

Year A Medium Term Plan – RHE / PHSE



Spring 1	
Nursery Traditional Tales	Reception Traditional Tales
(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) Know right from wrong in the context of a story 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 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 listen to a traditional tale and explain whether I think the actions of the characters were right or wrong, and why To make comparisons between characters' actions and similar experiences from real life 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 traditional tales 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, friends, grown-ups, play, together, ok, not ok	Key Vocabulary Vocabulary linked to traditional tales we study - choice of stories is guided by children's interests Right, wrong, ok, not ok, character, explain, because, why, real life, story, rules, expectations, behaviour, routines, problem solve, talk, together, ideas
Year 1 / 2 Safety and the Changing Body	Year 3 / 4 Safety and the Changing Body
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	Be kind online To understand the importance of being kind online and what this looks like. To understand how to use positive language within an email. To know how to recognise when digital behaviour is unkind. To know how to be a responsible digital citizen when I encounter others online. Cyberbullying To know that cyberbullying involves being unkind online. To be able to recognise unkind behaviour and know how to report it. To be a responsible digital citizen. To be able to offer advice to support other people who are victims of cyberbullying. Share Aware

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)

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)

To understand the benefits and risks of sharing material online.

To understand that the internet can be a useful way to share information.

To know how to explain some of the risks of sharing some images online.

To know who I can talk to if I am worried about anything that has happened online.

Privacy and Secrecy

To develop understanding of privacy and the difference between secrets and surprises

To know how to explain the difference between a secret and a surprise.

To understand the difference between private and public.

To know who I can talk to if I am worried or uncomfortable about something an adult does.

First Aid Bites and Stings

To know how to help if someone has been stung or bitten.

To know how to ensure the safety of myself and others.

To know how to assess a casualty's condition calmly and identify an allergic reaction to a bite or sting.

To know how to comfort and reassure a casualty who has been bitten or stung.

To know how to seek medical help if required.

Alcohol and Tobacco

To understand the choices people can make and those which are made or influenced by others.

To understand some choices I can make.

To understand why some decisions are made for me.

To know how to explain who might make choices for me.

To know how to understand that there are people who will influence what I choose.

To know how to explain how someone's influence might not be good for me.

First Aid Emergencies and Calling for help (Only Yr3)

To understand a role I can take in an emergency situation.

To know how 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.

Introducing Puberty (Only Year 4)

To know how to recognise the physical differences between children and adults.

To know that my body will change as I become an adult.

To know that different changes happen to males and females.

To know how to identify some physical differences between child and adult bodies

To know how to explain ways to look after my personal hygiene.

Road Safety

To know how to develop an understanding of safety on or near roads.

	<p>To understand the basic rules for keeping safe on or near roads.</p> <p>To know how to explain rules for keeping safe</p>
<p>Key Vocabulary</p> <p>Adult ,job, manners, pedestrian, road, safe, walking, pavement, holding hands, car park, traffic, kerb, polite. visitor, stranger, worry, hurt, into, onto, adult, danger, ill, damage, medicine, police, fire, ambulance, emergency, 999, excited, good, happy, surprise, secret, unhappy, worried, physical, contact, like, dislike, kind, unkind, hurt, penis, vulva, arm, leg, hand, wrist, head, neck, head, knee, foot, ankle, elbow.</p>	<p>Key Vocabulary</p> <p>Age restriction, Allergic, Anaphylaxis, Asthma, Breasts Bullying, Cyberbullying Decision, Distraction, Fake, Genitals, Influence, Injuries, Law, Protect, Puberty, Public Tobacco</p>
<p>Spring 2</p> <p>Food and Growth</p>	<p>Spring 2</p> <p>Food and Growth</p>
<p>Nursery</p> <p>(Development Matters PSED 3-4 year olds)</p> <p>Play with one or more children</p> <p>Begin to make healthy food and drink choices</p> <p>Increasingly follow the rules independently</p> <p>Begin to develop appropriate ways to be assertive</p>	<p>Reception</p> <p>(Development Matters PSED Children in Reception)</p> <p>Set and work towards simple learning goals.</p> <p>Take turns and share</p> <p>Know and talk about the factors that support health and wellbeing: food</p> <p>Try to follow the rules and begin to explain the reasons for rules</p> <p>Play with others and find solutions with minimal adult input</p>
<p>To show awareness of classroom routines and expectations, following these more consistently</p> <p>To know that there are acceptable and unacceptable ways of asserting myself</p> <p>To try to regulate myself, with support, when I am tempted to assert myself in a way I know is not acceptable</p> <p>To use words to tell a friend or grown-up when something is making me unhappy</p> <p>To try a range of healthy foods and talk about which I like and do not like</p> <p>To play with another child or in a small group, adding my own ideas into the play</p>	<p>To follow classroom routines and expectations consistently</p> <p>To explain why our rules are important</p> <p>To use words to discuss and resolve a conflict between peers with less adult input</p> <p>To play and work with another friend or in a group, suggesting my own ideas and taking into account the ideas of others</p>
<p>Key Vocabulary</p> <p>Food, like, don't like, fruit, vegetables, grow, bread, butter, milk, 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</p>	<p>Key Vocabulary</p> <p>Food, healthy, unhealthy, fruit, vegetables, grow, bread, butter, milk, explain, because, why, rules, expectations, behaviour, routines, problem solve, talk, together, ideas</p>

