**Year R PSED Medium Term Plan**

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| **Autumn 1** | **Spring 1** | **Summer 1** |
| PSHE Unit: Me – A Special Person | PSHE Unit: People who Help | PSHE Unit: Being Healthy and Safe |
| **Objectives** | **Objectives** | **Objectives** |
| A1 To recognise their uniqueness  A1 To feel good about themselves  A1 To know personal likes, dislikes and preferences  A1 To recognise, name and own everyday feelings such as happy, sad, cross, worried, etc  A1 To know some of the things that can cause different feelings  A1 To take turns  A1 To understand classroom rules and routines, including personal hygiene  A1 To learn about the Golden Rules | S1 To know the people who look after them and their different roles and responsibilities  S1 To understand that there are differences and similarities between people  S1 To talk to adults and listen to their | Su1 To make simple choices between activities, foods, etc  Su1 To think about being well and being unwell  Su1 To talk about medicines. |
| **Possible Activities** | **Possible Activities** | **Possible Activities** |
| Golden Rule Stories  Exploring feelings through stories  Teaching routines around toilets – e.g. washing hands  Co-operative and turn taking games | Make a *My family book* or a S*pecial person book* 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. | 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? |

Year R

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| **Autumn 2** | **Spring 2** | **Summer 2** |
| PSHE Unit: My Special People | PSHE Unit: Growing and Changing | PSHE Unit: Being Involved |
| **Objectives** | **Objectives** | **Objectives** |
| A2 To say why someone is special to them  A2 To recognise ways in which their family/carer is special  A2 To recognise what they are good at from what others tell them  A2 To show a willingness to care about others  A2 To learn when to say “*Thank you*” and “*Sorry*”. | S2 To learn and practise skills for maintaining personal hygiene  S2 To be proud of their body and enjoy what it can do  S2 To learn the names of the main parts of the body  S2 To understand the idea of growing from young to old. | Su2 To learn to co-operate by taking  turns and joining in  Su2 To join in and enjoy a range of  activities  Su2 To make simple choices between  activities  Su2 To know what they enjoy and  what they are good at  Su2 To care for plants or pets.  Su2 To learn that bullying is not acceptable |
| **Possible Activities** | **Possible Activities** | **Possible Activities** |
| 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 *“Thank you”* and *“Sorry”* in a range of situations. | 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. | Circle time and turn taking games – e.g. parachute  Caring for pets  Growing and caring for plants  Stories – e.g. *Farmer Duck* to explain bullying and link to feelings; teach strategies for dealing with the situation, e.g.: tell an adult. |

**Year 1 PSHE Medium Term Plan**

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| **Autumn 1** | **Spring 1** | **Summer 1** |
| PSHE Unit: Caring for Myself | PSHE Unit: Keeping Safe | PSHE Unit: Caring for Others |
| **Objectives** | **Objectives** | **Objectives** |
| A1 To agree rules for their class or group  S1 To own their own feelings, making *“I”* statements  S1 To carry out personal routines  S1 To develop skills for maintaining personal hygiene, cleaning teeth, washing hands  S1 To be motivated to be clean and healthy  S1 To think about what can go on their body and in their body and that some substances can be harmful  S1 To begin to understand how infections are passed between people  S1 To know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines. | Su1 To think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe  Su1 To know places that are safe  Su1 To follow simple safety rules and instructions  Su1 To appreciate the need to take care and the need for safe actions  Su1 To know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water  Su1 To care about keeping themselves and others safe. | S2 To begin to accept everyone as an individual  S2 To appreciate the difference between *needs* and *wants*  S2 To respect others’ needs, feelings and opinions  S2 To value other people’s achievements  S2 To understand the needs of plants and animals  S2 To begin to take some responsibility for self and others, eg: in the classroom, playground, school visits  S2 To identify jobs in the classroom and school and know what contribution they make to the life of the class and school  S2 To consider the value of being part of different groups and communities  S2 To begin to recognise the way their choices can affect others. |
| **Activities** | **Activities** | **Activities** |
| Brainstorm and agree class rules.  Illustrate rules and show ownership by signing or self-portrait.  Elect a school council – voting – is it fair/unfair?  Circle time, silent statements, personal likes and preferences.  Role play linked to doctors, dentists, etc.  Visitors such as dental hygienist  Draw and write about what goes into/onto my body?  Create a medicine chest of substances which could be medicines. | 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.  Using pictures to discuss potential risks in different settings.  Develop safety rules for physical education, playground, road safety; make a *safe places map* showing safe places to play.  Bandaged teddy as starting point to talk about how teddy could have kept safe.  Looking at containers to find safety instructions and symbols.  Making posters to help others keep safe. | Observational drawings of each other, discuss, compare and display individuality; changing places games in circle time to highlight individuality.  Story – *I want my potty*; list *needs* and *wants* 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. |

