

Year B Medium Term – RHE / PHSE



Year B Autumn 1	
Nursery Home Sweet Home	Reception Home Sweet Home
Nursery (Development Matters PSED (3-4-year-olds) Talk about their feelings using appropriate words Begin to develop independence in managing hygiene and personal needs Build confidence in social situations Play together	Reception (Development Matters PSED Children in Reception) Show an understanding of their own feelings and those of others Manage own basic hygiene and personal needs Build friendships with peers Form positive attachments to adults
Put on coats Pull up zips once connected for me Toileting unaided Washing hands Talk about how I am feeling using simple vocabulary (happy/sad/OK) Settle in to the school environment Take comfort and reassurance from familiar adults in school when I need it Begin to play alongside or with my friends	Identify their feelings Express feelings Consider the feelings of others Develop skills needed to manage the school day e.g. toileting, handwashing, lining up Talk about how I am feeling using full sentences Build relationships with my friends and adults
Key Vocabulary Coat, zip, pull, up, down toilet, trousers/skirt, pants, toilet roll, flush, wash hands, soap, water, happy, sad, OK, grown-ups, friends	Key Vocabulary Feelings, happy, sad, cross, angry, upset, worried, scared, calm, friends, grown-ups independent, instructions, germs, clean
Year 1 / 2 Families and Relationships	Year 3 / 4 Families and Relationships
To make suggestions for rules for PSHE (Y1) To explain to others and evaluate some rules to help everyone learn based on what 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) 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)	Setting ground rules – Children’s Rights and setting and signing Class Charter 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 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 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

	<p>I can explain ways in which families support each other</p> <p>I know there are people who can help if I am worried about anything in my family</p>
<p>Other People's Feelings</p> <p>To know when other people might feel sad, worried or angry (Y1)</p> <p>To know that I care by listening and thinking about what they say</p> <p>To offer advice (Y1)</p> <p>To know that not everyone feels the same (Y2)</p> <p>To know what someone else might be feeling and thinking (Y2)</p> <p>To know that friends can sometimes fall out (Y1)</p> <p>To know ways I can overcome problems with my friends (Y1)</p> <p>To know how being friendly can make others feel welcome and included (Y2)</p> <p>Getting along with others</p> <p>To know the feelings we may have about working with different people (Y1)</p> <p>To know how to work with people I don't know very well (Y1)</p> <p>To know that manners are important wherever I am (Y2)</p> <p>Friendship Problems</p> <p>To know that friends can sometimes fall out (Y1)</p> <p>To know ways I can overcome problems with my friends (Y1)</p> <p>To know how being friendly can make others feel welcome and included (Y2)</p> <p>Gender Stereotypes</p> <p>To know that stereotypes about boys and girls exist (Y1)</p> <p>To know why these often incorrect and challenge them (Y1)</p> <p>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</p> <p>To know how objects can help us to remember people or events</p> <p>To know that remembering people or pets who have died or no longer live with us can be helpful</p>	<p>Stereotyping - Gender</p> <p>To recognise that stereotypes are present in everyday life</p> <p>I understand how there are established stereotypes for both genders (All)</p> <p>Year 3</p> <p>To understand that toys can reinforce gender stereotypes</p> <p>To explain how these stereotypes can be challenged</p> <p>To begin to understand why stereotypes are negative</p> <p>Year 4</p> <p>I can identify fictional characters who reinforce gender stereotypes</p> <p>I understand that stereotyped characters might influence children</p> <p>I can explain the negative impact of stereotypes</p> <p>Stereotyping Age / Disability</p> <p>To recognise that stereotypes exist based on a number of factors</p> <p>Year 3</p> <p>I understand that stereotypes can be based on different factors</p> <p>I can explain some stereotypes that exist about older people</p> <p>I can explain why stereotypes are unfair</p> <p>Year 4</p> <p>I understand that stereotypes can affect how I see people</p> <p>I can explain how stereotypes might have a negative effect on people</p> <p>I can talk about people who do not conform to stereotypes</p> <p>How my Behaviour Affects Others</p> <p>To understand that my behaviour can have an impact on others</p> <p>I understand that what I say and do affects others</p> <p>I can think of ways to make other people happy</p> <p>I can describe how making others happy makes me feel</p> <p>Effective Communication to Support Relationships</p> <p>To listen and communicate effectively</p> <p>I understand that there are different ways to communicate</p> <p>I can communicate my meaning without talking</p> <p>I can listen and show that I'm listening</p> <p>I know how to be a good listener</p> <p>Respect and Manners</p> <p>To develop understanding of courtesy and manners in a range of situations</p> <p>I understand that expectations for manners change in different situations</p> <p>I can identify some roles in society which are positions of authority</p> <p>I can explain what manners might be appropriate in a given situation</p> <p>I understand that good manners are one way of showing respect for others</p> <p>Respecting Differences</p> <p>To begin to understand the differences between people and why it is important to respect these differences (Y3)</p>

