

# EYFS - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
PSHCE	<b>1. Being Me</b> 'Who am I and how do I fit?'	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	1. <b>Who... Me?! - I understand how it feels to belong and that we are similar and different</b>  2. <b>How am I feeling today? - I can start to recognise and manage my feelings</b>  3. <b>Being at School - I enjoy working with others to make school a good place to be</b>  4. <b>Gentle hands - I understand why it is good to be kind and use gentle hands</b>  5. <b>Our Rights - I am starting to understand children's rights and this means we should all be allowed to learn and play</b>  6. <b>Our responsibilities - I am learning what being responsible means</b>	1. <b>Challenge - I understand that if I persevere I can tackle challenges</b>  2. <b>Never give up - I can tell you about a time I didn't give up until I achieved my goal</b>  3. <b>Setting a goal - I can set a goal and work towards it</b>  4. <b>Obstacles and support - I can use kind words to encourage people</b>  5. <b>Flight to the Future - I understand the link between what I learn now and the job I might like to do when I'm older</b>  6. <b>Footprint awards - I can say how I feel when I achieve a goal and know what it means to feel proud</b>	1. <b>My Family and Me! - I can identify some of the jobs I do in my family and how I feel like I belong</b>  2. <b>Make friends, make friends, never ever break friends Part 1 - I know how to make friends to stop myself from feeling lonely</b>  3. <b>Make friends, make friends, never ever break friends Part 2 - I can think of ways to solve problems and stay friends</b>  4. <b>Falling Out and Bullying Part 1 - I am starting to understand the impact of unkind words</b>  5. <b>Falling Out and Bullying Part 2- I can use Calm Me time to manage my feelings</b>  6. <b>Being the best friends we can be - I know how to be a good friend</b>
	<b>Key vocabulary</b>  Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique.	<b>Key vocabulary</b>  Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud	<b>Key vocabulary</b>  Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	1. <b>What am I good at? - I can identify something I am good at and understand everyone is good at different things</b> 2. <b>I'm special, I'm me! - I understand that being different makes us all special</b> 3. <b>Families - I know we are all different but the same in some ways</b> 4. <b>Homes - I can tell you why I think my home is special to me</b> 5. <b>Making friends - I can tell you how to be a kind friend</b> 6. <b>Standing up for yourself - I know which words to use to stand up for myself when someone says or does something unkind</b>	1. <b>Everybody's body - I understand that I need to exercise to keep my body healthy</b> 2. <b>We like to move it, Move it! - I understand how moving and resting are good for my body</b> 3. <b>Food glorious food - I know which foods are healthy and not so healthy and can make healthy eating choices</b> 4. <b>Sweet dreams - I know how to help myself go to sleep and understand why sleep is good for me</b> 5. <b>Keeping clean - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</b> 6. <b>Safe adults - I know who my safe adults are and how to stay safe if they are not close by me</b>	1. <b>My body - I can name parts of the body</b> 2. <b>Respecting my body - I can tell you some things I can do and foods I can eat to be healthy</b> 3. <b>Growing up - I understand that we all grow from babies to adults</b> 4. <b>Fun and feats part 1 - I can express how I feel about moving to Year 1</b> 5. <b>Fun and fears part 2 - I can talk about my worries and/or the things I am looking forward to about being in Year 1</b> 6. <b>Celebration - I can share my memories of the best bits of this year in Reception</b>

	<b>Key vocabulary</b>  Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Unique	<b>Key vocabulary</b>  Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Heart, Active, Wash, Clean, Safe adult, Scared, Trust.	<b>Key vocabulary</b>
--	--	--	-----------------------

