

Year R PSED Medium Term Plan

Autumn 1	Spring 1	Summer 1
Theme: Marvellous Me! PSHE Unit: Me - A Special Person	Theme: People who help us PSHE Unit: People who Help	Theme: Water PSHE Unit: Being Healthy and Safe
Objectives	Objectives	Objectives
<ul style="list-style-type: none"> To recognise their uniqueness To feel good about themselves To know personal likes, dislikes and preferences To recognise, name and own everyday feelings such as happy, sad, cross, worried, etc To know some of the things that can cause different feelings To take turns To understand classroom rules and routines, including personal hygiene To learn about the Golden Rules 	<ul style="list-style-type: none"> To know the people who look after them and their different roles and responsibilities To understand that there are differences and similarities between people To talk to adults and listen to their 	<ul style="list-style-type: none"> To make simple choices between activities, foods, etc To think about being well and being unwell To talk about medicines.
Possible Activities	Possible Activities	Possible Activities
<ul style="list-style-type: none"> Golden Rule Stories Exploring feelings through stories Teaching routines around toilets - e.g. washing hands Co-operative and turn taking games 	<ul style="list-style-type: none"> Make a <i>My family book</i> or a <i>Special person book</i> of mum, dad, step-parent, carer, grandparent, brothers and sisters, aunts and uncles, best friend, and other special people. Visit other members of staff around the school, have them visit the class or assembly to talk to children and encourage them to ask questions. Visits from family members/ carers or outside agencies, such as school nurse, police officer, speech therapist. Role play of different roles and how they help. 	<ul style="list-style-type: none"> Making choice about food (pictures, favourite meals, etc.) Deciding who to play with Discuss how characters in stories feel when they are well/unwell - doctors, no school, take medicine... What is safe to put in our bodies and when?
Autumn 2	Spring 2	Summer 2
Theme: Space PSHE Unit: My Special People	Theme: Up the Beanstalk PSHE Unit: Growing and Changing	Theme: All Creatures Great and Small PSHE Unit: Being Involved
Objectives	Objectives	Objectives
<ul style="list-style-type: none"> To say why someone is special to them To recognise ways in which their family/carers is 	<ul style="list-style-type: none"> To learn and practise skills for maintaining personal hygiene 	<ul style="list-style-type: none"> To learn to co-operate by taking turns and joining in

<p>special To recognise what they are good at from what others tell them To show a willingness to care about others To learn when to say " <i>Thank you</i>" and " <i>Sorry</i>".</p>	<p>To be proud of their body and enjoy what it can do To learn the names of the main parts of the body To understand the idea of growing from young to old.</p>	<p>To join in and enjoy a range of activities To make simple choices between activities To know what they enjoy and what they are good at To care for plants or pets. To learn that bullying is not acceptable</p>
<p>Possible Activities</p>	<p>Possible Activities</p>	<p>Possible Activities</p>
<p>Display of 'special' toys, books and objects Talking about people who are special to them and why. Who do you care about? Explore the ideas of love and like. Story - Can't you sleep little bear? Role play, drama and games involving saying " <i>Thank you</i>" and " <i>Sorry</i>" in a range of situations.</p>	<p>Make pictorial reminders for other children of hygiene routines, such as flushing toilet and washing hands. Action rhymes and songs, such as I've got a body; and touch head, shoulders, fingers, toes rhymes. Children bring in photos to make a personal timeline. Visitors - grandparent, mother and baby/toddler, older child.</p>	<p>Circle time and turn taking games - e.g. parachute Caring for pets Growing and caring for plants Stories - e.g. <i>Farmer Duck</i> to explain bullying and link to feelings; teach strategies for dealing with the situation, e.g.: tell an adult.</p>

