

| Year B Medium Term – RHE/PHSE |
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| Year B Autumn 1 |  |
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| EYFS | Reception |
| **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 -  Remember rules without needing an adult to remind them.  Brush teeth with some control  Building Relationships –  Become outgoing with unfamiliar people, in the safe context of their setting | Reception  Personal, Social Emotional Development  Self-Regulation – See themselves as a valuable individual.  Managing Self - Show resilience and perseverance  Building Relationships – Build constructive and respectful relationships. |
| Y**ear 1 / 2**  Families and Relationships | Year 3 / 4  Families and Relationships |
| To make suggestions for rules for PSHE (Y1)  To explain to others and evaluate some rules to help everyone learn based on what  **Families and Relationship**  To know that families can include different people (Y1)  To know the correct names for different relations (Y1)  To know how families care for children (Y2)  **Friendships**  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)  **Other People’s Feelings**  To know when other people might feel sad, worried or angry (Y1)  To know that I care by listening and thinking about what they say  To offer advice (Y1)  To know that not everyone feels the same (Y2)  To know what someone else might be feeling and thinking (Y2)  To know that friends can sometimes fall out (Y1)  To know ways I can overcome problems with my friends (Y1)  To know how being friendly can make others feel welcome and included (Y2)    **Getting along with others**  To know the feelings we may have about working with different people (Y1)  To know how to work with people I don’t know very well (Y1)  To know that manners are important wherever I am (Y2)    **Friendship Problems**  To know that friends can sometimes fall out (Y1)  To know ways I can overcome problems with my friends (Y1)  To know how being friendly can make others feel welcome and included (Y2)    **Gender Sterotypes**  To know that stereotypes about boys and girls exist (Y1)  To know why these often incorrect and challenge them (Y1)  To know that assumptions are are sometimes made about whether a job is more suited to a male or female (Y2)    **Change and Loss**    To know how memories can make us feel  To know how objects can help us to remember people or events  To know that remembering people or pets who have died or no longer live with us can be helpful | Setting ground rules – Children’s Rights and setting and signing Class Charter  **Friendship Issues and Bullying**  To know how to understand that friendships have ups and downs and that problems can be resolved (Y3)  To know how to begin to understand the impact of bullying (Y4  To know that I may experience problems with my friends and this is normal  To know how to explain some steps I can take to resolve problems with my friends To know that violence is never the right way to solve a problem  **Year 4**  To know what bullying is  To know some of the possible effects of bullying  To know what help is available in my school if someone is being bullied  **Healthy Families**  To understand that families love and support each other but sometimes problems can occur and help is available if needed I understand that all families are different  I can explain ways in which families support each other  I know there are people who can help if I am worried about anything in my family  **Stereotyping - Gender**  To recognise that stereotypes are present in everyday life  I understand how there are established stereotypes for both genders (All)  Year 3  To understand that toys can reinforce gender stereotypes  To explain how these stereotypes can be challenged  To begin to understand why stereotypes are negative  Year 4  I can identify fictional characters who reinforce gender stereotypes  I understand that stereotyped characters might influence children  I can explain the negative impact of stereotypes  **Stereotyping Age / Disability**  To recognise that stereotypes exist based on a number of factors  **Year 3**  I understand that stereotypes can be based on different factors  I can explain some stereotypes that exist about older people I can explain why stereotypes are unfair  **Year 4**  I understand that stereotypes can affect how I see people  I can explain how stereotypes might have a negative effect on people  I can talk about people who do not conform to stereotypes  **How my Behaviour Affects Others**  To understand that my behaviour can have an impact on others  I understand that what I say and do affects others  I can think of ways to make other people happy  I can describe how making others happy makes me feel  **Effective Communication to Support Relationships**  To listen and communicate effectively  I understand that there are different ways to communicate  I can communicate my meaning without talking  I can listen and show that I’m listening  I know how to be a good listener  **Respect and Manners**  To develop understanding of courtesy and manners in a range of situations  I understand that expectations for manners change in different situations  I can identify some roles in society which are positions of authority  I can explain what manners might be appropriate in a given situation  I understand that good manners are one way of showing respect for others  **Respecting Differences**  To begin to understand the differences between people and why it is important to respect these differences (Y3)  To begin to understand that families are very varied, in this country and across the world (Y4)  I can identify similarities and differences between people  I understand how I should treat people who are different to me  **Year 4**  I understand that families are all different and I should respect these differences  I can identify differences and similarities in families in other countries  I know that no country will have only one type of family |
