| YEAR A MEDIUM TERM - RHE/PHSE  |
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| SPRING 1  |  |
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| EYFS  |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-Regulation – Develop appropriate ways of being assertiveManaging 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 | ReceptionPersonal, Social Emotional DevelopmentSelf-Regulation-Identify and moderate their own feelings socially and emotionallyManaging Self Show resilience and perseverance in the face of increasing challengeBuilding Relationships – Build constructive and respectful relationships. |
| Year 1 / 2 SAFETY AND THE CHANGING BODY | Year 3 / 4 SAFETY AND THE CHANGING BODY |
| Mindmap 1**Communicating with adults** To know how to respond to adults politely and safely. Yr1) To know which adults work in school. Yr2) To know which adults we meet out of school and how to speak to them. To know who works in my school(YR1) To know I should speak to adults in school (Y1) To know what to do if I am worried about anything an adult says or does in school(YR1) To be able to list some places I meet adults outside school of school (YR2) To know what to do if I am worried about anything an adult says or does outside school (Y2) **People who keep us safe in our local community** To know about the jobs of people in local community who help to keep us safe To know how these people help to keep us safe. To be able to explain how I can help these people to keep me safe **Road Safety** To know and understand ways to keep safe on or near roads. To know why we need these rules(Y1) To know how to cross a road safely(Y2) **Safety with Medicines** I know what is safe to go into or onto our bodies. To know why I should never put somethings into my body (Y1) To know that I should only take medicines if a grown up trusts it is ok (Y2) **Making a call to the emergency services.** To know what an emergency is. To know how to make a phone call if needed. To know my address and postcode **The difference between secrets and surprises.** To know the difference between a secret and a surprise. To know what a surprise is. To know what a secret is To know whether something is a secret or a surprise. To explain the difference between a secret and a surprise. **Appropriate Contact** To know the difference between acceptable and unacceptable physical contact. To know that some types of physical contact are never appropriate(Y1) To know that some types of physical contact are appropriate(Y1) To know that my relationship with a person is relevant to what physical contact I may feel is appropriate (Y2) **My Private parts are private** To know what privacy means. To know the correct vocabulary for body parts. To knowwhat ‘private’ means (Y1) To know parts of the body including private parts(Y1) To name someone I can talk to if I’m worried about something(Y2)Mindmap 2 | Mindmap 1**Be kind online** To understand the importance of being kind online and what this looks like. To understand how to use positive language within an email. To know how to recognise when digital behaviour is unkind. To know how to be a responsible digital citizen when I encounter others online. **Cyberbullying** To know that cyberbullying involves being unkind online. To be able to recognise unkind behaviour and know how to report it. To be a responsible digital citizen. To be able to offer advice to support other people who are victims of cyberbullying. **Share Aware** To understand the benefits and risks of sharing material online. To understand that the internet can be a useful way to share information. To know how to explain some of the risks of sharing some images online. To know who I can talk to if I am worried about anything that has happened online. **Privacy and Secrecy** To develop understanding of privacy and the difference between secrets and surprises To know how to explain the difference between a secret and a surprise. To understand the difference between private and public. To know who I can talk to if I am worried or uncomfortable about something an adult does. **First Aid Bites and Stings** To know how to help if someone has been stung or bitten. To know how to ensure the safety of myself and others. To know how to assess a casualty’s condition calmly and identify an allergic reaction to a bite or sting. To know how to comfort and reassure a casualty who has been bitten or stung. To know how to seek medical help if required. **Alcohol and Tobacco** To understand the choices people can make and those which are made or influenced by others. To understand some choices I can make. To understand why some decisions are made for me. To know how to explain who might make choices for me. To know how to understand that there are people who will influence what I choose. To know how to explain how someone’s influence might not be good for me. **First Aid Emergencies and Calling for help (Only Yr3)** To understand a role I can take in an emergency situation. To know how to ensure the safety of myself and others in the event of an emergency. To know how to assist in an emergency by correctly calling for help. To know the information I need to give to emergency services if they are called to an incident. **Introducing Puberty (Only Year 4)** To know how to recognise the physical differences between children and adults. To know that my body will change as I become an adult. To know that different changes happen to males and females.To know how to identify some physical differences between child and adult bodies To know how to explain ways to look after my personal hygiene. **Road Safety** To know how to develop an understanding of safety on or near roadsTo know how to explain rules for keeping safeMindmap 2 |
