

PSHE/RSE 'Live Well' curriculum long-term plan

Autumn: Relationships/Health (online element)

	Respectful relationships	Caring friendships	Families and people who care for me	Being safe	Online relationships	Internet safety and harms
Question for topic:	How do we treat each other with respect?	How can we be a good friend?	What are families like?	How can we keep ourselves and others safe?	Who should we be in contact with online?	How do we stay safe on the internet?
R	Likes, dislikes and decisions.	Similarities and differences.	What makes a family?	Why are 'private parts' private?	Watching videos online.	
1	Celebrating differences.	Falling out and making up.	What makes a family special?	Asking for help.	Sharing pictures.	
2	I am special!	When to share a secret.	Families come in different shapes and sizes!	My body belongs to me.	Online 'friends' aren't always nice!	
3	Stereotypes stink!	Falling out and making up.	How families care for one another.	My body, my right.	Sharing secrets.	
4	Respecting different identities.	Peer pressure.	Love and marriage.	Public or private? To touch or not to touch?	Play, Like, Share.	
5	Stamp out stereotypes!	Fun friendships.	Young carers.	Online conundrums!	Sharing information.	
6	Stamp out stereotypes!	The role of a friend in helping.	Running away is never OK.	When and how to get help.	Media messages and me.	

Spring: Living in the wider world

	Media Literacy and Digital Resilience	Belonging to a community	Looking after the world and living things	Rights and Responsibilities	Money	Work
Question for topic:	How can the media influence people?	What makes a community?	How can we look after the world?	How should I treat myself and others?	What can we do with money?	What jobs do people do?
R	What is the internet?	Where do I belong?	Caring for living things.	What are the school rules?	What is money and where does it come from?	What jobs do you know about?
1	Using and communicating safely with digital devices.	Who is important in our community? Why?	How to care for the environment and living things.	What are rules? Why are they needed?	How do people spend and save money?	Jobs earn money to pay for things.
2	Not all information online is true.	Similarities and differences in the community.	The importance of recycling.	Why do we have different rules in different situations?	Needs/wants and how to look after money.	People have different strengths and do different jobs.
3	The positive and negative of using the internet and social media.	Compassion towards others.	The responsibility we have to look after the world.	The relationship between rights and responsibilities.	The different ways to pay for things and how to save money.	Setting personal goals. The wide range of jobs and choices throughout life.
4	Is this online source reliable and safe – how to make good choices.	How to show care and concern for others.	Protecting the environment – at home and school.	The reasons why we have rules and laws.	Different ways to keep track of money and how to keep your money safe.	Different jobs and different salaries. What skills help us do the job?
5	How is data shared and used online? (including commercial purposes)	Diversity - valuing the contribution everyone makes.	How everyday choices affect the environment.	The consequences of breaking rules and laws.	What attitudes do people have about spending money and how do they affect others and the environment?	Career choices and aspirations. Challenging stereotypes.
6	Information targeting and sharing. How text and images can be used and manipulated.	Challenging prejudice, stereotypes and discrimination.	Reduce, reuse and recycle – the choices we make.	Human rights and how they protect everyone.	The risks of money. The impact money can have on people's wellbeing and aspirations.	To identify the type of job they might like to do and the routes into different careers.

Summer: Health and Wellbeing

	Physical health and fitness/healthy eating	Drugs, alcohol and tobacco/accidental poisoning and home safety	Health and prevention	Basic first aid	Mental wellbeing	My body/ Changing adolescent body
Question for topic:	Why should we be active? What do we need to eat and drink to be healthy?	How do we keep ourselves safe?	How can we keep ourselves healthy?	How can we help in an accident or emergency?	How can we manage ourselves and our feelings?	How will we grow and change?
R	Be sugar smart!	Accidental poisoning – household products.	Handwashing and hygiene.	What is first aid?	Describing and managing feelings.	What are the parts of the human body?
1	Physical activity is fun!	Safety around the home.	Keeping our teeth healthy.	Stay safe.	Understanding feelings and behaviours.	What are the 'private parts' called?
2	Be food smart!	Safety around the home and other people.	Bad bacteria! Protecting and preventing.	Emergency action.	Bullying is wrong.	Growing up.
3	Physical activity is fun!	Peer pressure pranks!	Be a sun safe superstar!	What is first aid?	Happy to be me!	Growing up and my amazing body.
4	Be food smart!	Resisting peer pressure.	Keeping my body clean and healthy.	Stay safe.	Emotional responses.	Puberty predictions.
5	Doing a daily mile/ walk, bike, scoot to school.	Informed choices.	The sleep factor.	Emergency action.	The emotional rollercoaster of puberty!	Puberty and menstrual wellbeing.
6	Be a food detective!	The law.	Health, hygiene – link to puberty.	Help save lives!	Managing challenges and change.	How a baby is conceived and born.