

Year A Medium Term Plan – RHE / PHSE



Slaley First School

Autumn 1	
Nursery Special People	Reception Special People
(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	(Development Matters PSED Children in Reception) Show an understanding of their own feelings and those of others Develop a sense of community and responsibility Manage own basic hygiene and personal needs Build friendships with peers Form positive attachments to adults
Setting ground rules – Children’s Rights and setting and signing Class Charter 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) Begin to understand the different roles people play in community (People who help us) 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	Setting ground rules – Children’s Rights and setting and signing Class Charter 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 Develop understanding of the many different roles and responsibilities people take on within the community (People who help us) Build relationships with my friends and adults
Key Vocabulary People, family, people who help us, job, fireman, policeman, doctor, nurse, 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 People, family, people who help us, job, fireman, policeman, doctor, nurse, independent, instructions, germs, clean
Year 1 / 2 Families and Relationships	Year 3/ 4 Families and Relationships
Setting ground rules – Children’s Rights and setting and signing Class Charter To begin to understand what PSHE To know that there should be no silly questions. To recognise the importance of keeping what is said in the room in the room To know that we are all different and that is fine To appreciate that everybody is different To know which rules will help us all learn and feel good in PSHE lessons To know why do these rules help us all learn and feel good in PSHE lessons To recognise and celebrate their strengths and set simple but challenging goals To know how we can help everyone learn in these lessons I can make suggestions for rules for PSHE (Y1) I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2) To know it is really important that everyone feels safe in the lessons to help them learn.	Setting ground rules – Children’s Rights and setting and signing Class Charter To understand that friendships have ups and downs and problems can be resolved To begin to understand the impact of bullying The effects of bullying and responsibilities of the bystander To understand the impact of bullying and the responsibility of bystanders to help Stereotyping Gender To understand how there are established stereotypes for both genders Stereotyping Age/disability To know that stereotypes exist based on a number of factors Healthy Friendships Boundaries To know the physical and emotional boundaries in friendships Learning Who to Trust To know why trust is an important part of positive relationships Respecting differences

	To know the differences between people and why it is important to respect these differences
<p>To come up with some rules for these lessons.</p> <p>To know that it is important to respect other people's ideas</p> <p>To recognise and celebrate their strengths and set simple but challenging goals</p> <p>To know what I am like/what qualities I have</p> <p>To know how to identify my strengths</p> <p>To know things I would like to get better at</p> <p>To know my own small, achievable goals</p> <p>To know the role of families</p> <p>To understand that families can include different people (Y1)</p> <p>To know the correct names for different relations (Y1)</p> <p>To know how to explain how families care for children (Y2)To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy.</p> <p>To know what I like about my friends and what makes a good friend (Y1)</p> <p>To know that friendships are not always positive (Y2)</p> <p>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>To understand the range of families they may encounter now and in the future</p> <p>To know that families can be made up of different people</p> <p>To know that I should respect different types of families</p> <p>To know how others show feelings and how to respond to these</p> <p>To know that special people and how they should care for one another</p> <p>To recognise 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 (Y1 and Y2)</p> <p>To offer advice (Y1)</p> <p>To know that not everyone feels the same (Y2)</p> <p>To describe what someone else might be feeling and thinking (Y2)</p>	<p>To know that families are very varied, in this country & across world</p> <p>Change and Loss - Bereavement</p> <p>To know what a bereavement is</p> <p>To know some things that might help someone who has experienced a bereavement</p> <p>To know where to go for help if I or someone I know needs it following a bereavement</p>
<p>Key Vocabulary</p> <p>Safe, Learn, Rule, Unsafe, Unhappy, Skill, Qualities, Strengths, Better, 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, Different, Same, Similar, Feeling, Sad, Worried, Help, Care Listen, Emotion</p>	<p>Key Vocabulary</p> <p>Safe, Learn, Rule, Unsafe, Unhappy</p> <p>friend, problem, talking, listening, calm, forgive, apologise, bullying (Y4), repeated (Y4) report (Y4)Gender, Female, Male, Stereotype Discrimination Equality Act Disability (Y4)</p> <p>Respect Permission Boundary Expectations Respect Permission Boundary, Expectations, Trust, Reliable, Issues, Resolve, Breaking trust, Let down, Same, Different, Similar ,Respect, Unhelpful, Death, Loss, Bereavement, Sympathy, Helpful</p>