| **Key Vocabulary** Adult ,job, manners, pedestrian, road, safe, walking, pavement, holding hands, car park, traffic, kerb, polite. visitor, stranger, worry, hurt, into, onto, adult, danger, ill, damage, medicine,police, fire, ambulance, emergency, 999,·excited, good, happy, surprise, secret, unhappy, worried, physical, contact, like, dislike, kind, unkind, hurt, penis, vulva, arm, leg, hand, wrist, head, neck, head, knee, foot, ankle, elbow.·   | **Key Vocabulary** Age restriction, Allergic, Anaphylaxis, Asthma, Breasts Bullying, Cyberbullying Decision, Distraction, Fake, Genitals, Influence, Injuries, Law, Protect, Puberty, Public Tobacco  |
| SPRING 2 |
| EYFS  |  |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-RegulationTalk with others to solve conflictsManaging Self - Increasingly Remember rules without needing an adult to remind them.Building Relationships – Find solutions to conflicts and rivalries.  | ReceptionPersonal, Social Emotional DevelopmentSelf-RegulationThink about the perspectives of others

| Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;their behaviour accordingly |
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Managing 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 Education

| Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; in the face of new challenge |
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Building Relationships – Build and retain constructive and respectful relationships.Work and play cooperatively and take turns with others |
| YEAR 1 / 2 CITIZENSHIP | YEAR 3 / 4 CITIZENSHIP |
| **Mindmap 1**Rules To know key rules we have in school (Y1) To understand why rules are important (Y1) To know some consequences of not having or following rules (Y2) To know why rules are different in different places (Y2) The same yet different To understand that everyone is unique To know things that are the same or different about people Year 2 To know that different people contribute to the local community To understand that there are a range of groups people belong to To identify some groups I belong to To explain that some groups are chosen and some we just belong to a group. Job roles in our local community To understand that there are a range of jobs locally that help our community To explain some of the things people do for their job To explain what might happen if no one did these jobs Our school environment To understand what makes up the school environment To identify things that I like in the school environment To identify things that could be improved in the school environment To explain how I can make a difference to the school environment Our Local environment To understand some people have jobs that help to keep our environment a good place to live or learn To identify some people in school who look after the environment To identify the jobs some people do in the local area to look after the environment To explain that some people volunteer to keep the local environment pleasant. Mindmap 2 | **Mindmap 1**Recycling / Re using I know the environmental benefits of recycling I know that recycling rubbish helps protect the environment I know things that can be recycled I know what I can do to increase/improve recycling at home/school Year 4 I know the environmental benefits of reusing items I know why reusing is better for the environment than recycling I can identify a range of ways that items can be reused Local community Groups To know the groups which make up the community (Y3) To know the contribution groups make to a community (Y4) To know how to explain what a community is To know the name buildings and places shared by my community To be able to identify groups that exist in the community and how they may be linked to each other To be able to name some different groups that exist in my wider community To know how to explain why and how someone might set up or join a community group To know to to explain how groups help a community Local Council and Democracy To know how democracy works in the local area Year 3 To know how to explain some of the things the council does To know how democracy works in the local area To know that spending on different services needs to be prioritised Year 4 To know the role of local councillor To know how local residents can share their ideas with the local councillor To know how to identify some issues which a local councillor might be able to help with Rules To know why we have rules and the consequences of breaking rules at school / home To know why we have rules at school and home To be able to explain some of the consequences of breaking rules To be able to identify whether a consequence is fair or not Rights of the Child To begin to understand the UN Convention on the Rights of the C I understand that children have rights Year 3 To know how to explain how some of these rights benefit me To know that not all children benefit from the rights Year 4 To know how adults have responsibilities for maintaining children’s’ rights Mindmap 2 |
| **Key Vocabulary** Rule, Different, Same, Unique, belonging, Environment Responsibility, Pleasant, Job ,Volunteer, Look after, Problems  | **Key Vocabulary**Authority, Cabinet, Charity, Community, Consequence, Council, Councillor, Democracy, Diversity, Environment. Human rights, Law, Local government, Protect, Recycling Responsibility, Reuse, Rights, United Nations/UN, volunteer |