



# Year B Medium Term – RHE/PHSE

## Year B Autumn 1

EYFS	Reception
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**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.

**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	Year 3 / 4 Families and Relationships
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<p>To make suggestions for rules for PSHE (Y1)          To explain to others and evaluate some rules to help everyone learn based on what</p> <p><b>Families and Relationship</b>          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)</p> <p><b>Friendships</b>          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)</p> <p><b>Other People's Feelings</b>          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)</p>	<p><b>Mindmap</b>          Setting ground rules – Children’s Rights and setting and signing Class Charter</p> <p><b>Friendship Issues and Bullying</b>          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</p> <p><b>Year 4</b>          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</p> <p><b>Healthy Families</b>          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</p> <p><b>Stereotyping - Gender</b>          To recognise that stereotypes are present in everyday life          I understand how there are established stereotypes for both genders (All)</p>
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### **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 Stereotypes**

- 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 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

### **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

### **Mindmap**

What is stereotyping?

What could you do to help someone who is being bullied?

What is bullying?

### **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

### **Mindmap**

How does your behaviour affect others?

What are good manners?

Why should we respect others?

**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, thank you, taking turns, table manners, quiet, respect, , care, listen, emotion, team, members, Change, remember, happy, death

**Key Vocabulary**

Friend, Problem, Talking, Listening, Forgive, Apologise  
Bullying (Y4), Repeated (Y4), Report (Y4), Family, Different, Support, Stereotype, Gender,

**AUTUMN 2****EYFS****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.

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

**YEAR 1 / 2****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****Year 3 / 4****Health and Wellbeing****Mindmap****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 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

**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.

To know 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  
**Mindmap**  
**What is a balanced diet?**  
**What makes you feel relaxed?**  
**How can we look after our teeth?**  
**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  
**Mindmap**  
**What is resilience?**  
**How can we be resilient?**  
**What is mental health?**

**Key Vocabulary**  
 Exercise, Balance, Diet, Tooth, Teeth, Sugary drink, Healthy, Brush,  
 Dentist, ,visualise, Physical health, Mental health