# Year 1 - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
1. PSHCE	<b>1. Being Me</b> 'Who am I and how do I fit?'	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	<ol style="list-style-type: none"> <li><b>Special and safe</b> - I know how to use my Jigsaw Journal</li> <li><b>My class</b> - I understand the rights and responsibilities as a member of my class</li> <li><b>Rights and responsibilities</b> - I understand the rights and responsibilities for being a member of my class</li> <li><b>Rewards and feeling proud</b> - I know my views are valued and can contribute to the Learning Charter</li> <li><b>Consequences</b> - I can recognise the choices I make and understand the consequences</li> <li><b>Owning our learning charter</b> - I understand my rights and responsibilities within our Learning Charter</li> </ol>	<ol style="list-style-type: none"> <li><b>My treasure chest of success</b> - I can set simple goals</li> <li><b>Steps to goals</b> - I can set a goal and work out how to achieve it</li> <li><b>Achieving together</b> - I understand how to work well with a partner</li> <li><b>Stretchy learning</b> - I can tackle a new challenge and understand this might stretch my learning</li> <li><b>Overcoming obstacles</b> - I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them</li> <li><b>Celebrating my success</b> - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> </ol>	<ol style="list-style-type: none"> <li><b>Families</b> - I can identify the members of my family and understand that there are lots of different types of families</li> <li><b>Making friends</b> - I can identify what being a good friend means to me</li> <li><b>Greetings</b> - I know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li><b>People Who Help us</b> - I know who can help me in my school community</li> <li><b>Being my own best friend</b> - I can recognise my qualities as a person and a friend</li> <li><b>Celebrating my special relationships</b> - I can tell you why I appreciate someone who is special to me</li> </ol>
	<b>Key Vocabulary</b>  Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed,	<b>Key vocabulary</b>  Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.	<b>Key vocabulary</b>  Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	<ol style="list-style-type: none"> <li><b>The same as</b> - I can identify similarities between people in my class</li> <li><b>Different from</b> - I can identify differences between people in my class</li> <li><b>What is bullying?</b> - I can tell you what bullying is</li> <li><b>What do I do about bullying?</b> - I know some people who I could talk to if I was feeling unhappy or being bullied</li> <li><b>Making friends</b> - I know how to make new friends</li> <li><b>Celebrating differences, celebrating me</b> - I can tell you some ways I am different from my friends</li> </ol>	<ol style="list-style-type: none"> <li><b>Being healthy</b> - I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</li> <li><b>Healthy choices</b> - I know how to make healthy lifestyle choices</li> <li><b>Clean and healthy</b> - I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly</li> <li><b>Medicine safety</b> - I understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li><b>Road safety</b> - I know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li><b>Happy Healthy me</b> - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ol>	<ol style="list-style-type: none"> <li><b>Life cycles</b> - I am starting to understand the life cycles of animals and humans</li> <li><b>Changing me</b> - I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li><b>My changing body</b> - I can tell you how my body has changed since I was a baby</li> <li><b>PANTS</b> - I can understand that parts of my body are private.</li> <li><b>Learning and growing</b> - I understand that every time I learn something new I change a little bit</li> <li><b>Coping with changes</b> - I can tell you about changes that have happened in my life</li> </ol>

	<b>Key Vocabulary</b>  Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.	<b>Key Vocabulary</b>  <i>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Healthy, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Trust, Medicines, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean, Healthy</i>	<b>Key vocabulary</b>  Changes, Life cycle, Baby, Adulthood, Baby Adult, Grown up, Growing up, Adult, Male, Female, Penis, Testicles, Vulva, Vagina, Anus, Learn, New, Grow, Change
--	---	--	---

