



PSHE Medium Term Plan 2019-20

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>ELG – Managing feelings and behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>					
Year 1	<p><u>RELATIONSHIPS (SOCIAL)</u> <u>BEGINNING TO UNDERSTAND ME AND OTHERS</u></p> <ul style="list-style-type: none"> -To describe who a friend is and what a friend does. -To demonstrate some skills needed to make and maintain friendships. -To describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents. 	<p><u>BEING A RESPONSIBLE CITIZEN: TAKING PART AND BELONGING</u></p> <ul style="list-style-type: none"> -To begin to see how everyone contributes to the life of the classroom. -To know what my responsibilities are as part of the class. -To identify various groups that I belong to. -To recognise that everyone is part of the community. 	<p><u>RELATIONSHIPS (EMOTIONAL)</u> <u>KNOWING WHAT TO DO</u></p> <ul style="list-style-type: none"> -To understand and explain the school's/classroom rules for and ways of keeping physically and emotionally safe. -To begin to identify some of my feelings and recognised some of the ways I express them. -To recognise how our feelings can influence our friendships. 	<p><u>HEALTH AND WELLBEING:</u> <u>KEEPING SAFE AND HEALTHY</u></p> <ul style="list-style-type: none"> -To explain why it is important to keep clean. -To understand some basic hygiene routines. -To understand some areas in which I can look after myself e.g. dressing and undressing. -To understand the need for keeping my teeth clean. 	<p><u>ECONOMIC WELLBEING</u> <u>LEARNING: ABOUT MONEY</u></p> <ul style="list-style-type: none"> -To know the value of the coins and noted used in Britain. -To begin to understand the cost of everyday items. -To recognise and choose the correct value of coins and noted to use. -To be able to calculate change. 	RSE



	<ul style="list-style-type: none"> -To recognise similarities and differences between myself and my peers. -To share my opinions with everyone in the class one at a time. -To say when I think something is fair or unfair, kind or unkind, right or wrong. -To know what to do if I am unhappy with things that happen to me. 	<ul style="list-style-type: none"> -To know ways that everyone is the same and different. -To understand how basic rules protect myself and others. -To begin to understand how rules are made. -To be aware of some basic things that people can do to improve or harm the local community and environment. -To begin to know what is meant by respect for self and others. -To begin to know what is meant by 'bullying' and the consequences of this, for both 'victim', 'bully' and wider community. 	<ul style="list-style-type: none"> -To realise that my words and actions can affect other people. -To set simple but challenging goals for myself. -To distinguish between good and not so good feelings. -To talk about change and loss and the associated feelings. -To explain how people look after me at home and at school. -To identify family members and friends and the roles that they play. -To know who I can talk to at home and at school if I am sad. -To know the difference 	<ul style="list-style-type: none"> -To understand the need for rest and sleep. -To say what things might be harmful at home. -To say what things can be harmful if not used properly. -To say where in school I feel safe. -To identify where in the locality I feel less safe and why. -To say where and when it is safe to cross the road. 	<ul style="list-style-type: none"> -To learn the importance of keeping simple financial records. -To be aware of the difference between a need and a want. -To understand that money is a finite resource and needs to be managed. -To be able to consider choices and make informed decisions about my spending money. -To begin to understand the different choices some people make about what to do with their money. -To appreciate that me and my family may want and need different things. 	
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			<p>between secrets and surprises.</p> <p>-To understand not to keep adults secrets.</p> <p>-To know when to say yes and no.</p>			
Year 2	<p><u>RELATIONSHIPS: SOCIAL – OTHERS AND ME IN MY CLASS</u></p> <p>-To know strategies that I can use to resolve simple arguments or disagreements through negotiation.</p> <p>-To know and value the different groups to which I belong.</p> <p>-To identify some of the many differences between children in our class.</p>	<p><u>RELATIONSHIPS: EMOTIONAL – DEVELOPING CONFIDENCE</u></p> <p>-To know what I am good at.</p> <p>-To be able to talk about my feelings.</p> <p>-To be able to talk about change and loss and the associated feelings, including moving home.</p> <p>-To recognise that choices can have good and not so good consequences.</p> <p>-To be able to learn from my experiences.</p>	<p><u>HEALTH AND WELLBEING: PHYSICAL – KEEPING MYSELF HEALTHY</u></p> <p>-To be able to feel the effect of exercise on my body.</p> <p>-To be able to explain why physical activity is healthy.</p> <p>-To be able to say what physical activity I enjoy.</p> <p>-To be able to explain what choices I make that are healthy.</p> <p>-To be able to explain the different kinds of food that I should eat.</p>	<p><u>BEING A RESPONSIBLE CITIZEN – RIGHTS AND RESPONSIBILITIES</u></p> <p>-To know that people and other living things have needs.</p> <p>-To understand the difference between the need and a want.</p> <p>-To know about The United Nations Convention on the Rights of the Child.</p> <p>-To be aware of some basic rights for children and young people.</p> <p>-To be aware of the need to</p>	<p><u>ECONOMIC WELLBEING – KEEPING MONEY SAFE</u></p> <p>-To understand the need between a need and a want.</p> <p>-To be able to describe where money comes from.</p> <p>-To begin to understand why we need work to earn money when we are older.</p> <p>-To know I have choices about how I spend my money.</p> <p>-To explore choices and make informed decisions about</p>	RSE