Start of year objectives

Year 1

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| **Autumn 2** | **Spring 2** | **Summer 2** |
| PSHE Unit: Working Well Together | PSHE Unit: Other people are special too | PSHE Unit: Looking Forward |
| **Objectives** | **Objectives** | **Objectives** |
| A1 To know the school and classroom rules and how they help them  A1 To co-operate with others in work and play, sharing and taking turns  A1 To contribute to a discussion or conversation  A1 To put their views forward clearly and appropriately  A1 To identify ways of helping in class and improving the environment by their own actions. Make simple choices between activities. | A2 To know the different groups to which they belong: families, friends, school, etc  A2 To recognise worth in others  A2 To make positive statements about other people  A2 To understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying  A2 To show respect by listening to what other people say  A2 To understand that other people have needs  A2 To consider the value of being a friend and having friends  A2 To show a willingness to care for others  A2 To recognise the ways their own behaviour affects others  A2 To ask for and give permission. | Su2 To perform tasks independently  Su2 To value their achievements and talents, want to do well, and make the most of opportunities  Su2 To review their progress and recognise personal achievement, strengths and weaknesses  Su2 To identify personal goals for improvement  Su2 To know some of the things that can cause different emotions  Su2 To be able to talk about a range of emotions and feelings. |
| **Activities** | **Activities** | **Activities** |
| Circle time activities to promote trust and enjoyment, and to encourage  co-operation, taking turns.  Forum topics in circle time.  Stories with strong storyline – debate *what should he/she do?*  *Show and tell* – listening, looking and questioning each other.  Class task and jobs board. | 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 – *what are the children in the pictures feeling?*  Listening activities in circle time  Stories about others’ needs – babies, elderly, disabled people, visitors – with the focus on emotional as well as physical needs. | 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 – *a fact file* on myself – to include targets.  Stories – *Dogger, Pumpkin soup.*  Painting, poetry and mime to express ideas and feelings. |