# Year 2 - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
PSHCE	<b>1. Being Me</b> 'Who am I and how do I fit?'	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	<ol style="list-style-type: none"> <li><b>Hopes and fears for the year</b> - I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal</li> <li><b>Rights and responsibilities</b> - I understand the rights and responsibilities for being a member of my class and school</li> <li><b>Rewards and consequences</b> - I listen to other people and contribute my own ideas about rewards and consequences</li> <li><b>Rewards and consequences</b> - I can listen to other people and contribute my own ideas about rewards and consequences</li> <li><b>Our learning charter</b> - I understand how following the Learning Charter will help me and others learn</li> <li><b>Owning our learning charter</b> - I recognise the choices I make and understand the consequences</li> </ol>	<ol style="list-style-type: none"> <li><b>Goals to success</b> - I can choose a realistic goal and think about how to achieve it</li> <li><b>My learning strengths</b> - I carry on trying (persevering) even when I find tasks difficult</li> <li><b>Learning with others</b> - I can recognise who I work well with and who it is more difficult for me to work with</li> <li><b>A group Challenge</b> - I can work well in a group to create an end product</li> <li><b>Continuing our group challenge</b> - can explain some of the ways I worked well in my group to create the end product</li> <li><b>Celebrating our achievement</b> - I know how to share success with other people</li> </ol>	<ol style="list-style-type: none"> <li><b>Families</b> - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li><b>Keeping safe - exploring physical contact</b> - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li><b>Friends and conflict</b> - I can identify some of the things that cause conflict with my friends</li> <li><b>Secrets</b> - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li><b>Trust and appreciation</b> - recognise and appreciate people who can help me in my family, my school and my community</li> <li><b>Celebrating my special relationships</b> - I can express my appreciation for the people in my special relationships</li> </ol>
	<b>Key Vocabulary</b>  Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem Solving.	<b>Key Vocabulary</b>  Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve	<b>Key Vocabulary</b>  Similarities, Differences, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments.
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	<ol style="list-style-type: none"> <li><b>Boys and Girls</b> - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li><b>Boys and girls</b> - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li><b>Why does bullying happen?</b> - I understand that bullying is sometimes about difference</li> <li><b>Standing up for myself and others</b> - I can recognise what is right and wrong and know how to look after myself</li> <li><b>Gender diversity</b> - I understand that it is OK to be different from other people and to be friends with them</li> <li><b>Celebrating differences and still being friends</b> - I can tell you some ways I am different from my friends</li> </ol>	<ol style="list-style-type: none"> <li><b>Being healthy</b> – I know what I need to keep my body healthy</li> <li><b>Being relaxed</b> - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</li> <li><b>Medicine safety</b> - I understand how medicines work in my body and how important it is to use them safely</li> <li><b>Healthy eating</b> - I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</li> <li><b>Healthy eating</b> - I can make some healthy snacks and explain why they are good for my body</li> <li><b>Happy, Healthy me!</b> - I understand which foods to eat to give my body energy</li> </ol>	<ol style="list-style-type: none"> <li><b>Life cycles in Nature</b> - I can recognise cycles of life in nature</li> <li><b>Growing from young to old</b> - I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li><b>The changing me</b> - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li><b>Private parts</b> – I can name the main parts of the boys' and girls' body.</li> <li><b>Assertiveness</b> - I understand there are different types of touch and can tell you which ones I like and don't like</li> <li><b>Looking ahead</b> - I can identify what I am looking forward to when I move to my next class</li> </ol>

	<b>Key Vocabulary</b>  Boys, Girls, Assumptions, Stereotypes, Special, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Value.	<b>Key Vocabulary</b>  Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Dangerous, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	<b>Key Vocabulary</b>  Change, Grow, Life cycle, Control, Baby, Adult, Fully grown. Growing up, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Penis, Testicles, Vulva, Vagina, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Comfortable, Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious, Happy
--	--	--	---



