

# YEAR A MEDIUM TERM – RHE / PHSE AUTUMN



## AUTUMN 1

### EYFS

#### Nursery - N1 / N2

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

Self-Regulation – **Select and use activities and resources, with help when needed.**

Managing Self **3/4 Year Olds**

**Remember rules without needing an adult to remind them.**

**Brush teeth with some control**

Building Relationships **3/4 Year Olds**

**Become outgoing with unfamiliar people, in the safe context of their setting**

Physical Development - Fine Motor Skills

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

#### Reception

##### SELF REGULATION - MY FEELINGS

- To know how to identify my feelings
- To know how to identify and express my feelings
- To explore different coping strategies in order to control emotions
- To explore the different objectives that can be used to describe feelings
- To explore different facial expressions and what they mean
- To identify different emotions and how to moderate behaviour socially and emotionally

## YEAR 1 / 2

### FAMILIES AND RELATIONSHIPS

#### Mindmap

Setting ground rules – Children’s Rights And setting And signing CLASS CHARTER To begin to understand WHAT PSHE

To know that there are no silly questions.

To recognise the importance of keeping what is said in the room in the room To know THAT WE ARE ALL different AND THAT is fine

To Appreciate THAT everybody is different

To know which rules will help us ALL LEARN AND feel good in PSHE lessons

To know why do these rules help us ALL LEARN AND feel good in PSHE lessons

To recognise AND celebrate their strengths AND set simple but challenging GOALS To know how we CAN help everyone LEARN in these lessons

I CAN make suggestions for rules for PSHE (Y1)

I CAN explain to others AND evaluate some rules to help everyone learn based on what I know ALREADY ABOUT PSHE (Y2)

To know it is REALLY important THAT everyone feels SAFE

To come up with some rules for these lessons.

To know THAT it is important to respect other people’s IDEAS

To recognise AND celebrate their strengths AND set simple but challenging goals To know what I Am like/what qualities I have

To know how to identify my strengths

## YEAR 3 / 4

### FAMILIES AND RELATIONSHIPS

#### Mindmap

Setting ground rules – Children’s Rights And setting And signing CLASS CHARTER

To understand THAT friendships HAVE ups AND downs AND problems CAN be resolved To begin to understand the impact of bullying

**The effects of bullying AND responsibilities of the BYSTANDER**

To understand the impact of bullying AND the responsibility of bystanders to help

**Stereotyping Gender**

To understand how there ARE established stereotypes for both genders

**Stereotyping Age/disability**

To know THAT stereotypes exist BASED on A number of factors

**Healthy Friendships**

BOUNDARIES

To know the physical AND emotional BOUNDARIES in friendships

**LEARNING Who to Trust**

To know why trust is AN important PART of positive relationships

Mindmap

**What is a healthy friendship?**

**Who can you trust?**

**Why is trust important?**

To know things I would like to get better at To know my own small, Achievable goals

**Mindmap**

**Families and Relationships**

To know the role of Families

To understand THAT families CAN include different people (Y1) To know the correct NAMES for different relations (Y1)

To know how to explain how families CARE for children (Y2) To begin to understand the importance and characteristics of positive friendships and who I can speak to

To know what I like about my friends and what makes a good friend (Y1) To know that friendships are not ALWAYS positive (Y2)

To know what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems (Y2)

To understand the RANGE of families they may encounter now AND in the future To know that families CAN be made up of different people

To know that I should respect different types of Families

To know how others show feelings and how to respond to these

To know THAT special people and how they should care for one another To recognise when other people might feel SAD, worried or Angry (Y1)

To know that I CARE by listening and thinking about what they say (Y1 and Y2) To offer Advice (Y1)

To know that not everyone feels the SAME (Y2)

To describe WHAT someone else might be feeling AND thinking (Y2)

**Mindmap**

**Key Vocabulary**

SAFE, LEARN, Rule, UNSAFE, UNHAPPY, Skill, QUALITIES, Strengths, Better, FAMILY, Love, CARE, Support, Friend, Kind, Trust, Generous, SHARE, Listen, Fun, Helpful, Truth, Good friendships, Different, SAME,

**Respecting differences**

To know the differences between people AND why it is important to respect these differences

To know THAT families ARE very VARIED, in this country & ACROSS world

**CHANGE AND LOSS - BEREAVEMENT**

To know WHAT a bereavement is

To know some things THAT might help someone who HAS experienced a bereavement To know where to go for help if I or someone I know needs it following a BEREAVEMENT

**Mindmap**

What makes people different?

