

Year B – Medium Term Plan – RHE/ PHSE



Year B Spring	
Nursery	Reception
Julia Donaldson Stories	Julia Donaldson Stories
(Development Matters PSED 3-4 year olds) Increasingly follow the rules independently Begin to develop appropriate ways to be assertive, with support Play together	(Development Matters PSED Children in Reception) Build constructive and respectful relationships Try to follow the rules and begin to explain the reasons for rules Play with others and find solutions with minimal adult input Work and play cooperatively
To talk about whether a story character's behaviour is kind or unkind To show awareness of classroom routines and expectations, following these more consistently To know that there are acceptable and unacceptable ways of asserting myself To try to regulate myself, with support, when I am tempted to assert myself in a way I know is not acceptable To use words to tell a friend or grown-up when something is making me unhappy To play with another child or in a small group, adding my own ideas into the play	To comment on the actions and relationships between characters in Julia Donaldson stories To follow classroom routines and expectations consistently To explain why our rules are important To use words to discuss and resolve a conflict between peers with a little adult input To play and work with another friend or in a group, suggesting my own ideas and taking into account the ideas of others
Key Vocabulary Vocabulary linked to Julia Donaldson texts we study - choice of stories is guided by children's interests Tidy up time, snack time, washing hands, toilet, outdoor education, PE, play time, carpet time, sitting, joining in, talk, words, tell, friends, grown-ups, play, together, ok, not ok, character, kind, unkind, story	Key Vocabulary Vocabulary linked to Julia Donaldson texts we study - choice of stories is guided by children's interests Kind, unkind, character, actions, relationship, friendship, explain, because, why, real life, story, rules, expectations, behaviour, routines, problem solve, talk, together, ideas
Year 1 / 2	Year 3 / 4
Citizenship	Citizenship
Rules To know key rules we have in school (Y1) To know why rules are important (Y1) To know some consequences of not having or following rules (Y2) To know why rules are different in different places (Y2) Similar, yet different Year 1 To know that everyone is unique To know things that are the same or different about people Year 2 To know how different people contribute to the local community	Recycling / Reusing To understand the environmental benefits of recycling (Year 3) or reusing (Year 4) Year 3 To know that recycling rubbish helps protect the environment To know how to identify things that can be recycled To know what I can do to increase/improve recycling at home/school Year 4 To know the environmental benefits of reusing items To know why reusing is better for the environment than recycling To know a range of ways that items can be reused Local Community Groups

Caring for others' needs :animals

To know that different pets have different needs

To know how to look after some animals

To know why some pets might not be suitable for some people

The needs of others

To know that babies and young children have different needs

To know how to care for babies and younger children

To know how I could help to look after a baby or younger child

Democratic decisions

To know how voting works

To know why voting is a fair way to decide something which affects a lot of people.

School Council

To know how the school council works

To know how the school council is democratic

Giving My Opinion

To know that I can share my opinion on things which are important to me

To know things I would like to make better in school

To know what a community is

To know that buildings and places shared by my community

To know how to identify groups that exist in the community and how they may be linked to each other

Year 4

To know some different groups that exist in my wider community

To know why and how someone might set up or join a community group

To know how groups help a community

Local Council – Democracy

To begin to know how democracy works in the local area

Year 3

To know some of the things the council does

To know how democracy works in the local area

To know that spending on different services needs to be prioritised

Year 4

To know about the role of local councillor

To know how local residents can share their ideas with the local councillor

To know some issues which a local councillor might be able to help with

Diverse Communities

To know the value of diversity in a community

To know some of the groups that could make up a community

To know what different people bring to community

To know why differences benefit a community

Rights of the Child

To know about the UN convention on the rights of the child

To know that children have rights

Year 3

To know some of these rights benefit me

To know that not all children benefit from the rights

Year 4

To know how adults have responsibilities for maintaining childrens' rights

To know that children have responsibilities to make sure other children can benefit from their rights