# Year 3 - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
PSHCE	<b>1. Being Me</b> 'Who am I and how do I fit?'	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	<ol style="list-style-type: none"> <li><b>Getting to know each other</b>- I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal</li> <li><b>Our nightmare school</b> - I can face new challenges positively, make responsible choices and ask for help when I need it</li> <li><b>Our dream school</b> - I understand why rules are needed and how they relate to rights and responsibilities</li> <li><b>Rewards and consequences</b> - I understand that my actions affect myself and others and I care about other people's feelings</li> <li><b>Our learning charter</b> - I can make responsible choices and take action</li> <li><b>Owning our learning charter</b> - I understand my actions affect others and try to see things from their points of view</li> </ol>	<ol style="list-style-type: none"> <li><b>Dreams and goals</b> - I can tell you about a person who has faced difficult challenges and achieved success</li> <li><b>My dreams and ambitions</b> - I can identify a dream/ambition that is important to me</li> <li><b>A new Challenge</b> - I enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li><b>Our new challenge</b> - I can be motivated and enthusiastic about achieving our new challenge</li> <li><b>Our new challenge</b> – overcoming obstacles - I can recognise obstacles which might hinder my achievement and take steps to overcome them</li> <li><b>Celebrating my learning</b> - I can evaluate my own learning process and identify how it can be better next time</li> </ol>	<ol style="list-style-type: none"> <li><b>Family roles and responsibilities</b> - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li><b>Friendship</b> - I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</li> <li><b>Keeping Myself safe online</b> - I know and can use some strategies for keeping myself safe online</li> <li><b>Being a global citizen 1</b> - I can explain how some of the actions and work of people around the world help and influence my life</li> <li><b>Being a global citizen 2</b> - I understand how my needs and rights are shared by children around the world and can identify how our lives may be different</li> <li><b>Celebrating my web of relationships</b> - I know how to express my appreciation to my friends and family</li> </ol>
	<b>Key Vocabulary</b>  Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Group Dynamics, Team Work, View Point, Ideal School, Belong.	<b>Key Vocabulary</b>  Co-operation, motivated, enthusiastic, excited, efficient, responsible, frustration, 'solve it together' technique, solutions, review, evaluate respect, admire, ambition.	<b>Key Vocabulary</b>  Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Win-win, Solution, Solve-it-together, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Interconnected.
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	<ol style="list-style-type: none"> <li><b>Families</b> - I understand that everybody's family is different and important to them</li> <li><b>Family and conflict</b> - I understand that differences and conflicts sometimes happen among family members</li> <li><b>Witness and feelings</b>- I know what it means to be a witness to bullying</li> <li><b>Witness and solutions</b> - I know that witnesses can make the situation better or worse by what they do</li> <li><b>Words that harm</b> - I recognise that some words are used in hurtful ways</li> <li><b>Celebrating difference</b>: compliments - I can tell you about a time when my words affected someone's feelings and what the consequences were</li> </ol>	<ol style="list-style-type: none"> <li><b>Being fit and healthy</b> - I understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li><b>Being fit and healthy</b> – I know that the amount of calories fat and sugar I put into my body will affect my health.</li> <li><b>What do I know about drugs?</b> - I can tell you my knowledge and attitude towards drugs</li> <li><b>Being safe</b> - I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</li> <li><b>Safe or unsafe</b> - I can identify when something feels safe or unsafe</li> <li><b>My amazing body</b> - I understand how complex my body is and how important it is to take care of it</li> </ol>	<ol style="list-style-type: none"> <li><b>How babies grow</b> - I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li><b>Piece 2, 3 and 4 What we need as we grow up – I can describe the life cycle of a human. I can describe the different things we need as we grow up.</b></li> <li><b>Family stereotypes</b> - can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li><b>Looking ahead</b> - I can identify what I am looking forward to when I move to my next class</li> </ol>

	<b>Key Vocabulary</b>  Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Compliment	<b>Key Vocabulary</b>  Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Complex, Appreciate, Choice, Emergency Services, Ambulance, Fire engine, Police Car, Coastguard.	<b>Key Vocabulary</b>  <i>Male, Female, Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Change, Puberty, Control, Breasts, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy</i>
--	--	--	--



