

## PSHE and RSE Long Term Plan

Our PSHE curriculum is through Coram Life Education, SCARF. Our curriculum also embeds Zones of Regulation (ZoR) and Protective Behaviours (PB). These are carefully intertwined through the SCARF curriculum as well as having stand alone lessons to ensure the key skills are embedded. As a Rights Respecting School (RRSA), we develop this through our curriculum to ensure that the children are aware of their rights.

### Nursery

Zones of Regulation is introduced at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                       | Valuing Difference                                                                                    | Keeping Safe                                                                                                                                      | Rights and Respect                                                                                                            | Being my Best                                                                                                           | Growing and Changing                                                                                                                   |
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| <b>Marvellous me! (PB)</b><br><b>I'm Special (ZoR)</b><br><b>People who are special to me. (ZoR and RRSA)</b> | <b>Me and my friends (RRSA)</b><br><b>Friends and family (PB)</b><br><b>Including everyone (RRSA)</b> | <b>People who help me and keep me safe (PB)</b><br><b>Safety indoors and outdoors (PB)</b><br><b>What's safe to go into my body (PB and RRSA)</b> | <b>Looking after myself (RRSA)</b><br><b>Looking after others (PB and RRSA)</b><br><b>Looking after my environment (RRSA)</b> | <b>What does my body need (PB and RRSA)</b><br><b>I can keep trying (PB, ZoR and RRSA)</b><br><b>I can do it! (ZoR)</b> | <b>Growing and changing in nature (RSE)</b><br><b>When I was a baby (RSE and RRSA)</b><br><b>Girls, boys and families (RSE and PB)</b> |

### Reception

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                                              | Valuing Difference                                                                                                                                                                                                       | Keeping Safe                                                                                                                                                                                                                                          | Rights and Respect                                                                                                                                                                                                                       | Being my Best                                                                                                                                                                       | Growing and Changing                                                                                                                                                                                                                                              |
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| <b>All about me (RRSA)</b><br><b>What makes me special (ZoR)</b><br><b>Me and my special people (PB and ZoR)</b><br><b>Who can help me? (ZoR and PB)</b><br><b>My feelings (ZoR)</b> | <b>I'm Special, you're special</b><br><b>Same and different (RRSA)</b><br><b>Same and different families (RRSA)</b><br><b>Same and different homes (RRSA)</b><br><b>I am caring (ZoR and PB)</b><br><b>I am a friend</b> | <b>What's safe to go onto my body (PB, RRSA)</b><br><b>What's safe to go into my body (PB and RRSA)</b><br><b>Safe indoors and outdoors (PB)</b><br><b>Listening to my feelings (ZoR and PB)</b><br><b>People who help to keep me safe (PB, RRSA)</b> | <b>Looking after my special people</b><br><b>Looking after my friends (ZoR and RRSA)</b><br><b>Being helpful at home and caring for our classroom (ZoR and RRSA)</b><br><b>Caring for our world (RRSA)</b><br><b>Looking after money</b> | <b>Bouncing back when things go wrong</b><br><b>Yes, I can (ZoR)</b><br><b>Healthy eating</b><br><b>Healthy mind</b><br><b>Move your body</b><br><b>A good night's sleep. (ZoR)</b> | <b>Seasons (RSE)</b><br><b>Life stages – plants, animals, humans (RSE)</b><br><b>Life stages – human life stage (RSE)</b><br><b>Where do babies come from? (RSE)</b><br><b>Getting bigger (RSE and PB)</b><br><b>Me and my body – girls and boys (RSE and PB)</b> |

## Year 1

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                                                                                                               | Valuing Difference                                                                                                                                                                                                                                             | Keeping Safe                                                                                                                                                                                  | Rights and Respect                                                                                                                                                                | Being my Best                                                                                                                                                                                              | Growing and Changing                                                                                                                                                                                            |
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| <b>Why we have classroom rules</b><br><b>How are you listening?</b> (ZoR and PB)<br><b>Thinking about feelings</b> (ZoR and PB)<br><b>Our feelings</b> (ZoR and PB)<br><b>Feelings and hobbies</b> (ZoR and RRSA)<br><b>Good friends</b> (ZoR and PB) | <b>Same or different?</b><br><b>Unkindness, teasing or bullying?</b> (ZoR and PB)<br><b>Harold's School rules</b> (RRSA)<br><b>It's not fair!</b> (PB and RRSA)<br><b>Who are our Special people?</b> (PB)<br><b>Our Special people balloons.</b> (ZoR and PB) | <b>Super sleep</b><br><b>Who can help?</b> (PB)<br><b>Good or bad touches</b> (PB)<br><b>Sharing pictures</b> (PB)<br><b>What could Harold do?</b> (PB)<br><b>Harold loses Geoffrey</b> (ZoR) | <b>Harold has a bad day</b> (ZoR and PB)<br><b>Around and about the school</b> (RRSA)<br><b>Taking care of something Harold's money</b><br><b>How should me look after money?</b> | <b>I can eat a rainbow</b><br><b>Eat well</b><br><b>Harold's wash and brush up</b><br><b>Catch it! Bin it! Kill it!</b> (RRSA)<br><b>Harold learns to ride his bike</b><br><b>Pass on the Praise</b> (ZoR) | <b>Healthy me</b><br><b>Then and now</b> (RSE)<br><b>Taking care of a baby</b> (RSE)<br><b>Who can help?</b> (RSE and PB)<br><b>Surprises and secrets</b> (PB)<br><b>Keeping privates private</b> (PB and RRSA) |