Nursery Festivals and Special Times	Reception Festivals and Special Times
(Development Matters PSED 3–4-year-olds) Becoming more outgoing in new situations Begin to understand how others might be feeling in the context of stories Begin to develop independence in managing hygiene and personal needs	Reception (Development Matters PSED Children in Reception) Be confident to try new activities Manage own basic hygiene and personal needs Think about the perspectives of others
To build confidence to talk to and play with my peers To build confidence to explore different areas of the classroom and activities on offer 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 Put on coats Pull up zips once connected for me Toileting unaided / Washing hands	To be confident to access the range of activities on offer, including new experiences relating to festivals and special times Develop skills needed to manage the school day e.g. toileting, handwashing, lining up To listen to stories about celebrating festivals and suggest how the characters feel at different points in the story To understand and accept that different people have different experiences, beliefs and traditions
Key Vocabulary 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	Key Vocabulary Vocabulary linked to festivals – guided by children’s interests, independent, instructions, germs, clean, feelings, traditions, celebrations, beliefs, religion
Year 1 / 2 Health and Wellbeing	Year 3 / 4 Health and Wellbeing

Understanding My Feelings

To describe and understand their feelings

To develop simple strategies for managing these feelings

Year 1

I can describe how I feel

I can recognise what might cause these feelings

I can identify different ways of responding to emotions

I can plan appropriate actions to manage my feelings

Year 2

I can describe my body's response to feelings

I know that we often feel more than one emotion at a time

I can imagine how I would feel in a particular situation

I know that not everyone feel

To know how to relax in different ways

I know that there are different ways of relaxing.

I can recognise when relaxation might help me

I can focus on tensing and relaxing different parts of my body to relax

I can use laughter to help me relax if I am nervous or have lots on my mind

Relaxation, laughter and progressive muscle relaxation

My Healthy diary

To know and plan for a healthy lifestyle including physical activity, rest and diet
understand 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

Diet and Dental Health

To know the benefits of healthy eating and dental health

To know the benefits of a healthy diet on mental and physical well being

To know how different foods affect our teeth

To know the importance of keeping well hydrated

Relaxation Stretches

To perform a range of relaxation stretches

To know how to talk about why relaxation is good for our bodies

To use stretching to ease muscle tension and relax

To understand when is a good time to use this technique

Wonderful Me

To understand the different aspects of my identity

To say what I am good at

To identify some of the different groups/communities I belong to

To identify similarities and differences between people

To describe aspects of my identity in a kenning poem

My Superpowers

To know how to identify my own strengths and begin to see how they can affect others

To know how to say what I am good at

To know how to describe how I can use my strengths to help others

To know how to understand how my behaviour and actions affect other people

Celebrating Mistakes

To know how to identify my own strengths and begin to see how they can affect others

To be able to can say what I am good at

To know how to describe how I can use my strengths to help others

To understand how my behaviour and actions affect other people

My Happiness

To be able to identify what is important to me and to take responsibility for my own happiness

To understand that all emotions are important

To know that I can control some things but not others

To know I can take action to affect my own happiness

Key Vocabulary

Action, Emotions, Feelings, Strategy

Key Vocabulary

Exercise, Balance, Diet, Energy, Intake, Teeth, Healthy, Balanced, Food group,

	<div>Feeling</div> <div>Balance, Relax, Stretch, Group, Identity, Belonging, Alone, Lonely</div>
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