# Year 4 - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
PSHCE	<b>1. Being Me</b> 'Who am I and how do I fit?'	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	<ol style="list-style-type: none"> <li><b>Becoming a class</b> - I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal</li> <li><b>Being a school citizen</b> - I understand who is in my school community, the roles they play and how I fit in</li> <li><b>Rights, responsibilities and democracy</b> - I understand how democracy works through the School Council</li> <li><b>Rewards and consequences</b> - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li> <li><b>Our learning charter</b> - I understand how groups come together to make decisions</li> <li><b>Owning our learning charter</b> - I understand how democracy and having a voice benefits the school community</li> </ol>	<ol style="list-style-type: none"> <li><b>Hopes and dreams</b> - I can tell you about some of my hopes and dreams</li> <li><b>Broken dreams</b> - I understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li><b>Overcoming disappointment</b> - I know that reflecting on positive and happy experiences can help me to counteract disappointment</li> <li><b>Creating new dreams</b> - I know how to make a new plan and set new goals even if I have been disappointed</li> <li><b>Achieving goals</b> - I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</li> <li><b>We did it</b> - I can identify the contributions made by myself and others to the group's achievement</li> </ol>	<ol style="list-style-type: none"> <li><b>Jealousy</b> - I can recognise situations which can cause jealousy in relationships</li> <li><b>Love and loss</b> - I can identify someone I love and can express why they are special to me</li> <li><b>Memories puzzle outcome : memory box</b> - I can tell you about someone I know that I no longer see</li> <li><b>Getting on and falling out</b> - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</li> <li><b>Girlfriends and boyfriends</b> - I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</li> <li><b>Celebrating my relationships with people and animals</b> - I know how to show love and appreciation to the people and animals who are special to me</li> </ol>
	<b>Key vocabulary</b>  Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	<b>Key vocabulary</b>  Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment	<b>Key vocabulary</b>  Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction.
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	<ol style="list-style-type: none"> <li><b>Judging by appearances</b> - I understand that, sometimes, we make assumptions based on what people look like</li> <li><b>Understanding influences</b> - I understand what influences me to make assumptions based on how people look</li> <li><b>Understanding bullying</b> - I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</li> <li><b>Problem solving</b> - I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li><b>Special me</b> - I can identify what is special about me and value the ways in which I am unique</li> <li><b>Celebrating differences: how we look</b> - I can tell you a time when my first impression of someone changed when I got to know them</li> </ol>	<ol style="list-style-type: none"> <li><b>My friends and me</b> - I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li><b>Group dynamics</b> - I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</li> <li><b>Smoking</b> - I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li><b>Alcohol</b> - I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</li> <li><b>Healthy friendships</b> - I can recognise when people are putting me under pressure and can explain ways to resist this when I want</li> </ol>	<p><b>Piece 1, 2 and 3 – Changes in Boys and changes in girls – I can describe how boys' bodies will change as they go through puberty. I can describe how girls' bodies will change as they go through puberty.</b></p> <ol style="list-style-type: none"> <li>Circles of change - I know how the circle of change works and can apply it to changes I want to make in my life</li> <li>Accepting change - I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li><b>Looking ahead</b> - I can identify what I am looking forward to when I move to a new class</li> </ol>

		<b>6. Celebrating my inner self and assertiveness</b> - I know myself well enough to have a clear picture of what I believe is right and wrong	
	<p><b>Key Vocabulary</b></p> <p>Character, Assumption, Judgement, Surprised, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed.</p>	<p><b>Key vocabulary</b></p> <p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Opinion.</p>	<p><b>Key vocabulary</b></p> <p><b>Circle, seasons, change, control, acceptance, looking forward, excited, nervous, anxious, happy</b></p>