Year 1 PSHE Medium Term Plan

Autumn 1	Spring 1	Summer 1
PSHE Unit: Working Well Together	PSHE Unit: Caring for Myself	PSHE Unit: Keeping Safe
Objectives	Objectives	Objectives
<p>To know the school and classroom rules and how they help them</p> <p>To agree rules for their class or group</p> <p>To co-operate with others in work and play, sharing and taking turns</p> <p>To contribute to a discussion or conversation</p> <p>To put their views forward clearly and appropriately</p> <p>To identify ways of helping in class and improving the environment by their own actions. Make simple choices between activities.</p>	<p>To own their own feelings, making "I" statements</p> <p>To carry out personal routines</p> <p>To develop skills for maintaining personal hygiene, cleaning teeth, washing hands</p> <p>To be motivated to be clean and healthy</p> <p>To think about what can go on their body and in their body and that some substances can be harmful</p> <p>To begin to understand how infections are passed between people</p> <p>To know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines.</p>	<p>To think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe</p> <p>To know places that are safe</p> <p>To follow simple safety rules and instructions</p> <p>To appreciate the need to take care and the need for safe actions</p> <p>To know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water</p> <p>To care about keeping themselves and others safe.</p>
Activities	Activities	Activities
<p>Brainstorm and agree class rules.</p> <p>Illustrate rules and show ownership by signing or self-portrait.</p> <p>Circle time activities to promote trust and enjoyment, and to encourage co-operation, taking turns.</p> <p>Forum topics in circle time.</p> <p>Stories with strong storyline - debate <i>what should he/she do?</i></p> <p><i>Show and tell</i> - listening, looking and questioning each other.</p> <p>Class task and jobs board.</p> <p>Elect a school council - voting - is it fair/unfair?</p>	<p>Circle time, silent statements, personal likes and preferences.</p> <p>Role play linked to doctors, dentists, etc.</p> <p>Visitors such as dental hygienist</p> <p>Draw and write about what goes into/onto my body?</p> <p>Create a medicine chest of substances which could be medicines.</p>	<p>Draw and write about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe - visit from police officer, fire officer, crossing patrol.</p> <p>Using pictures to discuss potential risks in different settings.</p> <p>Develop safety rules for physical education, playground, road safety; make a <i>safe places map</i> showing safe places to play.</p> <p>Bandaged teddy as starting point to talk about how teddy could have kept safe.</p> <p>Looking at containers to find safety instructions and symbols.</p> <p>Making posters to help others keep safe.</p>
Autumn 2	Spring 2	Summer 2
PSHE Unit: Other people are special too	PSHE Unit: Caring for Others	PSHE Unit: Looking Forward
Objectives	Objectives	Objectives
<p>To know the different groups to which they belong: families, friends, school, etc</p> <p>To recognise worth in others</p> <p>To make positive statements about other people</p> <p>To understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying</p> <p>To show respect by listening to what other people say</p> <p>To understand that other people have needs</p> <p>To consider the value of being a friend and having friends</p>	<p>To begin to accept everyone as an individual</p> <p>To appreciate the difference between <i>needs</i> and <i>wants</i></p> <p>To respect others' needs, feelings and opinions</p> <p>To value other people's achievements</p> <p>To understand the needs of plants and animals</p> <p>To begin to take some responsibility for self and others, eg: in the classroom, playground, school visits</p> <p>To identify jobs in the classroom and school and know what contribution they make to the life of the class and school</p>	<p>To perform tasks independently</p> <p>To value their achievements and talents, want to do well, and make the most of opportunities</p> <p>To review their progress and recognise personal achievement, strengths and weaknesses</p> <p>To identify personal goals for improvement</p> <p>To know some of the things that can cause different emotions</p> <p>To be able to talk about a range of emotions and feelings.</p>

<p>To show a willingness to care for others To recognise the ways their own behaviour affects others To ask for and give permission.</p>	<p>To consider the value of being part of different groups and communities To begin to recognise the way their choices can affect others.</p>	
<p>Activities</p>	<p>Activities</p>	<p>Activities</p>
<p>Group work on belonging to a group, making a class record of all their groups - clubs, friends, etc. Circle time. Finding out what others are good at, making positive statements in circle time. Stories about feelings; words to describe feelings; sharing feelings in circle time; use of pictures of different situations - <i>what are the children in the pictures feeling?</i> Listening activities in circle time Stories about others' needs - babies, elderly, disabled people, visitors - with the focus on emotional as well as physical needs.</p>	<p>Observational drawings of each other, discuss, compare and display individuality; changing places games in circle time to highlight individuality. Story - <i>I want my potty</i>; list <i>needs</i> and <i>wants</i> as a class or group to help define meanings. Practise listening and affirming through circle time. Class celebration time for in and out-of-school achievements. Design a test to establish what conditions plants need. Use of a class responsibility chart, class rules and expectations. Work together to plan a class/school assembly with each child contributing to the final outcome. Carry out an audit of the school grounds.</p>	<p>Develop classroom routines which encourage and reward independence. Circle time to make "I" statements about interests, achievements and progress during Year 1. Structured interviews in pairs - interview each other to help clarify strengths and personal, social and academic targets. Invite one or more visitors to be asked about their achievements and experiences, individually or on a panel. Create a personal profile - <i>a fact file</i> on myself - to include targets. Stories - <i>Dogger</i>, <i>Pumpkin soup</i>. Painting, poetry and mime to express ideas and feelings.</p>

