



Year B Medium Term – RHE/PHSE

Year B Spring 1

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

Key Vocabulary: feelings, happy, sad, angry, worried

Reception

MANAGING SELF -TAKING ON CHALLENGES

- To understand how to brush my teeth (Nursery also)
- To understand why we have rules
- To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems
- To work together as a group to overcome challenges and communicate effectively with others
- To learn and practise 'grounding' coping strategies
- To understand the importance of perseverance in the face of challenge
- To learn new skills, show resilience and perseverance in the face of challenge

Key Vocabulary: rules, resilience, problem solving, grounding,

Year 1 / 2

Safety and the Changing Body

Year 3 / 4

Safety and the Changing Body

Mindmap 1

Communicating with adults

To know how to respond to adults politely and safely.

Yr1) To know which adults work in school.

Yr2) To know which adults we meet out of school and how to speak to them.

To know who works in my school(YR1)

To know I should speak to adults in school (Y1)

To know what to do if I am worried about anything an adult says or does in school(YR1)

To be able to list some places I meet adults outside school of school (YR2)

To know what to do if I am worried about anything an adult says or does outside school (Y2)

People who keep us safe in our local community

To know about the jobs of people in local community who help to keep us safe

To know how these people help to keep us safe.

To be able to explain how I can help these people to keep me safe

Road Safety

To know and understand ways to keep safe on or near roads.

To know why we need these rules(Y1)

To know how to cross a road safely

(Y2) Safety with Medicines

I know what is safe to go into or onto our bodies.

To know why I should never put somethings into my body (Y1)

To know that I should only take medicines if a grown up trusts it is ok (Y2)

Mindmap

What dangers are there we should be aware of?

Who can keep us safe?

Why should adults be in charge of medicine?

Making a call to the emergency services.

To know what an emergency is.

To know how to make a phone call if needed.

To know my address and postcode

The difference between secrets and surprises.

To know the difference between a secret and a surprise.

To know what a surprise is.

To know what a secret is

To know whether something is a secret or a surprise.

To explain the difference between a secret and a surprise.

Appropriate Contact

To know the difference between acceptable and unacceptable physical contact.

To know that some types of physical contact are never appropriate(Y1)

To know that some types of physical contact are appropriate(Y1)

To know that my relationship with a person is relevant to what physical contact I may feel is appropriate (Y2)

My Private parts are private To know what privacy means. To know the correct vocabulary for body parts.

To know what 'private' means (Y1)

To know parts of the body including private parts(Y1)

To name someone I can talk to if I'm worried about something(Y2)

Mindmap 2

Why is it important we respect our bodies and privacy?

Are secrets good things to keep?

Should you trust all adults?

Mindmap

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.

Mindmap

What is asthma?

How could you help someone with asthma?

What is first aid?

<p>Key Vocabulary pedestrian, stranger, medicine, emergency, surprise, secret, physical, contact, penis, vulva,</p>	<p>Key Vocabulary Age restriction, Allergic, Fake, Influence, Asthma</p>
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SPRING 2

EYFS

<p>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</p> <p>Key Vocabulary: feelings, happy, sad, angry, worried</p> <p>Reception SELF REGULATION - LISTENING AND FOLLOWING INSTRUCTIONS</p> <ul style="list-style-type: none"> • To learn the importance of listening carefully when playing recall games • To learn the importance of listening carefully, telling the truth and thinking of others’ feelings • To follow instructions or actions and persevere when things get difficult • To follow instructions involving several ideas or actions and giving simple instructions • To learn to listen and respond to phases and instructions <p>Key Vocabulary: listening, truth, feelings, resilience</p>

<p>YEAR 1 / 2 Health and Wellbeing</p>	<p>Year 3 / 4</p>
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<p>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</p>	<p>Recycling and reusing To understand the environmental benefits of recycling (Year 3). To understand the environmental benefits of reusing (Year 4). I understand that recycling rubbish helps protect the environment I can identify things that can be recycled I can explain what I can do to increase/improve recycling at home/school I understand the environmental benefits of reusing items I can explain why reusing is better for the environment than recycling I can identify a range of ways that items can be reused Local Community Groups To understand the groups that make up the community (Y3). To understand the contribution groups make to a community (Y4). I can explain what a community is. I can name buildings and places shared by my community. I can identify groups that exist in the community and how they may be linked to each other. I can name some different groups that exist in my wider community. I can explain why and how someone might set up or join a community group. I can explain how groups help a community.</p>
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<p>To understand what a growth mindset is</p> <p>Being Active</p> <p>To understand how exercise affects the body</p> <p>To describe how my body feels during/after exercise</p> <p>To understand how exercise keeps me healthy</p> <p>To know what energetic activities I find fun</p> <p>Relaxation and breathing technique</p> <p>To understand how relaxation affects the body</p> <p>To know that it is important to have relaxation strategies</p> <p>To know how to use breathing to help myself relax</p> <p>To describe suitable times and places for using breathing techniques to relax</p> <p>Healthy diet</p> <p>To identify the benefits of a balanced, healthy diet</p> <p>To describe the consequences of a poor diet</p> <p>To recognise where improvements can be made to an unbalanced dish</p> <p>Looking after my teeth</p> <p>To understand how food and drink can affect my teeth To explain what I can do to keep my teeth healthy</p>	<p>Local Council and Democracy</p> <p>To begin to understand how democracy works in the local area.</p> <p>I can explain some of the things the council does.</p> <p>I understand how democracy works in the local area.</p> <p>I understand that spending on different services needs to be prioritised.</p> <p>I understand the role of local councillor.</p> <p>I can explain how local residents can share their ideas with the local councillor.</p> <p>I can identify some issues which a local councillor might be able to help with.</p> <p>Diverse Communities</p> <p>To understand the value of diversity in a community.</p> <p>I can name some of the groups that could make up a community.</p> <p>I can explain what different people bring to community.</p> <p>I can explain why differences benefit a community.</p> <p>Rights of the Child</p> <p>To begin to understand the UN convention on the rights of the child.</p> <p>I can explain how some of these rights benefit me.</p> <p>I understand that not all children benefit from the rights.</p> <p>I can explain how adults have responsibilities for maintaining children's rights.</p> <p>I understand that children have responsibilities to make sure other children can benefit from their rights.</p> <p>Charity</p> <p>To understand that charities care for others and how people can support them.</p> <p>I can describe how we can support charities.</p> <p>I can explain some of the work charities do to support the community.</p>
<p>Key Vocabulary</p> <p>Health, Feeling, Exercise, Relax, Relaxation, Breath, Immune system, Healthy diet, Balanced meal, Portion, Nutrients, Weight, Tooth decay</p>	<p>Key Vocabulary</p> <p>Charity, democracy, council, community, recycle</p>