# Year 5 - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
PSHCE	<b>1. Being Me</b> <b>'Who am I and how do I fit?'</b>	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	<ol style="list-style-type: none"> <li><b>My year ahead</b> - I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal</li> <li><b>Being a citizen of my county</b> - I understand my rights and responsibilities as a citizen of my country</li> <li><b>Year 5 responsibilities</b> - I understand my rights and responsibilities as a citizen of my country and as a member of my school</li> <li><b>Rewards and consequences</b> - I can make choices about my own behaviour because I understand how rewards and consequences feel</li> <li><b>Our learning charter</b> - I understand how an individual's behaviour can impact on a group</li> <li><b>Owning our learning charter</b> - I understand how democracy and having a voice benefits the school community and know how to participate in this</li> </ol>	<ol style="list-style-type: none"> <li><b>When I grow up</b> - I understand that I will need money to help me achieve some of my dreams</li> <li><b>Investigate jobs and careers</b> - I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</li> <li><b>My dream job : why I want it and the steps to get there</b> - can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li> <li><b>Dreams and goals of young people in other cultures</b> - I can describe the dreams and goals of young people in a culture different to mine</li> <li><b>How can we support each other?</b> - I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</li> <li><b>Rallying support</b> - I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</li> </ol>	<ol style="list-style-type: none"> <li><b>Recognising me</b> - I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</li> <li><b>Safety with online communities</b> - I understand that belonging to an online community can have positive and negative consequences</li> <li><b>Being in an online community</b> - I understand there are rights and responsibilities in an online community or social network</li> <li><b>Online gaming</b> - I know there are rights and responsibilities when playing a game online</li> <li><b>My relationship with technology : screen time</b> - I can recognise when I am spending too much time using devices (screen time)</li> <li><b>Relationships and technology</b> - I can explain how to stay safe when using technology to communicate with my friends</li> </ol>
	<b>Key vocabulary</b>  Challenge, Attitude, Citizen, Views, Opinion, Collaboration, Collective Decision, Opportunities, Vision, Empathise, Refugee, Persecution, Asylum, Migrant, Conflict, Cooperation, Participation.	<b>Key vocabulary</b>  Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, difference.	<b>Key vocabulary</b>  Personal qualities, Attributes, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Age-restriction, Online community, Risky, Safe, Unsafe, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules.
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	<ol style="list-style-type: none"> <li><b>Different cultures</b> - I understand that cultural differences sometimes cause conflict</li> <li><b>Racism</b> - I understand what racism is</li> <li><b>Rumours and name calling</b> - understand how rumour-spreading and name-calling can be bullying behaviours</li> <li><b>Types of bullying</b> - I can explain the difference between direct and indirect types of bullying</li> <li><b>Does money matter?</b> - I can compare my life with people in the developing world</li> <li><b>Celebrating difference across the world</b> - I can understand a different culture from my own</li> </ol>	<ol style="list-style-type: none"> <li><b>Smoking</b> - I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</li> <li><b>Alcohol</b> - I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li><b>Emergency aid</b> - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li> <li><b>Body image</b> - I understand how the media, social media and celebrity culture promotes certain body types</li> <li><b>My relationship with food</b> - I can describe the different roles food can play in people's lives and can explain how people can</li> </ol>	<ol style="list-style-type: none"> <li><b>Self and body image</b> - I am aware of my own self-image and how my body image fits into that</li> </ol> <p>Piece 2,3,4,5, - School nurse presentation that is provided by the school nurse ( this is taught separately to the boys and girls) * Adding to Science to label the male and female genital parts *</p> <p><b>6.Looking ahead 2</b> - I can identify what I am looking forward to when I move to my next class.</p>

		<p>develop eating problems (disorders) relating to body image pressures</p> <p>6. <b>Healthy me</b> - I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	
	<p><b>Key vocabulary</b></p> <p>Culture, Conflict, Belong, Racism, Colour, Race, Discrimination, Bullying, Rumour, Name-calling, Racist, Banter, Homophobic, Cyber bullying, Texting, Indirect, Direct, Developing World.</p>	<p><b>Key vocabulary</b></p> <p>Choices, Healthy behaviour, Less healthy behaviour, Informed decision, Media, Influence, Emergency Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Respect, Debate, Fact, Motivation.</p>	<p><b>Key vocabulary</b></p> <p><b>Self, self- image, body image, self esteem, perception, characteristics, aspects, affirmation, change, hope, manage, cope., opportunities, emotions, fear, excitement, anxious</b></p>