Year 2 PSHE Medium Term Plan

Autumn 1	Spring 1	Summer 1
PSHE Unit: Who is in charge?	PSHE Unit: My Body is Important	PSHE Unit: Taking Charge
Objectives	Objectives	Objectives
<p>To communicate and co-operate with others to contribute to the life of the class and school</p> <p>To know about shops, services and advertising</p> <p>To know that we have to pay for what we buy</p> <p>To know about the world immediately around them, including community services, libraries, leisure centres, museums, etc</p> <p>To know what improves and harms their local environment and know some of the different ways people look after it</p> <p>To observe surroundings and be able to make some judgements</p> <p>To know people in their community who can help them</p> <p>To respond with increasing confidence to new people and situations.</p>	<p>To feel good about themselves</p> <p>To value their bodies and monitor what they put into it, as all substances can be harmful if not used properly</p> <p>To understand the need for exercise and rest to keep healthy</p> <p>To know the range of options open to them, eg: food, games and activities</p> <p>To know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg: immunisation</p> <p>To know that some diseases are infectious and can be controlled</p> <p>To appreciate the need to take care, to be safe and care about keeping themselves and others' safe</p> <p>To know the names of more parts of their bodies</p> <p>To know that they have rights over their own bodies</p> <p>To know when to keep a secret and when to tell.</p>	<p>To develop personal values by being able to clarify what is important to them</p> <p>To understand that they have choices, exploring ideas of <i>good and bad, right and wrong and uncertain</i></p> <p>To recognise choices they have made or can make</p> <p>To recognise what is important to them in making choices</p> <p>To learn to consider options and find relevant information</p> <p>To think about how money can be spent other than on themselves</p> <p>To recognise ways in which their own choices and behaviour affects others, including bullying and being bullied</p> <p>To recognise that their actions have consequences for themselves</p> <p>To show awareness of their right to decide.</p>
Activities	Activities	Activities
<p>Class charter of rules developed through circle time.</p> <p>Visits to local shops or services, or visitors from these.</p> <p>Class booklet on local community and services they use, including clubs.</p> <p>Personal report writing.</p> <p>Making a directory of people who help across the community.</p> <p>Debate on a local issue, such as whether a playground should be extended.</p> <p>Write letters of complaint or suggestions for change to the local council.</p>	<p>Brainstorm things that make us feel happy.</p> <p><i>What goes into our bodies?</i> - discuss in pairs or groups, and bring to class discussion.</p> <p>Planning a healthy day for a holiday play scheme to include all elements.</p> <p>Role play café, make leaflets, and/or posters for other children.</p> <p>Brainstorm on feeling well/ unwell.</p> <p>Looking at different medicines, over the counter and prescribed, and looking at safety information on labels.</p> <p>School nurse or visitor to talk about immunisation.</p> <p>Playtime <i>buddy scheme</i>, looking after playground equipment as lunchtime helpers.</p> <p>Group work to label body parts - using an outline of a child, deciding which are <i>proper</i> names, family names, slang terms.</p> <p>Discussion on respecting personal body space.</p> <p>Circle time, music, physical education games to name parts of body.</p> <p>Puppets, role play and stories to consider what characters should do in different situations when asked to keep a</p>	<p>Draw a picture of themselves, surrounded with what they would need to take to a desert island.</p> <p>Writing stories for younger children and reading these to them.</p> <p>Brainstorm choices they have and analyse into categories, e.g.: to eat, to relax, to make things, to learn about, to buy.</p> <p>In groups, decide what is important in making choices; make a class checklist for making choices.</p> <p>Groups research information for project of their choice, eg: a holiday, making something, a change to the classroom or playground - work out priorities, costs, etc.</p> <p>Story - <i>Kipper and the giant</i>, where choices affect others.</p> <p>Circle time focus on bullying and being bullied.</p> <p>Learning and practising decision-making skills through role play.</p>

