

| YEAR A MEDIUM TERM - RHE/PHSE  |
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| SUMMER 1  |  |
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| EYFS  |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-Regulation – Talk about their feelings using words like happy, sad, angry, worriedManaging Self - Increasingly follow the rules understanding why they are importantBuilding Relationships –Increasingly show more confidence in new social situations | ReceptionPersonal, Social Emotional DevelopmentSelf-RegulationIncreasingly see themselves as a valuable individual.Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;Managing Self –continue to show resilience and perseverance in the face of increasing challengeBuilding Relationships – Build and continue to retain constructive and respectful relationships.Explain the reasons for rules. Know right from wrong and try to behave accordinglyForm positive attachments to adults and friendships with peers |
| Year 1 / 2 ECONOMIC WELLBEING | Year 3 / 4 ECONOMIC WELLBEING |
| Mindmap **Money·**To know that coins and notes have different values To know where children might get money fromTo 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 needTo know things that I own which are ‘wants’**Year 2**To know why people have to prioritise needs over wantsTo know that I may need to save money to buy something I wantMindmap**Looking after Money**To know why it is important to keep cash safe To know different ways to keep cash safeTo identify how to keep cash safe in different situations Banks and Building Societies**Year 1**To know that banks and building societies help to keep money safe To know why a savings account helps me to save**Year 2**To know what I should look for when choosing a bank account Jobs**Year 1**To know that there are different jobs in schoolTo know the skills people need to do different jobs Year 2To know there are many different jobs outside school To know some of the things involved in choosing a jobMindmap  | 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 reognise that money has an impact on how we feel. (Y3) To know ways money can be lost and how this makes people feel (Y4) **Jobs and careers**Mindmap**YR3**To know that there are many job available To know jobs I might want to doTo know why I might be able to a particular job**YR4**To know that there are a range of influences on job choicesTo know how to identify positive and negative influencesTo know how to explain how someone might overcome negative influences**Gender and Careers**To know that stereotypes exist in the workplace but these should not limit people’s career aspirationsTo know that stereotypes exist about who might do certain jobs To know why these stereotypes might existTo know why gender should not be a factor in choosing a jobMindmap |
| SUMMER 2 |
| EYFS  |  |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-Regulation - Understand gradually how others might be feelingManaging Self - Being increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly, changing for PE/Outdoor EducationBuilding Relationships-Increasingly Find solutions to conflicts and rivalries.  | ReceptionPersonal, Social Emotional DevelopmentSelf-RegulationIncreasingly identify and moderate their own feelings socially and emotionally and increasingly think about the perspectives of othersGive focussed attentions to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actionsManaging Self Continuing to be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. , changing for PE/Outdoor EducationManage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships – Build and continue to retain constructive and respectful relationships.Show particular sensitivity to their own and to others’ needs. |
| **Key Vocabulary** 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  | **Key Vocabulary** Food, healthy, unhealthy, fruit, vegetables, grow, bread, butter, milk, explain, because, why, rules, expectations, behaviour, routines, problem solve, talk, together, ideas  |
| YEAR 1 / 2 TRANSITION | YEAR 3 / 4 TRANSITION |
| **Mindmap 1**To identify the positives and challenges of change Year 1To understand that everyone has different strengthsTo explain some of the skills I have developed in Year 1 To ask questions to help me deal with changeTo know who can help us deal with changeMindmap 2 | **Mindmap 1**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 yearYear 3I know how to set myself goalsI know who I can talk to if I am worried about anythingYear 4I know that there are different strategies I can use to deal with change I can explain the opportunities and responsibilities that change might bringMindmap 2 |
| **Key Vocabulary** Strengths, skills,move, change(Y2), Feelings(Y2) Emotions(Y2) | **Key Vocabulary**Opportunity (Y4) Responsibility (Y4) Change Cope (Y4) Strategies (Y4) Targets (Y3) Goals (Y3) |