



YEAR A MEDIUM TERM - RHE/PHSE

SUMMER 1

EYFS

Nursery - N1 / N2

Personal, Social Emotional Development **3/4 Year Olds**

Self-Regulation - *Develop appropriate ways of being assertive*

Managing Self - *Being increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.*

Building Relationships -

Play with one or more other children, extending and elaborating play ideas

Reception

BUILDING RELATIONSHIPS - MY FAMILY AND FRIENDS

- To think about the perspectives of others in class and learning about how different beliefs celebrate special times
- To understand why sharing is important
- To understand the characteristics of a good friend
- To learn about the importance of supporting others by being kind
- To understand the importance of perseverance in the face of challenge

Year 1 / 2 ECONOMIC WELLBEING

Mindmap

Money-

To know that coins and notes have different values To

know where children might get money from

To know why it is wrong to steal money

Year 2

To know where adults might get money from. Needs

and Wants

Year 1

To know some things I need

To know things that I own which are 'wants'

Year 2

To know why people have to prioritise needs over wants

To know that I may need to save money to buy something I want

Mindmap

Looking after Money

Year 3 / 4 ECONOMIC WELLBEING

Mindmap

Spending Choices

To discuss the range of feelings that money can cause.

To know about the different attitudes people have to money.

To know about the impact our spending can have on other people.

To know the factors which affect whether something is value for

money. To know some impacts of losing money.

To Identify negative and positive influences that can affect our career choices.

Money and Emotions

To know how to recognise that money has an impact on how we feel.

(Y3) To know ways money can be lost and how this makes people

feel (Y4)

YR3

To know that there are many job available To know jobs I might want to do

<p>To know why it is important to keep cash safe To know different ways to keep cash safe To identify how to keep cash safe in different situations Banks and Building Societies</p> <p>Year 1</p> <p>To know that banks and building societies help to keep money safe To know why a savings account helps me to save</p> <p>Year 2</p> <p>To know what I should look for when choosing a bank account Jobs</p> <p>Year 1</p> <p>To know that there are different jobs in school To know the skills people need to do different jobs Year 2 To know there are many different jobs outside school To know some of the things involved in choosing a job</p> <p>Mindmap</p>	<p>To know why I might be able to a particular job</p> <p>YR4</p> <p>To know that there are a range of influences on job choices To know how to identify positive and negative influences To know how to explain how someone might overcome negative influences</p> <p>Gender and Careers</p> <p>To know that stereotypes exist in the workplace but these should not limit people's career aspirations To know that stereotypes exist about who might do certain jobs To know why these stereotypes might exist To know why gender should not be a factor in choosing a job</p> <p>Mindmap</p> <p>What does stereotype mean? What job would you like to do? What does 'want' and 'need' mean?</p>
SUMMER 2	
EYFS	
<p>Nursery - N1 / N2</p> <p>Personal, Social Emotional Development 3/4 Year Olds</p> <p>Self-Regulation - <i>Develop appropriate ways of being assertive</i></p> <p>Managing Self - <i>Being increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</i></p> <p>Building Relationships - <i>Play with one or more other children, extending and elaborating play ideas</i></p> <p>Reception</p> <p>MANAGING SELF - MY WELLBEING</p> <ul style="list-style-type: none"> To understand the importance of exercise and explore how this affects different parts of the body To explore guided meditation and relaxation To understand why it is important to be able to take care of oneself To understand what it means to be a safe pedestrian To understand what it means to eat healthy To understand the importance of healthy food choices and what a balanced diet is 	
<p>Key Vocabulary</p> <p>Food, like, don't like, fruit, vegetables, grow, bread, butter, milk, tidy up time, snack time, washing hands, toilet, outdoor education, PE, play time, carpet time, sitting, joining in, talk, words, tell, friends, grown-ups, play, together, ok, not ok</p>	<p>Key Vocabulary</p> <p>Wants, needs, stereotype, emotions, careers</p>
YEAR 1 / 2 TRANSITION	YEAR 3 / 4 TRANSITION

<p>Mindmap 1</p> <p>To identify the positives and challenges of change Year 1 To understand that everyone has different strengths To explain some of the skills I have developed in Year 1 To ask questions to help me deal with change To know who can help us deal with change</p> <p>Mindmap 2</p>	<p>Mindmap</p> <p>To know how to create goals to achieve in Year 4 (Y3) To understand the strategies people use to cope with change (Y4) I can identify my achievements this year Year 3 I know how to set myself goals I know who I can talk to if I am worried about anything Year 4 I know that there are different strategies I can use to deal with change I can explain the opportunities and responsibilities that change might bring</p> <p>Mindmap</p> <p>What are you looking forward to next year? What would you like to improve on? Why would you like to improve on them?</p>
<p>Key Vocabulary</p> <p>Strengths, skills,move, change(Y2), Feelings(Y2) Emotions(Y2)</p>	<p>Key Vocabulary</p> <p>Opportunity (Y4) Responsibility (Y4) Change Cope (Y4) Strategies (Y4) Targets (Y3) Goals (Y3)</p>