	<ul style="list-style-type: none"> -To identify when I am unhappy/ uncomfortable. -To know how to report experiences that I was not comfortable or happy with at school and at home. 	<ul style="list-style-type: none"> -To explain the new opportunities and responsibilities that increasing independence may bring. -To be able to talk about my family networks. -To know how to attract the attention of people we trust. -To explain ways that I can help other people to look after them. -To know that I share responsibility for keeping myself safe. 	<ul style="list-style-type: none"> -To be able to explain how some foods can harm my body. -To be able to make healthy choices in my food. -To describe how to look after particular parts of the body. -To explain why it is important to keep clean. -To describe and carry out basic hygiene. -To know what to take responsibility for and when to ask for help. -To explain what things an adult can do that a baby cannot. 	<ul style="list-style-type: none"> protect children's rights in other countries and societies. -To know that childhood looks different for many children in other parts of the world. -To begin to have an awareness of my responsibilities as a member of the class, my family and the wider community. 	<ul style="list-style-type: none"> spending my money. -To begin to understand that we might not always be able to have things we want. -To know that I can keep money in different places and some are safer than others. -To be able to choose different places to keep money safe and explain why. -To begin to understand the consequences of losing money and how it might make me feel. -To know I don't have to spend my money, I can save it to use later. -To understand why saving up for something is an 	
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					<p>appropriate choice to make.</p> <p>-To begin to understand how saving might make me feel.</p>	
Year 3	<p><u>RELATIONSHIPS: SOCIAL – SUPPORTING FRIENDS AND OTHER PEOPLE</u></p> <p>-To recognise a wide range of feelings in others.</p> <p>-To respond appropriately to a wide range of feelings in others.</p> <p>-To know how to make and keep friends.</p> <p>-To have thought about when it is better to stop being friends with someone.</p> <p>-To know what to do if I am a witness to bullying.</p> <p>-To listen to other children and</p>	<p><u>RELATIONSHIPS: EMOTIONAL – MORE ABOUT ME</u></p> <p>-To know what makes me feel good.</p> <p>-To know what makes me feel bad.</p> <p>-To say what food I like.</p> <p>-To explain why I eat other things also.</p> <p>-To make good food choices.</p> <p>-To identify and reflect on and celebrate my achievements and strengths.</p> <p>-To know when I need to listen to my emotions.</p> <p>-To know the importance of</p>	<p><u>HEALTH AND WELLBEING: PHYSICAL – SAFE AND HEALTHY AT HOME, SCHOOL AND LOCALLY</u></p> <p>-To explain that bacteria and viruses can affect health.</p> <p>-To understand that some illnesses are passed on to others whereas other kinds are not.</p> <p>-To explain the terms 'risk', 'danger' and 'hazard'.</p> <p>-To assess risks in different situations.</p> <p>-To decide how to manage risks responsibly,</p>	<p><u>BEING A RESPONSIBLE CITIZEN – DIVERSITY AND SOCIETY</u></p> <p>-To know the groups that make up the community I live in.</p> <p>-To know what religious and ethnic identities live throughout the UK.</p> <p>-To know about a variety of institutions that support communities, locally and nationally.</p> <p>-To know what can improve and harm the community.</p>	<p><u>ECONOMIC WELLBEING – LET'S GO SHOPPING!</u></p> <p>-To know that I can pay for things in a range of ways.</p> <p>-To describe other ways of making payments and understand the reasons for them.</p> <p>-To know there are different ways of keeping track of my money.</p> <p>-To plan and track my spending and saving by keeping accurate records.</p> <p>-To know that the choices I make about spending and saving money can be influenced by</p>	RSE



