



PSHE MEDIUM TERM PLANNING

YEAR 1 AND 2

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship and SEAL are covered within the themes:

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional wellbeing
SEAL	

Skills to be taught throughout the year		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion



<p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p>	<p>different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>7. Identification, assessment (including prediction) and management of risk</p> <p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>
Autumn 1	Year 1	Year 2
<p>Me and my relationships</p>	<p>I know that there are different types of relationships - family, friends and others</p> <p>I know that family and friends should care for each other</p> <p>I know about change and loss and the associated feelings</p> <p>I can recognise there are different types of teasing</p> <p>I can play and work cooperatively</p> <p>I can listen to other people</p> <p>I can share appropriately</p> <p>I can recognise that my behaviour affects others</p>	<p>I know about the changes that have happened to my body since birth</p> <p>I can question whether boys and girls should behave differently</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls</p> <p>I understand the importance of valuing of one's own body and recognising it's uniqueness</p> <p>I know that individuals have rights over their own bodies,</p>



	<p>I know the difference between right and wrong, fair and unfair and kind and unkind</p>	<p>and that there are differences between good and bad touching I know who I can go to if I am worried about something I know about the process of growing from young to old and how people's needs change I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people I can identify people who are special to me, what makes them special and how we should care for each other I know how to be a good friend</p>
Autumn 2	Year 1	Year 2
Keeping Myself Safe	<p>I know the role of medicines in promoting health and the reasons why people use them I know the school rules about personal hygiene</p>	<p>I use simple skills which will help to maintain my personal safety I understand that all drugs can be harmful if not used properly</p>



	<p>and medicines</p> <p>I know that some substances can help or harm the body</p> <p>I recognise the need for safety rules -road, fire, farm, school environment, playground and home</p> <p>I can name an adult in school who can help me and I know there are people and services who can help us</p> <p>I understand that some websites may not be age-appropriate</p> <p>I know what to do if I find something inappropriate online</p>	<p>I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly</p> <p>I can demonstrate an understanding of E-safety when communicating online or using the internet</p> <p>I can recognise and say what is right and wrong</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people I know</p> <p>I know how to ask for help when I need it and can name a range of people who can help me</p> <p>I know the difference between secrets and surprises and understand not to keep adults secrets</p>
Spring 1	Year 1	Year 2
My Healthy Lifestyle	<p>I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth</p> <p>I know how to look after my body</p> <p>I can recognise and name my feelings and those of others</p>	<p>I know that a healthy lifestyle includes being physically active, rest , healthy eating and dental health</p> <p>I can make simple choices to improve my physical and emotional</p> <p>I know how diseases are spread and how they can be controlled and</p>



	I can make healthy eating choices and prepare simple healthy foods	<p>my responsibilities for my own and others health</p> <p>I have developed my vocabulary to describe my feelings to others</p> <p>I have simple strategies to manage my feelings</p>
Spring 2	Year 1	Year 2
Me and my Future	<p>I can recognise the coins and notes we use</p> <p>I can choose the correct value of coins and calculate change</p> <p>I know that we have to pay for what we buy</p> <p>I know how to keep money safe</p> <p>I know that I don't have to spend my money but can save it to use later</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>I understand that it may not be</p>	<p>I know some of the essentials that have to be paid for</p> <p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used</p> <p>I am able to keep simple financial records</p> <p>I begin to understand that money is a finite resource and needs to be managed</p> <p>I understand that the choices we make affect ourselves and others</p> <p>I can describe why learning is important</p> <p>I am positive about who I am, what I</p>



	<p>possible to have everything you want, straight away, if at all</p> <p>I can set myself simple goals</p> <p>I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school</p> <p>I can describe the work that people do in my family, my school and where I live</p>	<p>have achieved and take into account what other people say about me</p> <p>I am aware that girls and boys have the same choices and opportunities in learning, careers and work</p>
Summer 1	Year 1	Year 2
Becoming an active citizen	<p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask questions</p> <p>I play a full part in the life of my classroom</p> <p>I can agree and follow rules for my group and classroom</p>	<p>I can take part in discussions/simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs</p> <p>I can contribute to the life of the class and the school</p> <p>I know that I belong to different</p>



		<p>groups and communities ie school, family</p> <p>I know what improves and harms the environment and about some of the ways people look after them</p> <p>I know some ways to look after my environment</p>
Summer 2	Year 1	Year 2
Moving on	<p>I can identify positive achievements during my time in Year 1</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 2</p> <p>I can explain what I am worried about and what I am looking forward to in Year 2</p> <p>I know what to expect when I start Year 2</p> <p>I know some of the reasons why change can feel uncomfortable and scary.</p> <p>I know some of the ways of dealing with the feelings that sometimes</p>	<p>I can identify positive achievements during my time in Year 2</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 3</p> <p>I can explain what I am worried about and what I am looking forward to in Year 3</p> <p>I know what to expect when I start Year 3</p> <p>I know that even changes we want to happen can sometimes feel</p>



	arise from changes	uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me.
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