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| **St Margaret’s CE Primary School – Long Term PSHE plan** | | | | | | | | | | | |
|  | | **Healthy and happy friendships** | | **Similarities and differences** | | **Caring and responsibility** | | **Families and committed relationships** | | **Healthy body,**  **healthy mind** | **Coping with change** |
| Y1 | Forming friendships and how kind or unkind behaviours impact other people. | | Similarities and differences between people and how to respect and celebrate these. | | Identifying who our special people are and how they keep us safe. | | What a family is (including difference and diversity between families), and why families are important and special. | | Our bodies and the amazing things they can do. Learning the correct names for different body parts. | | Growing from young to old and how we have changed since we were born. |
| Y2 | Understanding what makes a happy friendship.  Understanding personal boundaries and safe/unsafe situations. | | Exploring different strengths and abilities.  Understanding and challenging stereotypes. | | The different communities and groups we belong to and how we help and support one another through these. | | Healthy Relationships within the family setting | | Ways to stay healthy, including safe and unsafe use of household products and medicines. | | Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. |
| Y3 | Being a good friend and respecting personal space.  Strategies for resilience. | | Respecting and valuing differences.  Shared values of communities. | | Our responsibilities and ways we can care and show respect for others. | | Different types of committed relationships and the basic characteristics of these. | | Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean. | | Coping with feelings around the changes in our lives. |
| Y4 | Solving friendship difficulties.  How to act if someone invades your privacy or personal boundaries. | | Identity and diversity. Seeing different perspectives and not making judgements based on appearance. | | Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child. | | The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between types of relationships we encounter. | | Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices. | | How our bodies change as we enter puberty, including hygiene and menstruation. |
| Y5 | Identity and peer pressure in real life and online. Positive emotional health and wellbeing. | | Celebrating strengths, setting goals and keeping ourselves safe online. | | How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. | | The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. | | Our unique bodies and self-acceptance – valuing our bodies and minds;  lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing. | | How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods. |
| Y6 | How relationships evolve as we grow, and how to cope with a wider range of emotions. | | Identity and behaviour online and offline. Reflecting on how people feel when they don’t ‘fit in’. | | How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. | | Sex education: adult relationships and human reproduction, including different ways to start a family. **Non-Statutory** | | Being the best me: ongoing self-care of bodies and minds, including  ways to prevent and manage mental ill-health. | | Transitions, and ways to manage the increasing responsibilities and emotional effects of life changes. |