## Year 2

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                                                                                            | Valuing Difference                                                                                                                                                                                                                         | Keeping Safe                                                                                                                                                                                          | Rights and Respect                                                                                                                                                                                                                                    | Being my Best                                                                                                                                                            | Growing and Changing                                                                                                                                                                                                            |
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| <b>Our ideal classroom</b><br><b>How are you feeling today?</b> (ZoR)<br><b>Let's all be happy</b> (ZoR)<br><b>Being a good friend</b> (ZoR and PB)<br><b>Types of bullying</b> (ZoR and PB)<br><b>Don't do that!</b> (ZoR and PB) | <b>What makes us who we are?</b> (RRSA)<br><b>My special people</b> (PB)<br><b>How do we make others feel?</b> (ZoR)<br><b>When someone is feeling left out</b> (ZoR)<br><b>An act of kindness</b> (ZoR)<br><b>Solve the problem</b> (ZoR) | <b>Harold's picnic</b> (PB)<br><b>How safe would you feel?</b> (PB)<br><b>What should Harold say?</b> (PB)<br><b>I don't like that!</b> (PB)<br><b>Fun or not?</b> (PB)<br><b>Should I tell?</b> (PB) | <b>Getting on with others</b> (RRSA)<br><b>When I feel like erupting</b> (ZoR)<br><b>Feeling safe</b> (PB)<br><b>Playing games</b> (PB and RRSA)<br><b>Harold saves for something special</b><br><b>How can we look after our environment?</b> (RRSA) | <b>You can do it!</b><br><b>My day</b> (RRSA)<br><b>Harold's postcard</b> (RRSA)<br><b>Harold's bathroom</b><br><b>What does my body do?</b><br><b>My body needs....</b> | <b>A helping hand</b> (RSE, ZoR)<br><b>Sam moves away</b> (ZoR)<br><b>Haven't you grown</b> (PB, RSE)<br><b>My body, your body</b> (PB, RSE)<br><b>Respecting privacy</b> (PB)<br><b>Some secrets should never be kept</b> (PB) |

## Year 3

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                                                                              | Valuing Difference                                                                                                                                               | Keeping Safe                                                                                                                                                                                               | Rights and Respect                                                                                                                                                             | Being my Best                                                                                                                                                           | Growing and Changing                                                                                                                   |
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| <b>As a rule (RRSA, PB)</b><br><b>Looking after our special people (PB)</b><br><b>How can we solve a problem? (PB, ZoR)</b><br><b>Friends are special (PB, ZoR)</b><br><b>Thunks</b><br><b>Dan's dare. (PB, ZoR)</b> | <b>Respect and challenge My community(RRSA)</b><br><b>Our friends and neighbours(RRSA)</b><br><b>Let's celebrate our differences (RRSA)</b><br><b>Zeb (RRSA)</b> | <b>Safe or unsafe? (PB)</b><br><b>Danger or risk? (PB)</b><br><b>The Risk Robot (PB)</b><br><b>Super Searcher (RRSA)</b><br><b>Help or Harm? (RRSA)</b><br><b>Alcohol and cigarettes the facts. (RRSA)</b> | <b>Helping each other stay safe (PB)</b><br><b>Our helpful volunteers</b><br><b>Can Harold afford it</b><br><b>Earning money</b><br><b>Harold's environment project (RRSA)</b> | <b>Derek cooks dinner</b><br><b>Poorly Harold (RRSA)</b><br><b>Body team work</b><br><b>For or against?</b><br><b>I am fantastic! (ZoR, RRSA)</b><br><b>Top talents</b> | <b>Relationship tree (RSE)</b><br><b>Body space (PB, RSE)</b><br><b>None of your business (RRSA)</b><br><b>Secret or surprise (PB)</b> |