	<p>To begin to understand that families are very varied, in this country and across the world (Y4)</p> <p>I can identify similarities and differences between people</p> <p>I understand how I should treat people who are different to me</p> <p>Year 4</p> <p>I understand that families are all different and I should respect these differences</p> <p>I can identify differences and similarities in families in other countries</p> <p>I know that no country will have only one type of family</p>
<p>Key Vocabulary</p> <p>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, Co-operate, Work together, manners, please, thank you, taking turns, table manners, quiet, respect, , care, listen, emotion, team, members, Change, remember, happy, death</p>	<p>Key Vocabulary</p> <p>Friend, Problem, Talking, Listening, Calm, Forgive, Apologise</p> <p>Bullying (Y4), Repeated (Y4), Report (Y4), Family, Different, Support, Care, Love, Problem, Help, Gender, Female, Male, Stereotype, Gender, Female, Male, Discrimination, Equality Act, Disability (Y4)</p>
Year B Autumn 2	
Nursery	Reception
Festivals and Special Times	Festivals and Special Times
<p>Development Matters PSED 3–4-year-olds)</p> <p>Becoming more outgoing in new situations</p> <p>Begin to understand how others might be feeling in the context of stories</p> <p>Begin to develop independence in managing hygiene and personal needs</p>	<p>(Development Matters PSED Children in Reception)</p> <p>Be confident to try new activities</p> <p>Manage own basic hygiene and personal needs</p> <p>Think about the perspectives of others</p>
<p>To build confidence to talk to and play with my peers</p> <p>To build confidence to explore different areas of the classroom and activities on offer</p> <p>To listen to a story about celebrating a festival and begin to talk about how the characters might be feeling at different points in the story</p> <p>Put on coats</p> <p>Pull up zips once connected for me</p> <p>Toileting unaided / Washing hands</p>	<p>To be confident to access the range of activities on offer, including new experiences relating to festivals and special times</p> <p>Develop skills needed to manage the school day e.g. toileting, handwashing, lining up</p> <p>To listen to stories about celebrating festivals and suggest how the characters feel at different points in the story</p> <p>Understand and accept that different people have different experiences, beliefs and traditions</p>
<p>Key Vocabulary</p> <p>Vocabulary linked to festivals - guided by children's interests, coat, zip, pull, up, down toilet, trousers/skirt, pants, toilet roll, flush, wash hands, soap, water, friends, feelings, happy, excited, sad, worried</p>	<p>Key Vocabulary</p> <p>Vocabulary linked to festivals - guided by children's interests, independent, instructions, germs, clean, feelings, traditions, celebrations, beliefs, religion</p>
Year 1 / 2	Year 3 / 4
Health and Wellbeing	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**
- 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

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

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.

Key Vocabulary

Exercise, Balance, Diet, Energy, Intake, Tooth, Teeth, Sugary drink, Healthy, Brush,
Dentist, Fluoride, Toothpaste, Relax, Place, Calm, visualise, Imagine, Job, Skill, Role,
Barriers, Strategy, Disappointed, Angry, Nervous, Anxious, Shocked, Positive emotions,
Happy, Excited, Joyful, Astonished, Grateful, Enthusiastic, Negative emotions, Sad,
Worried, Emotions, Feelings, Physical health, Mental health