

PSHEE AND RSE OVERVIEW

Access lesson ideas and resources on: <https://www.coramlifeeducation.org.uk/scarf/year>
Sign in, click on My SCARF, planning tools, suggested half termly units and assessment, units under year groups (these are identified on year group overviews).

<u>Autumn 1</u> <u>Me and my relationships</u> <u>Year One and Two</u> • Classroom rules • Our school rules about bullying • Bullying and teasing • Getting help • Feelings • Being a good friend • Feelings/self regulation <u>Year Three and Four</u> • Cooperation • Friendships • Bullying • Recognising feelings • Assertive skills <u>Year Five and Six</u> • Feelings • Friendship skills, including compromise • Assertive skills (double unit) • Cooperation • Safe/unsafe touches	<u>Autumn 2</u> <u>Valuing differences</u> <u>Year One and Two</u> • Recognising, valuing and celebrating difference • Developing tolerance • Being kind and helping others • Listening skills <u>Year Three and Four</u> • Recognising and respecting diversity • Recognising and celebrating difference • Being respectful and tolerant • Understanding and challenging stereotypes <u>Year Five and Six</u> • Recognising and celebrating difference • Influence and pressure of social media • Recognising and reflecting on prejudice • Understanding bystander behaviour	<u>Spring 1</u> <u>Keeping myself self</u> <u>Year One and Two</u> • How our feelings can keep us safe • Keeping healthy • Medicine safety (double unit) • Safe and unsafe secrets • Appropriate touch <u>Year Three and Four</u> • Managing risk (double unit) • Drugs and their risks • Understanding the norms of drug use • Staying safe online • Influences <u>Year Five and Six</u> • Emotional needs • Staying safe online • Managing risk, including staying safe online • Norms around use of legal drugs • Drugs: norms and risks
<u>Spring 2</u> <u>Rights and responsibilities</u> <u>Year One and Two</u> • Looking after things • Cooperation and self regulation <u>Year Three and Four</u> • Skills we need to develop as we grow up • Helping and being helped • Making a difference • Media influence • Decisions about spending money <u>Year Five and Six</u> • Rights and responsibilities (double unit) • Understanding media bias • Caring: communities and the environment • Decisions about lending, borrowing and spending • Earning and saving money	<u>Summer 1</u> <u>Being my best</u> <u>Year One and Two</u> • Keeping healthy • Looking after my body • Growth mindset (double unit) <u>Year Three and Four</u> • Keeping myself healthy • Having choices and making decisions about my health • Taking care of my environment • Celebrating and developing my skills • Managing difficult feelings <u>Year Five and Six</u> • Growing independence and taking responsibility • Aspirations and goal setting • Media awareness and safety • Managing risk	<u>Summer 2</u> <u>Growing and changing</u> <u>Year One and Two</u> • Getting help • Becoming independent • Body parts • Life cycles • Dealing with loss • Being supportive <u>Year Three and Four</u> • Menstruation • Body changes during puberty • Managing difficult feelings • Relationships • Relationships including marriage • Keeping safe <u>Year Five and Six</u> • Managing difficult feelings • Managing change • Getting help • Keeping safe • Body image

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