## Year 4

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                        | Valuing Difference                                                                                                                                                                                                         | Keeping Safe                                                                                                                                                                                              | Rights and Respect                                                                                                                                                                                                | Being my Best                                                                                                                                                                        | Growing and Changing                                                                                                                                   |
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| <b>Human machines</b><br><b>Ok or not ok? (ZoR)</b><br><b>An email from Harold (ZoR, PB)</b><br><b>Different feelings (ZoR)</b><br><b>Under pressure (ZoR)</b> | <b>Can you sort it? (PB, ZoR)</b><br><b>What would I do? (PB, ZoR)</b><br><b>The people we share the world with (RRSA)</b><br><b>That is such a stereotype</b><br><b>Friend or acquaintance (PB)</b><br><b>Islands(PB)</b> | <b>Danger, risk or hazard (PB)</b><br><b>How dare you! (PB)</b><br><b>Keeping ourselves safe (PB)</b><br><b>Raisin challenge (RRSA)</b><br><b>Picture wise (PB)</b><br><b>Medicines – check the label</b> | <b>Who helps us stay healthy and safe? (PB)</b><br><b>It's your right! (RRSA)</b><br><b>How do we make a difference? (RRSA)</b><br><b>In the news (RRSA)</b><br><b>Safety in numbers</b><br><b>Why pay taxes?</b> | <b>What makes me ME!</b><br><b>Making choices (RRSA)</b><br><b>SCARF hotel</b><br><b>Harold's seven Rs</b><br><b>My school community(RRSA)</b><br><b>Volunteering is cool (RRSA)</b> | <b>Moving house (ZoR)</b><br><b>My feelings are all over the place (ZoR and RSE)</b><br><b>Secret or Surprise (PB)</b><br><b>Together (RSE and PB)</b> |

## Year 5

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                                                                                 | Valuing Difference                                                                                                                                                                                             | Keeping Safe                                                                                                                                                    | Rights and Respect                                                                                                                                                                              | Being my Best                                                                                                                                                                 | Growing and Changing                                                                                                                                   |
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| <b>Collaboration challenge</b><br><b>Give and take (ZoR)</b><br><b>How good a friend are you? (ZoR, RSE)</b><br><b>Relationship cake recipe</b><br><b>Our emotional needs (ZoR)</b><br><b>Being assertive (ZoR, PB)</b> | <b>Qualities of friendship</b><br><b>Kind conversations (RRSA)</b><br><b>Happy being me (RRSA)</b><br><b>The land of the Red People (RRSA)</b><br><b>Is it true? (RRSA)</b><br><b>Stop, start, stereotypes</b> | <b>Spot bullying (PB)</b><br><b>Play, like, share</b><br><b>Decision Dilemmas (PB)</b><br><b>Vaping: healthy or unhealthy</b><br><b>Would you risk it? (PB)</b> | <b>What's the story? (RRSA)</b><br><b>Fact or opinion?</b><br><b>Mo makes a difference (RRSA)</b><br><b>Rights, respect, duties (RRSA)</b><br><b>Spending wisely</b><br><b>Lend us a fiver!</b> | <b>It all adds up</b><br><b>Different skills</b><br><b>My school community (RRSA)</b><br><b>Independence and responsibility (PB, RRSA)</b><br><b>Star qualities (PB, ZoR)</b> | <b>How are they feeling? (PB, ZoR)</b><br><b>Taking notice of our feelings (PB, ZoR)</b><br><b>Dear Ash (PB)</b><br><b>My changing body (Y3) (RSE)</b> |

## Year 6

Zones of Regulation is revisited at the beginning of the year to help the children understand the different emotions. This is then refreshed termly as well as within lessons.

Protective Behaviours – At the beginning of each half term share Early Warning Signs and ensure the children have a support network drawn on a hand.

| Me and My Relationships                                                                                                                                                                                         | Valuing Difference                                                                                                                                                                                                                                                                     | Keeping Safe                                                                                                                                                                                                                                         | Rights and Respect                                                                                                                                                                                                                                                    | Being my Best                                                                                                                         | Growing and Changing                                                                                                                                                                                                 |
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| <b>Working together</b><br><b>Solve the friendship problem (ZoR)</b><br><b>Behave yourself (PB, ZoR)</b><br><b>Assertiveness skills</b><br><b>Don't force me (PB, RRSA)</b><br><b>Acting appropriately (PB)</b> | <b>Ok to be different (RRSA)</b><br><b>We have more in common than not (RRSA)</b><br><b>Respecting differences (RRSA)</b><br><b>Tolerance and respect for others (RRSA)</b><br><b>Advertising friendships</b><br><b>Boys will be boys – challenging gender stereotypes (RRSA, ZoR)</b> | <b>Think before you click (PB, RRSA)</b><br><b>To share or not to share (PB)</b><br><b>Rat Park (PB, RRSA, ZoR)</b><br><b>What sort of drug is...? (RRSA, PB)</b><br><b>Drugs: it's the law (PB, RRSA)</b><br><b>Alcohol: what is normal? (RRSA)</b> | <b>Two sides to every story</b><br><b>Facebook friends (RRSA)</b><br><b>What's it worth?</b><br><b>Happy shoppers – caring for the environment (RRSA)</b><br><b>Democracy in Britain – Elections (RRSA)</b><br><b>Democracy in Britain – How laws are made (RRSA)</b> | <b>This will be your life!</b><br><b>Our recommendations</b><br><b>What's the risk? (PB)</b><br><b>Five ways to wellbeing project</b> | <b>I look great (RSE, PB)</b><br><b>Media manipulation (RSE, RRSA)</b><br><b>Pressure online (PB, RRSA)</b><br><b>Helpful or unhelpful?</b><br><b>Managing change (ZoR)</b><br><b>Is this normal? (ZoR, PB, RSE)</b> |