Why is respect important?

What would happen if we didn't respect people?

**Key Vocabulary**

SAFE, Rule, UNSAFE, UNHAPPY, friend

**AUTUMN 2**

**EYFS**

**Nursery - N1 / N2**

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

Self-Regulation – *Select and use activities and resources, with help when needed.*

Managing Self 3/4 Year Olds

*Remember rules without needing an adult to remind them.*

*Brush teeth with some control*

Building Relationships 3/4 Year Olds

*Become outgoing with unfamiliar people, in the safe context of their setting*

Physical Development - Fine Motor Skills

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

**Reception**

**BUILDING RELATIONSHIPS - SPECIAL RELATIONSHIPS**

- To talk about our families. To know that all families are valuable and special
- To talk about people who hold a special place in our lives and think about what it means to be a valued person
- To understand why it is important to share and cooperate with others. To develop strategies to help to share with others
- To myself as a valuable individual and understand that it is a positive thing to enjoy and like things different from others
- To see myself as a valuable individual. To share my interests with the group
- To explore diversity through thinking about similarities and differences

**Understanding My Feelings**

To describe and understand their feelings  
 To develop simple strategies for managing these feelings Year 1  
 I can describe how I feel  
 I can recognise what might cause these feelings  
 I can identify different ways of responding to emotions I can plan appropriate actions to manage my feelings Year 2  
 I can describe my body's response to feelings  
 I know that we often feel more than one emotion at a time I can imagine how I would feel in a particular situation  
 I know that not everyone feels like I do  
 To know how to relax in different ways  
 I know that there are different ways of relaxing. I can recognise when relaxation might help me  
 I can focus on tensing and relaxing different parts of my body to relax  
 I can use laughter to help me relax if I am nervous or have lots on my mind  
 Building Relationships – Show more confidence in new social situations.

**RELAXATION, LAUGHTER AND progressive muscle relaxation****Mindmap****My Healthy diary**

To know AND plan for a healthy lifestyle including physical activity, rest AND diet  
 understand WHAT A BALANCED diet is

To know THAT WHAT I EAT affects my mood AND BEHAVIOUR

To know THAT I need more energy from food when I AM more energetic

**Diet And Dental Health**

To know the benefits of healthy eating AND dental health

To know the benefits of a healthy diet on mental AND physical well being

To know how different foods affect our teeth

To know the importance of keeping well hydrated

**RELAXATION Stretches**

To perform a range of relaxation stretches

To know how to talk about why relaxation is good for our bodies

To use stretching to ease muscle tension AND relax

To understand when is a good time to use this technique

**Mindmap**

What is a balanced diet?

What is a healthy lifestyle?

Why is eating healthy important?

**Wonderful Me**

To understand the different aspects of my identity

To say what I am good at

To identify some of the different groups/communities I belong to

To identify similarities AND differences between people

To describe aspects of my identity in a kenning poem

**My Superpowers**

To know how to identify my own strengths AND begin to see how they can affect others

To know how to say what I am good at

To know how to describe how I can use my strengths to help others

To know how to understand how my behaviour AND actions affect other people

**Celebrating Mistakes**

To know how to identify my own strengths AND begin to see how they can affect others

To be able to say what I am good at

To know how to describe how I can use my strengths to help others

To understand how my behaviour AND actions affect other people

**My Happiness**

To be able to identify what is important to me AND to take responsibility for my own happiness

To understand that all emotions are important

To know that I can control some things but not others To know I can take action to affect my own happiness

**Mindmap**

What makes you happy?  
What makes you you?  
What are your strengths?

**Key Vocabulary**

Action, Emotions, Feelings, Strategy

**Key Vocabulary**

Exercise, BALANCE, Diet, Teeth, Food group