**Year 2 PSHE Medium Term Plan**

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| **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** |
| A1 To communicate and co-operate with others to contribute to the life of the class and school  A1 To know about shops, services and advertising  A1 To know that we have to pay for what we buy  A1 To know about the world immediately around them, including community services, libraries, leisure centres, museums, etc  A1 To know what improves and harms their local environment and know some of the different ways people look after it  A1 To observe surroundings and be able to make some judgements  A1 To know people in their community who can help them  A1 To respond with increasing confidence to new people and situations. | A2 To be able to express positive statements about themselves and others  A2 To recognise and name feelings  A2 To feel good about themselves  A2 To identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background  A2 To know that people have things in common but that everyone is unique  A2 To be proud of who they are and understand that difference does not mean better or worse  A2 To explore the idea of fairness for all  begin to question media messages and stereotypes | Su1 To develop personal values by being able to clarify what is important to them  Su1 To understand that they have choices, exploring ideas of *good* and *bad*, *right* and *wrong* and *uncertain*  Su1 To recognise choices they have made or can make  Su1 To recognise what is important to them in making choices  Su1 To learn to consider options and find relevant information  Su1 To think about how money can be spent other than on themselves  Su1 To recognise ways in which their own  choices and behaviour affects others, including bullying and being bullied  Su1 To recognise that their actions have consequences for themselves  Su1 To show awareness of their right to decide. |
| **Activities** | **Activities** | **Activities** |
| Class charter of rules developed through circle time.  Visits to local shops or services, or visitors from these.  Class booklet on local community and services they use, including clubs.  Personal report writing.  Making a directory of people who help across the community.  Debate on a local issue, such as whether a playground should be extended.  Write letters of complaint or suggestions for change to the local council.  Start of year objectives | Circle time *“I can ...”*, *“I like ...”*, *“When I am happy I ...”*,  *“I make people happy by ...”*, etc.  *Charades* – acting a feeling from a card.  Expressive arts to show feelings.  Make a *celebration tree* – for class or group – with leaves to show things they are good at.  Photographs of *People who care for us at home,* to show family/carers’ networks.  Stories from a range of cultures.  Visitors from other parts of the world, who have been on journeys or who have moved within the UK.  Data handling to show differences in height, eye colour or hair colour.  Finishing a story to explore different options.  Stories – *Silver shoes; Once upon a time*.  Compare newspaper stories from different points of view – role play.  Using advertisements to guess the product and begin to explore stereotypes. | Draw a picture of themselves, surrounded with what they would need to take to a desert island.  Writing stories for younger children and reading these to them.  Brainstorm choices they have and analyse into categories, e.g.: to eat, to relax, to make things, to learn about, to buy. In groups, decide what is important in making choices; make a class checklist for making choices.  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.  Story – *Kipper and the giant*, where choices affect others.  Circle time focus on bullying and being bullied.  Learning and practising decision-making skills through role play. |
| **Autumn 2** | **Spring 2** | **Summer 2** |
| PSHE Unit: Celebrating and recognising Differences | PSHE Unit: Changing Friendships | PSHE Unit: Looking Forward |
| **Objectives** | **Objectives** | **Objectives** |
| S1 To feel good about themselves  S1 To value their bodies and monitor what they put into it, as all substances can be harmful if not used properly  S1 To understand the need for exercise and rest to keep healthy  S1 To know the range of options open to them, eg: food, games and activities  S1 To know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg: immunisation  S1 To know that some diseases are infectious and can be controlled  S1 To appreciate the need to take care, to be safe and care about keeping themselves and others’ safe  S1 To know the names of more parts of their bodies  S1 To know that they have rights over their own bodies  S1 To know when to keep a secret and when to tell. | S2 To consider the qualities of a friend, and what they value in friends  S2 To understand what a friend is, and how to be a friend  S2 To understand that friendships can change  S2 To make new friends and deal with losing friends  S2 To recognise and name feelings, including feelings associated with change  S2 To begin to learn to manage feelings positively and effectively  S2 To reflect and learn from their experiences. | Su2 To begin to take responsibility for self and others in and out of school, e.g.: classroom, playground, visits  Su2 To begin to understand about trust and reliability  Su2 To appreciate and want to care for their environment, classroom, school grounds, local area  Su2 To respect their own and other people’s property – personal and public  Su2 To begin to value resources and  understand that they are limited  Su2 To begin to accept everyone as an individual, respecting others’ needs, opinions and feelings  Su2 To listen, concentrate and hold the attention of a listener  Su2 To reflect on how they have changed since starting school  Su2 To value their achievements, and be able to describe what they have achieved and set targets for themselves |
| **Activities** | **Activities** | **Activities** |
| Brainstorm things that make us feel happy.  *What goes into our bodies?* – discuss in pairs or groups, and bring to class discussion.  Planning a healthy day for a holiday play scheme to include all elements.  Role play café, make leaflets, and/or posters for other children.  Brainstorm on feeling well/ unwell.  Looking at different medicines, over the counter and prescribed, and looking at safety information on labels.  School nurse or visitor to talk about immunisation.  Playtime *buddy scheme*, looking after playground equipment as lunchtime helpers.  Group work to label body parts – using an outline of a child, deciding which are *proper* names, family names, slang terms. Discussion on respecting personal body space.  Circle time, music, physical education games to name parts of body.  Puppets, role play and stories to consider what characters should do in different situations when asked to keep a secret – whether to tell, who to ask and how to ask for help. | Drawn outline of a friend – qualities gathered on *Post-its* then sorted into class display.  Circle time on friends and being a good friend, co-operation games, forum discussions.  Puppets to illustrate aspects of friendship for others to identify.  Stories about friendships.  Mending a broken object – *what do we need?* Tray with string, Sellotape, glue, etc. *How can we mend things we cannot see, such as friendships?*  Photographs/drawings of people’s faces to discuss feelings and extend vocabulary to describe feelings.  Class plan on welcoming a new child to the class, or saying farewell to someone who is leaving, designing cards, making group presentations. | Circle time focus on responsibility and trust in families, at school and between friends.  Making a school brochure or display to show what makes school a safe and healthy place.  Developing green playground rules.  Interviewing each other to make a class year book.  Writing personal histories of themselves and older people in school or families.  Personal record or class book of achievements.  Celebration of achievements during Key Stage 1. |

Year 2