Year 1 / 2 Citizenship	Year 3/4 Citizenship
<p>Rules</p> <p>To know key rules we have in school (Y1)</p> <p>To understand why rules are important (Y1)</p> <p>To know some consequences of not having or following rules (Y2)</p> <p>To know why rules are different in different places (Y2)</p> <p>The same yet different</p> <p>To understand that everyone is unique</p> <p>To know things that are the same or different about people</p> <p>Year 2</p> <p>To know that different people contribute to the local community</p> <p>To understand that there are a range of groups people belong to</p> <p>To identify some groups I belong to</p> <p>To explain that some groups are chosen and some we just belong to a group.</p> <p>Job roles in our local community</p> <p>To understand that there are a range of jobs locally that help our community</p> <p>To explain some of the things people do for their job</p> <p>To explain what might happen if no one did these jobs</p> <p>Our school environment</p> <p>To understand what makes up the school environment</p> <p>To identify things that I like in the school environment</p> <p>To identify things that could be improved in the school environment</p> <p>To explain how I can make a difference to the school environment</p> <p>Our Local environment</p> <p>To understand some people have jobs that help to keep our environment a good place to live or learn</p> <p>To identify some people in school who look after the environment</p> <p>To identify the jobs some people do in the local area to look after the environment</p> <p>To explain that some people volunteer to keep the local environment pleasant.</p>	<p>Recycling / Re using</p> <p>I know the environmental benefits of recycling</p> <p>I know that recycling rubbish helps protect the environment</p> <p>I know things that can be recycled</p> <p>I know what I can do to increase/improve recycling at home/school</p> <p>Year 4</p> <p>I know the environmental benefits of reusing items</p> <p>I know why reusing is better for the environment than recycling</p> <p>I can identify a range of ways that items can be reused</p> <p>Local community Groups</p> <p>To know the groups which make up the community (Y3)</p> <p>To know the contribution groups make to a community (Y4)</p> <p>To know how to explain what a community is</p> <p>To know the name buildings and places shared by my community</p> <p>To be able to identify groups that exist in the community and how they may be linked to each other</p> <p>To be able to name some different groups that exist in my wider community</p> <p>To know how to explain why and how someone might set up or join a community group</p> <p>To know to to explain how groups help a community</p> <p>Local Council and Democracy</p> <p>To know how democracy works in the local area</p> <p>Yr 3</p> <p>To know how to explain some of the things the council does</p> <p>To know how democracy works in the local area</p> <p>To know that spending on different services needs to be prioritised</p> <p>Yr 4</p> <p>To know the role of local councillor</p> <p>To know how local residents can share their ideas with the local councillor</p> <p>To know how to identify some issues which a local councillor might be able to help with</p> <p>Rules</p> <p>To know why we have rules and the consequences of breaking rules at school / home</p> <p>To know why we have rules at school and home</p> <p>To be able to explain some of the consequences of breaking rules</p> <p>To be able to identify whether a consequence is fair or not</p> <p>Rights of the Child</p>

	<p>To begin to understand the UN Convention on the Rights of the C I understand that children have rights</p> <p>Year 3</p> <p>To know how to explain how some of these rights benefit me</p> <p>To know that not all children benefit from the rights</p> <p>Year 4</p> <p>To know how adults have responsibilities for maintaining children's' rights</p> <p>To know that children have responsibilities to make sure other children can benefit from their rights</p> <p>What are Human rights?</p> <p>To know how to understand the Human Rights Convention</p> <p>To begin to understand the Human Rights Convention</p> <p>To know that everyone has human rights</p> <p>To know why these rights are important</p> <p>To know who helps to protect human rights</p>
<p>Key Vocabulary</p> <p>Rule, Different, Same, Unique, belonging, Environment</p> <p>Responsibility, Pleasant, Job ,Volunteer, Look after, Problems</p>	<p>Key Vocabulary</p> <p>Authority, Cabinet, Charity, Community, Consequence</p> <p>Council, Councillor, Democracy, Diversity, Environment</p> <p>Human rights, Law, Local government, Protect, Recycling</p> <p>Responsibility, Reuse, Rights, United Nations/UN</p> <p>Volunteer</p>