#### BEWDLEY

#### Medium Term Unit Planning Autumn

PSHE SCH

Learning outcome: Autumn: Relationships Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectf Spring: Living in the wider world Belonging to a community Media literacy and digital resilience Money and work Summer: Health and Wellbeing Physical health and Mental wellbeing Growing and changing Keeping safe	U
Hook Stores and video clips with scenarios relating to each area taught. Circle times with teddy.	Display opportunities People who are special to us Feelings Proud cloud
<b>Oracy:</b> Children will talk about their own feelings and opinions about the different areas taught. Giving them a voice to speak clearly about their views and understanding.	Key Vocabulary: family, care, feelings, safe, danger, asking, manners, kind- ness, helping, good and bad choices, consequences, polite respectful, happy

Books aimed at or focusing on feelings, empathy, self-worth and esteem, caring for others, families and freidnships

**Under Review** 

Citizenship/Community Opportunities: (Focus – change in attitude/increase knowledge and awareness/make a difference) Asking parents and relatives about how they feel. Making sure they use their manners when out and about in the community and at home. **Experiences/Visits/Visitors** Using manners when on school trips, assembly times, respect for themselves and each other. Blue Cross & RSPCA visits. Notes: **Milestones** Lesson structure/differentia-Weekly Lesson titles Threshold concepts (success criand learning teria) (success criteria) tion Intention

1. I can say what the roles are in my family.	Autumn term Relationships Families and friendships	Roles of different people; fami- lies; feeling cared for.	Circle time/ story What does it mean to have a role in a family or in school? What do they think their role is? How can they show they are part of something by having a role or part to play? Talk about how families are all different - i.e. single parent families, same gen- der parents, living with other rel- atives who aren't mother or fa- ther. Make sure they know how val- ued they are and everyone is important.
2. I can show how to care for people.		How can you make someone feel cared for?	Circle time/ story We all need to feel cared for. Empathise with the character in story who doesn't feel cared for and why this is. How can we help to make someone feel cared for? What can we say/do to help? Talk about facial expressions too. Create a wall of kindness to show how we all care for each other.

3. Uknow what safe touching is.	Safe relationships	Recognising privacy.	Using teddy - Talk about situa- tions when someone's body or feelings might be hurt and whom to go to for help. Talk about what it means to keep something private, including parts of the body that are pri- vate
			How do we identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) are these ok?
4. I know how to stay safe and respect oth- ers.		Staying safe and seeking per- mission	Does anyone know how to re- spond if being touched makes them feel uncomfortable or un- safe? When it is important to ask for permission to touch others? How to ask for and give/not give permission, as some people do not like hugs and being tickled. Demonstrate with teddy.

5.4 know how my behaviour can affect others.	Respecting ourselves and others.	How our behaviour affects others	What kind and unkind behaviour mean in and out school - how can we deal with this? Why do people act like this? How does it affect people? Make sure we know how to say sorry but can- not act badly knowing we can just say sorry every time.
6. I know what being polite and respectful means.		Being polite and respectful	Talk about what respect means. One of our school rules. Recap on class rules, being polite to others, sharing and taking turns, being kind etc Read story about someone who does not show respect and how it makes the other person feel. Make a respect chart - who can show where they put themselves and others on it? Must respect yourselves too.

have rules.	Spring Term Living in the wider world Belonging to a community	What rules are; Caring for others' needs;	Talk about examples of rules in different situations, e.g. class rules, rules at home, rules out- side. Why do we have them? How do they help us? Make up rules for a community etc
2. I know how we can look after each other and the world that we live in.		Looking after the environment	Know that different people have different needs, how we care for people, animals and other living things in different ways. Discuss how they can look after the en- vironment, e.g. recycling, envi- ronmental issues – every little helps! Make posters to encour- age others.
<ol> <li>I know how the internet can be useful.</li> </ol>	Media literacy and digital resilience	Using the internet and digital devices	Discuss how and why people use the internet and the benefits of using the internet and digital devices. Do a spidergram of
<ol> <li>I know how to use the internet safely.</li> </ol>		Communicating online	how useful it can be and how things used to be without the in- ternet. What was used? How do people find things out and communicate safely with

5. I can talk about my strengths.	Money and work	Strengths and interests	others online? Discuss what we do at home and what to do if we are ever worried when using the internet. Watch clips age appropriate for Y1 to show what to do.
<ol> <li>I know about the jobs that dif- ferent people have.</li> </ol>		Jobs in the community	Know that everyone has differ- ent strengths, in and out of school. Talk about how different strengths and interests are needed to do different jobs and everyone has a purpose. What job would you like to do and why? Draw themselves in their 'job' as an adult.
			Look at people whose job it is to help us in the community – po- lice, fire service, doctors and nurses etc Talk about different jobs and the work people do for them. Label the roles for these jobs.

keep myself healthy.	Summer Term Health and wellbeing Physical health and Mental wellbeing	Keeping healthy; food and exercise	
2. I can create a sun safety leaflet.		Hygiene routines; sun safety	What does it mean to be healthy and why it is important, think about ways to take care of themselves on a daily basis. Talk about basic hygiene routines, e.g. hand washing, about healthy and un- healthy foods, including sugar in- take, about physical activity and how it keeps people healthy. Talk about different types of play, in- cluding balancing indoor, out- door and screen-based play and about people who can help them to stay healthy, such as parents, doctors, nurses, den- tists, lunch supervisors. Make a poster to show how to stay healthy.
			How can we stay safe in the sun and why do we need to? Discuss how we could stay safe – hats, cover up, go in shade, sun

MARY SCHO	Growing and changing		cream. Make sure they know
3. I know that		Recognising what makes them	that the sun can be harmful and
everyone is spe-		unique and special;	we should not burn. Create a
cial including			leaflet to show the dangers and
me.			how to keep safe.
			Recognise what makes them
			special and unique including
			their likes, dislikes and what they
			are good at. Talk about how to
			manage and whom to tell when
			they are finding things difficult,
			or when things go wrong. How
			they are the same and different
			to others. Read story about how
			people can be the same and
4. I know how feel-		Feelings; managing when things	different but everyone is just as
ings can affect		go wrong	important. Proud cloud!
how people			
behave.			
			Learn about different kinds of
			feelings and how to recognise
			feelings in themselves and oth-
			ers. How feelings can affect how
			people behave and how this af-
			fects others too. What can we
			do to help people who are
			struggling with their feelings?
			Create a helpful list and tips
5. I know why we	Keeping safe	How rules and age restrictions	sheet.
have to follow		help us;	