	<p>respond appropriately whether I agree or disagree with that viewpoint.</p>	<p>protecting personal information, including passwords, addresses and images.</p> <ul style="list-style-type: none"> -To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong. -To know that pressure may come from people they know as well as others. 	<p>including sensible road use.</p> <ul style="list-style-type: none"> -To explain why our school has rules to keep us safe and healthy. -To know some hazards that I should point out to an adult. -To know who to ask for help at home, in school and out in the locality. 	<ul style="list-style-type: none"> -To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination, on individuals and communities. -To think about the lives of people living in other places, and people with different values and customs. -To see and respect other people's points of view. 	<p>and have an impact on other people.</p> <ul style="list-style-type: none"> -To begin to understand that different people have different attitudes to and feelings about spending and saving money. -To begin to know that some things are better 'value for money' than others. -To make choices based on my own needs and resources. -To understand that it may not be possible to have everything you want straight away, if at all. 	
Year 4	<p><u>RELATIONSHIPS – SOCIAL: WHO ARE THESE PEOPLE?</u></p> <ul style="list-style-type: none"> -To explore different types of relationships. 	<p><u>RELATIONSHIPS – EMOTIONAL: TAKING MORE CONTROL</u></p> <ul style="list-style-type: none"> -To have experience of 	<p><u>HEALTH AND WELLBEING – HELPING OTHERS TO KEEP SAFE</u></p> <ul style="list-style-type: none"> -To explain more risks in our locality. 	<p><u>BEING A RESPONSIBLE CITIZEN – THE ENVIRONMENT</u></p> <ul style="list-style-type: none"> -To have a greater understanding of 	<p><u>ECONOMIC WELLBEING – WORK AND MONEY</u></p> <ul style="list-style-type: none"> -To know why I might need 	RSE



	<ul style="list-style-type: none"> -To understand the difference between secrets and surprises. -To know about CP procedures. -To reflect on what we think about differences and how language can play a part in this. -To protect against cyber bullying. 	<p>making informed choices.</p> <ul style="list-style-type: none"> -To understand what might influence my choices. -To recognise that I may experience conflicting emotions. -To be reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. -To reflect on and celebrate my achievements. -To identify areas for improvements. -To deepen the understanding of good and not so good feelings. -To extend vocabulary to enable further explanation of 	<ul style="list-style-type: none"> -To talk about how to manage those risks. -To understand how to call for emergency aid. -To undertake basic first aid procedures. -To be confident to undertake first aid procedures. -To say what is meant by the term habit. -To explain why habits can be hard to change. 	<p>the term 'environment' and see how this applies to both local and global communities.</p> <ul style="list-style-type: none"> -To know a range of factors that improve or harm the natural environment. -To be aware of a variety of institutions that support the environment. -To begin to understand that resources are allocated in different ways and that economic choices affect the sustainability of the environment. -To be aware of a range of different environmental concerns, both locally and globally. -To be able to research and 	<p>money in the future.</p> <ul style="list-style-type: none"> -To know there is a range of jobs- paid and unpaid. -To describe different jobs that I might do to earn money when I am older. -To understand that some jobs pay more than others. -To know about a range of different savings accounts and can explain how I might use financial institutions to make the most of my money. -To begin to understand that managing money is complex and there are people who can help. -To know that if you don't have enough money, you can borrow, but you have to pay it back. 	
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		emotions and feelings.		discuss my recommendations for improving the environment. -To be able to look at alternatives and explain my choices.	-To understand you can pay for things without having enough money and this has consequences. -To know what charities are for and how they can help others. -To understand the benefits of giving to charities – to how I feel and to the charities.	
Year 5	<u>HEALTH AND WELLBEING – PHYSICAL: DRUG EDUCATION</u> -To know the definition of drugs and can describe some of the things drugs do. -To understand some of the effects and dangers of alcohol. -To understand that caffeine is a	<u>RELATIONSHIPS-SOCIAL: BEING STRONG</u> -To know the difference between 'confidential' and 'secret'. -To be confident to praise and support and to raise any concerns appropriately. -To be able to handle pressure from others to do	<u>RELATIONSHIPS-EMOTIONAL: MOVING ON WITH CONFIDENCE AND CLARITY</u> -To look at images and adverts in the media. -To identify what positively and negatively affects my mental and emotional health. -To explore the idea that choices can have positive, neutral	<u>ECONOMIC WELLBEING – LET'S MAKE MONEY!</u> -To know a range of different ways to pay for things; some may involve using credit and going into debt. -To plan and manage a more complex budget over time. -To know that people who sell me things try to make a profit.	<u>BEING A RESPONSIBLE CITIZEN – THE MEDIA</u> -To know what is meant by the term 'media'. -To be aware of a range of different types of media, including social networking. -To be able to research issues, problems and events concerning	RSE



