



YEAR A MEDIUM TERM - RHE/PHSE

SPRING 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

Personal, Social Emotional Development

Self-Regulation-

Identify and moderate their own feelings socially and emotionally

Managing Self

Show resilience and perseverance in the face of increasing challenge

Building Relationships – **Build constructive and respectful relationships.**

Year 1 / 2 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.

Year 3 / 4 SAFETY AND THE CHANGING BODY

Mindmap

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.

<p>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 know what '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</p>	<p>Mindmap What is cyberbullying? What should we not share online? Who would you talk to if you were worried? 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. 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. . Road Safety To know how to develop an understanding of safety on or near roads To know how to explain rules for keeping safe Mindmap How can we stay safe near roads? How would you help someone with a bee sting? How would you help someone with an insect bite?</p>
<p>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. .</p>	<p>Key Vocabulary Age restriction, Bullying, Cyberbullying, Fake, Stings, Bites, , Law, Protect, Puberty, Public</p>
SPRING 2	
EYFS	
<p>Nursery - N1 / N2 Personal, Social Emotional Development 3/4 Year Olds Self-Regulation Talk with others to solve conflicts Managing Self - Increasingly Remember rules without needing an adult to remind them. Building Relationships – Find solutions to conflicts and rivalries.</p>	<p>Reception Personal, Social Emotional Development Self-Regulation Think about the perspectives of others Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 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</p>

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

	<p>To know how to explain how some of these rights benefit me To know that not all children benefit from the rights</p> <p>Year 4</p> <p>To know how adults have responsibilities for maintaining children's' rights</p> <p>Introducing Puberty (Only Year 4)</p> <p>To know how to recognise the physical differences between children and adults.</p> <p>To know that my body will change as I become an adult.</p> <p>To know that different changes happen to males and females.</p> <p>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</p> <p>Mindmap</p> <p>Who is our local councillor??</p> <p>What is democracy?</p> <p>What rights do children have?</p>
<p>Key Vocabulary</p> <p>Rule, Different, Same, Unique, belonging, Environment</p> <p>Responsibility, Pleasant, Job ,Volunteer, Look after, Problems</p>	<p>Key Vocabulary</p> <p>Community, Consequence, Council, Councillor, Democracy, Diversity, Environment.</p> <p>Human rights,, Local government, Protect, Recycling</p>