

| 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, worriedManaging Self - Increasingly follow the rules understanding why they are importantBuilding Relationships –Increasingly show more confidence in new social situations | ReceptionPersonal, Social Emotional DevelopmentSelf-RegulationIncreasingly 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 challengeBuilding Relationships – Build and continue to retain constructive and respectful relationships.Explain the reasons for rules. Know right from wrong and try to behave accordinglyForm positive attachments to adults and friendships with peers |
| Year 1 / 2 Economic Wellbeing  | Year 3 / 4 Safety and the Changing Body |
| MoneyTo know that coins and notes have different valuesTo know where children might get money fromTo know why it is wrong to steal moneyTo know where adults might get money from(YR2)Needs and WantsTo 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 SpendingTo know that we can make choices about what to do with our moneyTo know what might influence these choicesBanks and Building SocietiesTo know that banks and building societies help to keep money safeTo know why a savings account helps me to saveTo know what I should look for when choosing a bank account(YR2)JobsI 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 EmailsTo 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 RestrictionsTo 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 onlineTo 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.TobaccoTo 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, asthmaTo 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 tobaccoTo know and understand the choices people can make and those which are made orinfluenced by others. Year 3To know some choices I can make.To know why some decisions are made for me.To know who might make choices for me.Year 4To 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 helpTo 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 anemergency.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 anincident.Consuming Information onlineTo 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.TobaccoTo 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, asthmaTo 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 tobaccoTo know and understand the choices people can make and those which are made orinfluenced by others. Year 3To know some choices I can make.To know why some decisions are made for me.To know who might make choices for me.Year 4To 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 helpTo 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 anemergency.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 anincident. |
| Key Vocabulary • Money, Coins, Notes, Value, Savings, Pocket money,EarnWages (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 VocabularyAge restriction, Allergic, Anaphylaxis, Asthma, Breasts, Bullying, Casualty, ChoiceCyberbullying, Decision, Distraction, Fake, Genitals, Influence, Injuries, Law, ProtectPuberty, Public, Tobacco  |
| SUMMER 2 |
| EYFS |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-Regulation - Understand gradually how others might be feelingManaging 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 EducationBuilding Relationships-Increasingly Find solutions to conflicts and rivalries.  | ReceptionPersonal, Social Emotional DevelopmentSelf-RegulationIncreasingly identify and moderate their own feelings socially and emotionally and increasingly think about the perspectives of othersGive 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 actionsManaging 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 EducationManage 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 changeYear 1To know that everyone has different strengthsTo know some of the skills I have developed in Year 1Year 2To know how to ask questions to help me deal with changeTo know who can help us deal with change | To know the positives and challenges of changeYear 1To know that everyone has different strengthsTo know some of the skills I have developed in Year 1Year 2To know how to ask questions to help me deal with changeTo know who can help us deal with change |
| Key VocabularyTo know the positives and challenges of changeYear 1To know that everyone has different strengthsTo know some of the skills I have developed in Year 1Year 2To know how to ask questions to help me deal with changeTo 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 yearYear 3To be able to set myself goalsI know who I can talk to if I am worried about anythingYear 4To know that there are different strategies I can use to deal with changeTo know that the opportunities and responsibilities that change might bring |
| Key VocabularyStrengths, Skills, Move, Change (Y2), Feelings (Y2),Emotions (Y2) | Key VocabularyOpportunity (Y4), Responsibility (Y4), Change, Cope (Y4) Strategies (Y4), Targets (Y3), Goals (Y3) |