

| Year B Medium Term – RHE/PHSE |
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| Year B Summer 1 |  |
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| EYFS | |
| **Nursery - N1 / N2**  Personal, Social Emotional Development 3**/4 Year Olds**  Self-Regulation –  Talk about their feelings using words like happy, sad, angry, worried  Managing Self -  Increasingly follow the rules understanding why they are important  Building Relationships –  Increasingly show more confidence in new social situations | Reception  Personal, Social Emotional Development  Self-Regulation  Increasingly see themselves as a valuable individual.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Managing Self –  continue to show resilience and perseverance in the face of increasing challenge  Building Relationships – Build and continue to retain constructive and respectful relationships.  Explain the reasons for rules. Know right from wrong and try to behave accordingly  Form positive attachments to adults and friendships with peers |
| Year 1 / 2  Economic Wellbeing | Year 3 / 4  Safety and the Changing Body |
| Money  To know that coins and notes have different values  To know where children might get money from  To know why it is wrong to steal money  To know where adults might get money from(YR2)  Needs and Wants  To know some things I need (Y1)  To know things that I own which are ‘wants’ (Y1)  To know why people have to prioritise needs over wants (Y2)  To know that I may need to save money to buy something I want (Y2)  Saving and Spending  To know that we can make choices about what to do with our money  To know what might influence these choices  Banks and Building Societies  To know that banks and building societies help to keep money safe  To know why a savings account helps me to save  To know what I should look for when choosing a bank account(YR2)  Jobs  I know that there are different jobs in school (Yr1)  To Know the skills people need to do different jobs (Yr1)  To know there are many different jobs outside school (Yr2)  To know some of the things involved in choosing a job (Yr2) | Fake Emails  To know that not all emails are genuine.  To know that I can recognise when an email might be fake.  To know that I shouldn’t click on links in an email unless I know what it is.  To know what to do if I suspect an email is fake. Internet Safety – Age Restrictions  To know that age restrictions are designed to protect us.  To know some legal age restrictions.  To know how to explain why age restrictions are put in place.  To know reasons to support a point of view.  Consuming Information online  To know how a search engine works.  To know whether information will be useful or not.  To know why some information might come up in my search that isn’t relevant to me.  Tobacco  To know the risks of smoking and the benefits of being a non-smoker.  To know the possible risks of smoking tobacco.  To know the benefits of being a non-smoker.  To know what the law states about buying tobacco.  First Aid, asthma  To know how to help someone with asthma.  To know and manage a casualty who is having difficulty breathing due to asthma.  To know how to ensure the safety of myself and others.  To know how to assess a casualty’s condition calmly.  To know how to comfort and reassure a casualty who is having an asthma attack.  Alcohol and tobacco  To know and understand the choices people can make and those which are made or  influenced by others. Year 3  To know some choices I can make.  To know why some decisions are made for me.  To know who might make choices for me.  Year 4  To know that there are people who will influence what I choose.  To know how someone’s influence might not be good for me.  First Aid – Emergencies and Calling for help  To know the role they can take in an emergency situation.  To know it is most important 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.  Consuming Information online  To know how a search engine works.  To know whether information will be useful or not.  To know why some information might come up in my search that isn’t relevant to me.  Tobacco  To know the risks of smoking and the benefits of being a non-smoker.  To know the possible risks of smoking tobacco.  To know the benefits of being a non-smoker.  To know what the law states about buying tobacco.  First Aid, asthma  To know how to help someone with asthma.  To know and manage a casualty who is having difficulty breathing due to asthma.  To know how to ensure the safety of myself and others.  To know how to assess a casualty’s condition calmly.  To know how to comfort and reassure a casualty who is having an asthma attack.  Alcohol and tobacco  To know and understand the choices people can make and those which are made or  influenced by others. Year 3  To know some choices I can make.  To know why some decisions are made for me.  To know who might make choices for me.  Year 4  To know that there are people who will influence what I choose.  To know how someone’s influence might not be good for me.  First Aid – Emergencies and Calling for help  To know the role they can take in an emergency situation.  To know it is most important 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. |
| Key Vocabulary  • Money, Coins, Notes, Value, Savings, Pocket money,Earn  Wages (Y2)Benefits (Y2)Presents (Y2)Pension (Y2) Need  • Want, Survive, Essential, Priority Choice, Save, Spend, Interest, Bank  • Building society Safe, Interest, Bank account, Job, Skill, Earn, Money  • Interests | Key Vocabulary  Age restriction, Allergic, Anaphylaxis, Asthma, Breasts, Bullying, Casualty, Choice  Cyberbullying, Decision, Distraction, Fake, Genitals, Influence, Injuries, Law, Protect  Puberty, Public, Tobacco |
| SUMMER 2 | |
| EYFS | |
| **Nursery - N1 / N2**  Personal, Social Emotional Development 3**/4 Year Olds**  Self-Regulation -  Understand gradually how others might be feeling  Managing Self - Being 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-  Increasingly Find solutions to conflicts and rivalries. | Reception  Personal, Social Emotional Development  Self-Regulation  Increasingly identify and moderate their own feelings socially and emotionally and increasingly think about the perspectives of others  Give focussed attentions to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions  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  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Building Relationships – Build and continue to retain constructive and respectful relationships.  Show particular sensitivity to their own and to others’ needs. |
| YEAR 1 / 2  Transition | Year 3 / 4  Transition |
| To know the positives and challenges of change  Year 1  To know that everyone has different strengths  To know some of the skills I have developed in Year 1  Year 2  To know how to ask questions to help me deal with change  To know who can help us deal with change | To know the positives and challenges of change  Year 1  To know that everyone has different strengths  To know some of the skills I have developed in Year 1  Year 2  To know how to ask questions to help me deal with change  To know who can help us deal with change |
| Key Vocabulary  To know the positives and challenges of change  Year 1  To know that everyone has different strengths  To know some of the skills I have developed in Year 1  Year 2  To know how to ask questions to help me deal with change  To know who can help us deal with change | To know how to create goals to achieve in Year 4 (Y3)  To understand the strategies people use to cope with change (Y4)  TO know how to identify my achievements this year  Year 3  To be able to set myself goals  I know who I can talk to if I am worried about anything  Year 4  To know that there are different strategies I can use to deal with change  To know that the opportunities and responsibilities that change might bring |
| Key Vocabulary  Strengths, Skills, Move, Change (Y2), Feelings (Y2),Emotions (Y2) | Key Vocabulary  Opportunity (Y4), Responsibility (Y4), Change, Cope (Y4) Strategies (Y4), Targets (Y3), Goals (Y3) |