examples of choices I make for myself and choices others make for me.  Making choices   1. I understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.   SCARF hotel  I can understand the ways in which I can contribute to the care of the environment.  [Harold's Seven Rs](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-seven-rs)  I can define what is meant by the term ‘community’ and suggest ways in which different people support the school community.  My school community  BASIC FIRST AID  I can define what a volunteer is and suggest some of the ways people volunteer.  [Volunteering is cool](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/volunteering-is-cool) | **Growing and changing**  I can describe some of the changes that happen to people during their lives.  [Moving house](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/moving-house-1)  I understand how the onset of puberty can have emotional as well as physical impact.  [My feelings are all over the place!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings-are-all-over-the-place)  I can identify parts of the body that males and females have in common and those that are different;  I know the correct terminology for their genitalia;  All change!  I know the key facts of the menstrual cycle;  I understand that periods are a normal part of puberty for girls;  Preparing for changes at puberty  I can define the terms ‘secret’ and ‘surprise’ and know the difference between a safe and an unsafe secret.  [Secret or surprise?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise-1)  I can recognise that marriage is a commitment to be entered into freely and not against someone’s will.  [Together](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/together) |
| BRITISH VALUES  DEMOCRACY  INDIVIDUAL LIBERTY  RULE OF LAW  MUTUAL RESPECT  TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty**  **Democracy**  **Rule of law**  **Mutual respect** | **Tolerance of those of different faiths and beleifs**  **Rule of law**  **Mutual respect**  **Individual liberty** | **Individual liberty**  **Rule of law**  **Mutual respect** | **Individual liberty**  **Ryle of law**  **Mutual respect** | **Individual liberty**  **Rule of law**  **Mutual respect** | **Individual liberty**  **Rule of law**  **Mutual respect** |
| Year 5 | **Me and my relationships**  I can explain what collaboration means.  [Collaboration Challenge!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/collaboration-challenge)  I can explain what is meant by the terms negotiation and compromise.  [Give and take](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1)  I can understand that online communication can be misinterpreted  Communication  I can demonstrate how to respond to a wide range of feelings in others;  How good a friend are you?  I can identify what things can make a relationship unhealthy.  [Relationship cake recipe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe)  I can recognise basic emotional needs, understand that they change according to circumstance  Our emotional needs  I can identify characteristics of passive, aggressive and assertive behaviours  Being assertive | **Valuing differences**  I can define some key qualities of friendship.  [Qualities of friendship](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/qualities-of-friendship)  I can rehearse active listening skills.  [Kind conversations](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-conversations-1)  I can develop an understanding of discrimination and its injustice.  Happy being me  I understand that the information we see online, either text or images, is not always true or accurate.  [Is it true?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-it-true)  I can describe the benefits of living in a diverse society.  [The land of the Red People](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-land-of-the-red-people)   1. I recognise that some people can get bullied because of the way they express their gender.   [Stop, start, stereotypes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/stop-start-stereotypes)  I can identify the consequences or positive and negative behaviour on others and myself.  [It could happen to anyone](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-could-happen-to-anyone) | **Keeping safe**  I can demonstrate strategies to deal with face-to-face and online bullying.  [Spot bullying](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying)  Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private  Play, like, share  I can explore and share my views about decision making when faced with a risky situation.  [Decision dilemmas](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/decision-dilemmas)  I can explain what is meant by a dare.  [Ella's diary dilemma](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ellas-diary-dilemma)  Can I describe some of the health risks caused by vaping  Vaping: healthy or unhealthy?  Can I Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;  Would you risk it?  **There are 3 optional lessons that may be used for reactive teaching on drugs, cigarettes and alcohol if needed.** | **Rights and respect**  I can identify, write and discuss issues currently in the media concerning health and wellbeing  What's the story?  I can understand the difference between fact and opinion.  Fact or opinion  I can explain what we mean by the terms voluntary, community and pressure (action) group;  Mo makes a difference  I can define the difference between rights, responsibilities and duties.  [Rights, responsibilities and duties](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rights-responsibilities-and-duties)  I can state the costs involved in producing and selling an item.  [Spending wisely](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spending-wisely)  I suggest advice for a range of situations involving personal finance.  [Lend us a fiver!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lend-us-a-fiver) | **Being my best**  I u nderstand the importance of food, water and oxygen, sleep and exercise for the human body and its health.  It all adds up!  I can identify their own strengths and talents;  Different skills  I can explain what being part of a community means to me.  My school community  I can identify people that are responsible for keeping me safe and healthy.  [Independence and responsibility](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/independence-and-responsibility)  I can describe ‘star qualities’ of celebrities as portrayed by the media.  [Star qualities](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/star-qualities)  Basic first aid, including Sepsis Awareness | **Growing and changing**  I can use a range of words and phrases to describe the intensity of different feelings.  [How are they feeling?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-they-feeling-1)   1. I can identify people who can be trusted and describe strategies for dealing with uncomfortable situations.   [Taking notice of our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-notice-of-our-feelings)  I can explain the difference between a safe and unsafe secret.  [Dear Ash](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-1)  I can identify some products that I might need during puberty and why.  [Growing up and changing bodies](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1)  I know the correct words for the external sexual organs.  [Changing bodies and feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/changing-bodies-and-feelings)  I can recognise how my body feels when it is relaxed and how it feels when it is nervous/sad.  Help! I'm a teenager - get me out of here!  I can demonstrate how someone might feel when they are separated from someone or something they like.  Dear Hetty |
