



Year B Medium Term – RHE/PHSE

Year B Autumn 1

EYFS	Reception
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<p>Nursery - N1 / N2 Personal, Social Emotional Development 3/4 Year Olds Self-Regulation <i>Talk with others to solve conflicts</i> Managing Self - Increasingly <i>Remember rules without needing an adult to remind them.</i> Building Relationships – <i>Find solutions to conflicts and rivalries.</i></p> <p>Key Vocabulary: conflict, rule, problem, solve</p> <p>RECEPTION SELF REGULATION - MY FEELINGS</p> <ul style="list-style-type: none"> ● 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 words 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 <p>Key Vocabulary: feelings, emotions, control, manage</p>	
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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>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)</p> <p>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)</p> <p>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)</p>	<p>Mindmap Setting ground rules – Children's Rights and setting and signing Class Charter</p> <p>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</p> <p>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</p> <p>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</p> <p>Stereotyping - Gender</p>
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<p>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>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)</p> <p>Mindmap How do you know if someone is a good friend? What can you do to show you care about someone else's feelings? What are the key things you should do when working and meeting a new person?</p> <p>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 to work with people I don't know very well. To know how being friendly can make others feel welcome and included (Y2)</p> <p>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)</p> <p>Change and Loss</p> <p>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</p> <p>Mindmap</p> <p>What can you do to make people feel better if they are sad?</p> <p>Can boys and girls do the same jobs?</p> <p>Why is listening to your friends very important?</p>	<p>To recognise that stereotypes are present in everyday life I understand how there are established stereotypes for both genders (All)</p> <p>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</p> <p>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</p> <p>Stereotyping Age / Disability To recognise that stereotypes exist based on a number of factors</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Mindmap What is stereotyping? What could you do to help someone who is being bullied? What is bullying?</p>
<p>Key Vocabulary feelings, memories, gender, stereotypes.</p>	<p>Key Vocabulary Bullying, mean, Stereotype, differences</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.

Key Vocabulary: conflict, rule, problem, solve

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

Key Vocabulary: special, share, similar, different

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

Mindmap

What makes us happy and what makes us sad?

What are you good at?

What does resilient mean?

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

Mindmap?

What things do you eat as part of a healthy diet?

Which exercises can you do to stay healthy?

Why is relaxing important?

Key Vocabulary

Emotions,, Relaxation, Immune system, Healthy diet, resilient

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 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

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, Diet, Tooth, Physical health, Mental health