| **Key Vocabulary**  PSHE,Safe,Learn,Rule,Unsafe (Y2),Unhappy (Y2) Family, Relation, Mum, Dad,  Parent, Brother, Sister, Grandad, Grandma, Grandparent, Uncle, Aunty, Cousin, Love, Care, Support, friend, kind, trust, generous, share, listen, fun, helpful, truth, good friendships, Feeling, sad, worried, help, care,listen, emotion, Challenge, Cooperate, Work together, manners, please, thankyou, taking turns, table manners, quiet, respect, , care, listen, emotion, team, members, Change, remember, happy, death | **Key Vocabulary**  Friend, Problem, Talking, Listening, Calm, Forgive, Apologise  Bullying (Y4), Repeated (Y4), Report (Y4), Family, Different, Support, Care, Love, Problem, Help, Gender, Female, Male, Stereotype, Gender, Female, Male, Discrimination, Equality  Act, Disability (Y4) |
| **AUTUMN 2** | |
| **EYFS** | |
| **Nursery - N1 / N2**  Personal, Social Emotional Development 3**/4 Year Olds**  Self-Regulation – Develop their sense of responsibility and membership of a community.  Managing Self -  Follow the rules understanding why they are important  Building Relationships –  Show more confidence in new social situations | Reception  Personal, Social Emotional Development  Self-Regulation –  Express their feelings and consider the feelings of others.  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  Building Relationships – Build constructive and respectful relationships. |
| YEAR 1 / 2  Health and Wellbeing | Year 3 / 4  Health and Wellbeing |
| **Understanding my feelings**  To describe how I feel(Yr1)  To recognise what might cause these feelings(Yr1)  To identify different ways of responding to emotions(Yr1)  To plan appropriate actions to manage my feelings(Yr1)  To describe my body’s response to feelings (Yr2)  To know that we often feel more than one emotion at a time(Yr2)  To imagine how I would feel in a particular situation(Yr2)  To know that not everyone feels the same(Yr2)  **Steps to Success**  To say what I am good at  To say what I want to get better at  To break down goals into small, achievable steps  To know how to ask for help  **Developing a growth mindset**  To describe how I feel when I find something difficult  To understand that everybody fails  To know that failing is not the end of a process  To understand what a growth mindset is  **Being Active**  To understand how exercise affects the body  To describe how my body feels during/after exercise  To understand how exercise keeps me healthy  To know what energetic activities I find fun  **Relaxation and breathing technique**  To understand how relaxation affects the body  To know that it is important to have relaxation strategies  To know how to use breathing to help myself relax  To describe suitable times and places for using breathing techniques to relax  **Healthy diet**  To identify the benefits of a balanced, healthy diet  To describe the consequences of a poor diet  To recognise where improvements can be made to an unbalanced dish  **Looking after my teeth**  To understand how food and drink can affect my teeth To explain what I can do to keep my teeth healthy | **My Healthy Diary**  To know 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  **Looking After our Teeth**  To know how we can look after our teeth  To know how to explain what to do to keep my teeth healthy  To be able to share this information effectively with my peers    **Relaxation / Visualisation**  To know what relaxation feels like  To know that relaxation techniques can be used anywhere  To know what makes me feel calm and relaxed  To be able to visualise a place that makes me feel calm  To know how to describe this calm place  **Meaning and Purpose – My Role**  To know how to identify my own strengths and begin to see how they can affect others  To know how to describe my strengths  To know how how job roles help other people  To know how some skills are useful in a range of jobs and roles  To know how to explain my strengths  To know how job roles help other people  To know how some skills are useful in a range of jobs and roles  **Resilience – Breaking down problems**  To know how to break down barriers into smaller, achievable goals  To know how to identify a problem or barrier  To know how to break down a problem into smaller goals  To know how to create a plan to overcome a barrier or issue  **Emotions**  To know how to understand a range of emotions  To know it is normal to experience a range of emotions  To know how to identify a range of emotions  To know how to explain some emotions people might feel in different situations **Mental Health**  To know how to understand what mental health is and who can help if they need it  To know that we all have mental health as well as physical health  To know that sometimes people need help with their mental health  To know who I can talk to if I am worried about my mental health or someone else’s |
| **Key Vocabulary**  Action, Emotions, Feelings, Strategy, Goal, Skill, Achieve, Steps, Try  Fail, Frustrating, Challenge, Growth mindset, Sport, Activity, Physical, Exercise,  Health, Feeling, Exercise, Relax, Relaxation, Breath, Immune system, Healthy diet, Balanced meal, Portion, Nutrients, Weight, Tooth decay, Tooth Teeth, Sugary drink, Healthy, Brush. | **Key Vocabulary**  Exercise, Balance, Diet, Energy, Intake, Tooth, Teeth, Sugary drink, Healthy, Brush,  Dentist, Fluoride, Toothpaste, Relax, Place, Calm,visualise, Imagine, Job, Skill, Role,  Barriers, Strategy, Disappointed, Angry, Nervous, Anxious, Shocked, Positive emotions,  Happy, Excited, Joyful, Astonished, Grateful, Enthusiastic, Negative emotions, Sad,  Worried, Emotions, Feelings, Physical health, Mental health |

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