

## PSHE – Medium Term Plans

<b>YEAR ONE – MEDIUM TERM OVERVIEW</b>		
<b>Half Term &amp; Key Questions</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Autumn 1</b> <i>What is the same and different about us?</i>	<b>Relationships</b>  Ourselves and others; similarities and differences; individuality; our bodies  PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private</li> </ul> <p><i>Transition activities and creation of class rules will also be included this half term. Pupils will learn to name different emotions, linked to the emotion jars in their class.</i></p>
<b>Autumn 2</b> <i>Who is special to us?</i>	<b>Relationships</b>  Ourselves and others; people who care for us; groups we belong to; families  PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul> <p><i>Anti-bullying week will be included this half term.</i></p>
<b>Spring 1</b> <i>What helps us stay healthy?</i>	<b>Health and wellbeing</b>  Being healthy; hygiene; medicines; people who help us with health  PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul>

		<ul style="list-style-type: none"> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>
<b>Spring 2</b> <i>What can we do with money?</i>	<b>Living in the wider world</b> Money; making choices; needs and wants  PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>
<b>Summer 1</b> <i>Who helps to keep us safe?</i>	<b>Health and wellbeing</b> Keeping safe; people who help us  PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> <li>•</li> </ul>
<b>Summer 2</b> <i>How can we look after each other and the world?</i>	<b>Living in the wider world</b> Ourselves and others; the world around us; caring for others; growing and changing  PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>

<b>YEAR TWO – MEDIUM TERM OVERVIEW</b>		
<b>Half Term &amp; Key Questions</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Autumn 1</b> <i>What makes a good friend?</i>	<b>Relationships</b>  Friendship; feeling lonely; managing arguments  PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul> <p><i>Transition activities and creation of class rules will also be included this half term. Pupils will learn to name different emotions, linked to the emotion jars in their class.</i></p>
<b>Autumn 2</b> <i>What is bullying?</i>	<b>Relationships</b>  Behaviour; bullying; words and actions; respect for others  PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul> <p><i>Anti-bullying week will be included this half term.</i></p>
<b>Spring 1</b> <i>What can help us grow and stay healthy?</i>	<b>Health and wellbeing</b>  Being healthy: eating, drinking, playing and sleeping  PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>

<p><b>Spring 2</b> <i>What jobs do people do?</i></p>	<p><b>Living in the wider world</b></p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>
<p><b>Summer 1</b> <i>What helps us to stay safe?</i></p>	<p><b>Health and wellbeing</b></p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>
<p><b>Summer 2</b> <i>How do we recognise our feelings?</i></p>	<p><b>Health and wellbeing</b></p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>