	secret - whether to tell, who to ask and how to ask for help.	
Autumn 2	Spring 2	Summer 2
PSHE Unit: Celebrating and recognising Differences	PSHE Unit: Changing Friendships	PSHE Unit: Looking Forward
Objectives	Objectives	Objectives
<p>To be able to express positive statements about themselves and others</p> <p>To recognise and name feelings</p> <p>To feel good about themselves</p> <p>To identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background</p> <p>To know that people have things in common but that everyone is unique</p> <p>To be proud of who they are and understand that difference does not mean better or worse</p> <p>To explore the idea of fairness for all</p> <p>begin to question media messages and stereotypes</p>	<p>To consider the qualities of a friend, and what they value in friends</p> <p>To understand what a friend is, and how to be a friend</p> <p>To understand that friendships can change</p> <p>To make new friends and deal with losing friends</p> <p>To recognise and name feelings, including feelings associated with change</p> <p>To begin to learn to manage feelings positively and effectively</p> <p>To reflect and learn from their experiences.</p>	<p>To begin to take responsibility for self and others in and out of school, e.g.: classroom, playground, visits</p> <p>To begin to understand about trust and reliability</p> <p>To appreciate and want to care for their environment, classroom, school grounds, local area</p> <p>To respect their own and other people's property - personal and public</p> <p>To begin to value resources and understand that they are limited</p> <p>To begin to accept everyone as an individual, respecting others' needs, opinions and feelings</p> <p>To listen, concentrate and hold the attention of a listener</p> <p>To reflect on how they have changed since starting school</p> <p>To value their achievements, and be able to describe what they have achieved</p> <p>set targets for themselves</p>
Activities	Activities	Activities
<p>Circle time "I can ...", "I like ...", "When I am happy I ...", "I make people happy by ...", etc.</p> <p>Charades - acting a feeling from a card.</p> <p>Expressive arts to show feelings.</p> <p>Make a <i>celebration tree</i> - for class or group - with leaves to show things they are good at.</p> <p>Photographs of <i>People who care for us at home</i>, to show family/carers' networks.</p> <p>Stories from a range of cultures.</p> <p>Visitors from other parts of the world, who have been on journeys or who have moved within the UK.</p> <p>Data handling to show differences in height, eye colour or hair colour.</p> <p>Finishing a story to explore different options.</p> <p>Stories - <i>Silver shoes; Once upon a time</i>.</p> <p>Compare newspaper stories from different points of view - role play.</p> <p>Using advertisements to guess the product and begin to explore stereotypes.</p>	<p>Drawn outline of a friend - qualities gathered on <i>Post-its</i> then sorted into class display.</p> <p>Circle time on friends and being a good friend, co-operation games, forum discussions.</p> <p>Puppets to illustrate aspects of friendship for others to identify.</p> <p>Stories about friendships.</p> <p>Mending a broken object - <i>what do we need?</i> Tray with string, Sellotape, glue, etc. <i>How can we mend things we cannot see, such as friendships?</i></p> <p>Photographs/drawings of people's faces to discuss feelings and extend vocabulary to describe feelings.</p> <p>Class plan on welcoming a new child to the class, or saying farewell to someone who is leaving, designing cards, making group presentations.</p>	<p>Circle time focus on responsibility and trust in families, at school and between friends.</p> <p>Making a school brochure or display to show what makes school a safe and healthy place.</p> <p>Developing green playground rules.</p> <p>Interviewing each other to make a class year book.</p> <p>Writing personal histories of themselves and older people in school or families.</p> <p>Personal record or classbook of achievements.</p> <p>Celebration of achievements during Key Stage 1.</p>