Charity

To know that charities care for others and how people can support them

To know how we can support charities

To know some of the work charities do to support the community

Key Vocabulary Rule, different, same, unique, animal, care, need, pet, need, baby, child, care, fair Unfair , choice, vote, democracy School council, representative, meeting Election, opinion ,idea, improve, school counci	Key Vocabulary Authority, Cabinet, Charity, Community, Consequence, Council, Councillor, Democracy, Diversity, Environment, Human rights, Law, Local government, Protect, Recycling, Responsibility, Reuse, Rights, United Nations/UN, Volunteer
Spring 2	
Nursery Around the World	Reception Around the World
(Development Matters (PSED 3–4-year-olds) Play with one or more children Begin to make healthy food and drink choices Increasingly follow the rules independently Begin to develop appropriate ways to be assertive	(Development Matters PSED Children in Reception) Think about the perspectives of others Set and work towards simple learning goals. Take turns and share Know and talk about the factors that support health and wellbeing: food Try to follow the rules and begin to explain the reasons for rules Play with others and find solutions with minimal adult input
To show awareness of classroom routines and expectations, following these more consistently To know that there are acceptable and unacceptable ways of asserting myself To try to regulate myself, with support, when I am tempted to assert myself in a way I know is not acceptable To use words to tell a friend or grown-up when something is making me unhappy To try a range of foods from other cultures and talk about which I like and do not like To play with another child or in a small group, adding my own ideas into the play To experience key features of life in other countries	To follow classroom routines and expectations consistently To explain why our rules are important To use words to discuss and resolve a conflict between peers with less adult input To play and work with another friend or in a group, suggesting my own ideas and taking into account the ideas of others To try a range of foods from other cultures To sort foods that are healthy and unhealthy and know why eating healthy food is important To know and accept that people in other countries may have different cultures, ideas, traditions and beliefs to us
Key Vocabulary Vocabulary linked to the countries we study - these are guided by children’s interests Tidy up time, snack time, washing hands, toilet, outdoor education, PE, play time, carpet time, sitting, joining in, talk, words, tell, friends, grown-ups, play, together, ok, not ok, countries, people, different, same	Key Vocabulary Vocabulary linked to the countries we study - these are guided by children’s interests Explain, because, why, rules, expectations, behaviour, routines, problem solve, talk, together, ideas, country, culture, belief, tradition, ideas, differences, similarities, accept
Year 1 / 2 Safety and the Changing Body	Year 3 / 4 Economic Wellbeing
Communicating with Adults To know who works in my school (Y1).	Spending Choices To know how ethics can influence our spending decisions (Y3)

To know how 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 (Y1).
 To know some places I meet adults outside of school (Y2).
 To know what to do if I am worried about anything an adult says or does outside school (Y2).

Road Safety
 To know some rules to keep safe near traffic (Y1)
 To know why we need these rules (Y1)
 To know how to cross a road safely (Y2).

Safety in the home
 To know that there can be hazards in the home.
 To know how I can make things safer by following simple rules.
 To know what I need to do if there is an accident at home.

Safety with Medicines
 To know what can safely go into my body (Y1).
 To know why I should never put some things into my body (Y1).
 To know that I should only take medicines if a grown-up I trust says it is OK (Y2).

Getting Lost
 To know what to do if I get lost.
 To be able to tell someone my mum/dad/carer's name.

The Internet
 To know what the internet is and how we use it to help us.
 To understand the importance of being kind online.
 To know what to do if something I have seen or heard online makes me feel upset or uncomfortable.

Appropriate 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 (Year 2).

My Private Parts are Private
 To know what 'private' means (Y1).
 To name parts of the body including private parts (Y1).
 To know someone I can talk to if I'm worried about something (Y2)

To know how to understand what makes something good value for money (Y4)

Year 3

To know things that can influence how we decide to spend our money
 To know positive choices people can make when spending

Year 4

To know my opinion on what makes something good value for money
 To know why people see value for money differently
 To know other factors which might affect a decision to buy something

Budgeting

To understand how to put together a budget (Y3)
 To begin to understand the importance of keeping track of money (Y4)

Year 3

To know the importance of budgeting
 To know how to put together a budget
 To know that people spend and save in different ways

Year 4

To know some ways of tracking money
 To know how much money has been spent
 To know out how much money is left

Money and Emotions

To know that money has an impact on how we feel. (Y3)
 To understand ways money can be lost and how this makes people feel (Y4)

Year 3

To know what emotions someone might feel in different situations involving money
 To know how people might try and change their negative feelings to a situation

Year 4

To know that money can be lost in a variety of ways
 To know some feelings associated with losing money
 To know some ways to keep money safe
 To know that there are a range of jobs available and to think about what job they might want to do. (Y3)
 To know positive and negative factors that can influence people's career choices. (Y4)

Jobs for Me

Year 3

To know that there are many jobs available
 To know jobs I might want to do
 To know why I might be able to a particular job

Year 4

	<p>To know that there are a range of influences on job choices</p> <p>To know positive and negative influences</p> <p>To know how someone might overcome negative influence</p>
<p>Key Vocabulary</p> <p>adult ,job, manners, polite, visitor, stranger, worry ,hurt, pedestrian, road, safe,walki ng pavement, holding hands, car park, traffic, safe ,u nsafe, accident, hazard, danger, into, onto, adult, danger, ill, damage, medicine, lost, safe, adult, internet, online, danger, safe, kind ,unkind, bullying physical contact, like, dislike, kind, unkind, hurt penis, vulva, arm, leg, hand, wrist, neck, head, knee, foot, ankle, elbow</p>	<p>Key Vocabulary</p> <p>Bank balance, Bank statement, Budget, Career, Debit card</p> <p>Expense, Feeling, Qualification, Job, skills, interest, Save, Spend</p>