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| Year 6 | **Me and my relationships**  I can demonstrate a collaborative approach to a task.  [Working together](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/working-together)  I can demonstrate positive strategies for negotiating and compromising within a collaborative task.  [Let's negotiate](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-negotiate)  I recognise some of the challenges that arise from friendships.  [Solve the friendship problem](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/solve-the-friendship-problem)  I can describe the consequences of reacting to others in a positive and negative way.  [Dan's day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-day)  I can recognise and empathise with patterns of behaviour in peer-group dynamics;  Behave yourself  I can demonstrate some assertive behaviours, through role play, to resist peer influence and pressure.  Assertiveness skills  I am aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so.  [Don't force me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me)  I recognise that some types of physical contact can produce strong negative feelings.  [Acting appropriately](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/acting-appropriately) | **Valuing differences**  I recognise that bullying and disrespectful behaviour can result from disrespect of people’s differences.  [OK to be different](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-to-be-different)  I know that all people are unique but we have far more in common with each other than what is different about us.  [We have more in common than not](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not)  I can demonstrate ways of showing respect to others, using verbal and non-verbal communication.  [Respecting differences](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-differences)  I can understand and explain the term prejudice and describe the benefits of living in a diverse society.  [Tolerance and respect for others](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others)  I can explain the difference between a friend and an acquaintance.  Advertising friendships!  I can define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes.  [Boys will be boys? - challenging gender stereotypes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/boys-will-be-boys--challenging-gender-stereotypes-1) | **Keeping safe**  I understand that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.  [Think before you click!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/think-before-you-click)   1. I can identify strategies for keeping personal information safe online.   [It's a puzzle](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-a-puzzle)  I know the risks of sharing photos of themselves with other people directly or online.  [To share or not to share?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/to-share-or-not-to-share)  I can define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.  [Rat Park](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rat-park-1)  I can explain how drugs can be categorised into different groups depending on their legal and medical content.  [What sort of drug is...?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-sort-of-drug-is-1)  I understand some of the basic laws in relation to drugs;  Drugs: it's the law!  I nderstand the actual norms around drinking alcohol and the reasons for common misperceptions of these;  Alcohol: what is normal? | **Rights and respect**  I can define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;  Two sides to every story  I recognise that people’s lives are much more balanced in real life, with positives and negatives.  Fakebook friend  I can explain some of the benefits of saving money and describe the different ways money can be saved.  [What's it worth?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-it-worth)  I can recognise and explain that different jobs have different levels of pay and the factors that influence this.  [Jobs and taxes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jobs-and-taxes)  I can explain some of the areas that councils have responsibility for, understand democracy and take part in an mock election.  Democracy in Britain 1 – Elections  I know why and how rules that protect me and others are made and enforced.  Democracy in Britain 2 - How (most) laws are made | **Being my best**    I can identify aspirational goals and describe the actions needed to set and achieve these.  [This will be your life!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/this-will-be-your-life-)  I can present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.  Our recommendations  I can understand the risks related to growing up and explain the need to be aware of these.  What's the risk? (1)  I can understand risks related to growing up and explain the need to be aware of these;  What's the risk? (2)  Basic first aid, including Sepsis Awareness  I can explain what the Five Ways to Wellbeing are and describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.  [Five Ways to Wellbeing project](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/five-ways-to-wellbeing-project) | **Growing and changing**  I can identify qualities that people have, as well as their looks.  [I look great!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-look-great)  I can challenge stereotypical gender portrayals of people.  [Media manipulation](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation)  I can understand the risks of sharing images online and how these are hard to control, once shared;  Pressure online   I can recognise some of the changes they have experienced and my emotional responses to those changes.  Helpful or unhelpful? Managing change   1. I can define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.   Is this normal?  I can identify the changes that happen through puberty to allow sexual reproduction to occur.  Making babies  I can explain how HIV affects the body’s immune system;  I understand that HIV is difficult to transmit;  What is HIV? |
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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 Safe** | **4**  **Rights and Respect** | **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  Girls and boys – similarities and difference |
| **Y1** | Feelings  Getting help  Classroom rules  Special people  Being a good friend | Recognising, valuing and celebrating difference  Developing respect and accepting others  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 self and others |
| **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  Changing bodies and puberty  Keeping safe  Safe and unsafe secrets |
| **Y4** | Healthy relationships  Listening to 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  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, including compromise  Assertive skills  Cooperation  Recognising emotional needs | Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media | Managing risk, including online safety  Norms around use of legal drugs (tobacco, alcohol)  Decision-making skills | Rights, respect and duties  relating to my health  Making a difference  Decisions about lending, borrowing and spending | Growing independence and taking ownership  Keeping myself healthy  Media awareness and safety  My community | Managing difficult feelings  Managing change  How my feelings help keeping safe  Getting help |
| **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 the environment  Earning and saving money  Understanding democracy | Aspirations and goal setting  Managing risk  Looking after my mental health | Coping with changes  Keeping safe  Body Image  Sex education  Self-esteem |