# Year 6 - Medium Term Planning - PSHCE & RSE



Strands	Autumn	Spring	Summer
PSHCE	<b>1. Being Me</b> 'Who am I and how do I fit?'	<b>3. Dreams &amp; Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>5. Relationships (RSE)</b> Building positive, healthy relationships
	<ol style="list-style-type: none"> <li><b>My year ahead</b> - I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my jigsaw journal.</li> <li><b>Being a global citizen 1</b> - I know that there are universal rights for all children but for many children these rights are not met</li> <li><b>Being a global citizen 2</b> - I understand that my actions affect other people locally and globally</li> <li><b>The learning charter</b> - I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</li> <li><b>Our learning charter</b> - I understand how an individual's behaviour can impact on a group</li> <li><b>Owning our learning charter</b> - I understand how democracy and having a voice benefits the school community</li> </ol>	<ol style="list-style-type: none"> <li><b>Personal learning goal</b> - I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)</li> <li><b>Steps to Success</b> - I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li><b>My Dream for the world</b> - I can identify problems in the world that concern me and talk to other people about them</li> <li><b>Helping to make a difference</b> - I can work with other people to help make the world a better place</li> <li><b>Helping to make a difference</b> - I can describe some ways in which I can work with other people to help make the world a better place</li> <li><b>Recognising our achievements</b> - I know what some people in my class like or admire about me and can accept their praise</li> </ol>	<ol style="list-style-type: none"> <li><b>What Is mental health</b> - I know that it is important to take care of my mental health</li> <li><b>My Mental health</b> - I know how to take care of my mental health</li> <li><b>Love and loss</b> - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li><b>Power and control</b> - I can recognise when people are trying to gain power or control</li> <li><b>Being Online: Real or fake? Safe or unsafe?</b> - I can judge whether something online is safe and helpful for me</li> <li><b>Using technology responsibly</b> - I can use technology positively and safely to communicate with my friends and family</li> </ol>
	<b>Key vocabulary</b>  Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Empathise, Obstacles, Legal, Illegal, Lawful, Laws, Motivation.	<b>Key vocabulary</b>  Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition.	<b>Key vocabulary</b>  Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-care, Emotions, Feelings, Loss, Grief, Shock, Hopelessness, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Script, Assertive, Self-control, Real / fake, True / untrue, Judgement, Technology, Cyber-bullying, Abuse, Safety
	<b>2. Celebrating Differences</b> Respect for similarity and difference. Anti-bullying and being unique	<b>4. Healthy Me</b> Being and keeping safe and healthy	<b>6. Changing Me</b> Coping positively with change
	<ol style="list-style-type: none"> <li><b>Am I normal?</b> - I understand there are different perceptions about what normal means</li> <li><b>Understanding differences</b> - I understand how being different could affect someone's life</li> <li><b>Power struggles</b> - I can explain some of the ways in which one person or a group can have power over another</li> <li><b>Why Bully</b> - I know some of the reasons why people use bullying behaviours</li> <li><b>Celebrating difference</b> - I can give examples of people with disabilities who lead amazing lives</li> <li><b>Celebrating difference</b> - I can explain ways in which difference can be a source of conflict and a cause for celebration</li> </ol>	<ol style="list-style-type: none"> <li><b>Taking responsibility for my health and well-being</b>- I can take responsibility for my health and make choices that benefit my health and well-being</li> <li><b>Drugs</b> - I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li><b>Exploitation</b> - I understand that some people can be exploited and made to do things that are against the law</li> <li><b>Gangs</b> - I know why some people join gangs and the risks this involves</li> <li><b>Emotional and mental health</b> - I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</li> <li><b>Managing stress and pressure</b> - I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</li> </ol>	<ol style="list-style-type: none"> <li><b>My Self-image</b> - I am aware of my own self-image and how my body image fits into that   <b>Piece 2 and 3 – Sexual relationships and Human reproduction – I understand what a sexual relationship is and who can have a sexual relationship. I can describe the process of human reproduction conception to birth (consent to withdraw)</b> </li> <li><b>Boyfriends and Girlfriends</b> - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</li> <li><b>Real self and ideal self</b> - I am aware of the importance of a positive self-esteem and what I can do to develop it</li> <li><b>The Year ahead</b> - I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</li> </ol>

	<p><b>Key vocabulary</b></p> <p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diverse, Stereotype, Individuality, Equality, Fairness, Banter, Identity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying behaviour, Argument, Para-Olympian, Achievement, Accolade, Perseverance, Admiration, Stamina.</p>	<p><b>Key vocabulary</b></p> <p>Responsibility, Choice, Immunisation, Prevention, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers.</p>	<p><b>Key vocabulary</b></p> <p><b>Self image, self-esteem, real self, celebrity, attraction, relationship, pressure, love, sexting, consent, independence, identify, values, relationships, choice, challenge, mental health, secondary, journey, worries, anxiety, hopes, excitement.</b></p>
--	---	--	---