	<p>legal drug that has to be managed sensibly.</p> <ul style="list-style-type: none"> -To know the dangers of smoking and have skills to help me resist the temptation to smoke. -To know some of the dangers of cannabis and understand that it is an illegal drug. 	<p>what I know to be wrong or unkind or damaging.</p> <ul style="list-style-type: none"> -To be aware of the nature and consequences of discrimination, teasing, bullying and aggression. 	<p>and negative consequences.</p> <ul style="list-style-type: none"> -To reflect on and celebrate my achievements. -To set high aspirations and goals. -To have thought about how it feels not to meet my goals and how to respond. -To use vocabulary to enable me to explain both the range and intensity of feelings to others. -To know I can ask for help clearly from appropriate people should I need to. -To identify some of the issues I will face when I change schools. -To identify those issues which I am looking forward to and those which I am not looking forward to. 	<ul style="list-style-type: none"> -To recognise when people try to influence my choices. -To know what is meant by 'value for money'. -To make comparisons between prices when deciding what is 'value for money'. -To know there are financial risks associated with the internet and other scams. -To describe some ways to keep money and identity safe when using the internet. -To be able to calculate profit and loss. -To understand why I should be a critical consumer and that my choices about spending and saving can affect others. 	<p>health and wellbeing.</p> <ul style="list-style-type: none"> -To be able to look at alternative views and opinions. -To begin to understand how the media influences people's choices and decisions. -To be aware that people can feel pressured by media, including social media. -To know how to keep safe and protect personal identity online. -To be able to present information and offer recommendations concerning health and wellbeing. -To be able to explore and critique how the media present information. 	
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			-To explore how to manage these conflicts.		-To be able to research, discuss and debate issues concerning health and wellbeing. -To be able to see and respect alternative views and opinions.	
Year 6	<u>HEALTH AND WELLBEING – PHYSICAL: SAFE AND HEALTHY IN THE FUTURE</u> -To have further knowledge and understanding of the effect that food and physical activity can have on health. -To have further knowledge and understanding on the ways I can keep safe in the locality. -To have further understanding of ways I can help others to keep	<u>RELATIONSHIPS – SOCIAL: ME AND MY PLACE IN THE WORLD</u> -To have given thought to the people I will meet in the future and how I will respond to them. -To have the skills and confidence to know when to ask for help and who to ask in various situations in the future. -To have the skills to work cooperatively with others. -To have developed	<u>RELATIONSHIPS – EMOTIONAL: CELEBRATE THE PAST AND WELCOME THE FUTURE</u> -To be able to use simple relaxation techniques. -To understand the role of exercise in relaxation. -To have reflected on and celebrated my achievements. -To have thought about the future and have plans for success. -To know when I need to ask for help.	<u>ECONOMIC WELLBEING – MONEY IN MY FUTURE</u> -To know that good qualifications can lead to a more fulfilling and better paid job. -To describe how having a job will allow me to achieve certain goals in my life. -To know that money is deducted from my earnings to provide things we all need. -To describe some of the ways in which the	<u>BEING A RESPONSIBLE CITIZEN – DEMOCRACY AND GOVERNMENT</u> -To know why and how rules and laws that protect me and others are made and enforced. -To understand why different rules are needed in different situations. -To know how I can take part in making and changing rules. -To begin to understand how	RSE



	<p>themselves safe and healthy.</p> <ul style="list-style-type: none">-To have strategies to resist the pressures from others to act in unsafe or unhealthy ways.	<p>strategies to resolve disputes and conflict to benefit others as well as myself.</p>	<ul style="list-style-type: none">-To know how to ask for help.-To know who is the best person to ask for help.-To have extended my vocabulary to enable me to explain both the range and intensity of feelings.	<p>government uses my money to provide for my needs and my local community.</p> <ul style="list-style-type: none">-To begin to understand pensions and can describe why having a pension is important later in life.-To know how to keep and interpret basic financial statements.-To know the difference between manageable and unmanageable debt.-To explain the difference between credit, debt, borrowing and saving.-To know money has different values in different countries.-To be able to calculate exchange rates.	<p>the UK is governed.</p> <ul style="list-style-type: none">-To know about local and national elections.-To know how pressure groups work and their role in democratic society.-To be aware that there are different rules in different communities and countries.-To be able to see and respect others points of view.-To understand that there are different systems of government.-To be able to research and present information on rules and systems of government.	
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				<p>-To describe why insurance is important.</p> <p>-To understand the impact of not being insured if bad things happen.</p>		
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