

## PSHE – Medium Term Planning – Autumn 1

Health and Well-being Education			
<b>Weeks Beginning:</b> 04.09.23 and 11.09.23 <b>Events:</b> First week back 15.09 International day of democracy 15.09 – 17.09 Rosh Hashanah (Jewish New Year)	<b>Week 1</b>	<b>Week 2</b>	<b>Vocabulary / Resources</b>
Reception	<b>What makes me special?</b> <i>(PoS H21)</i>	<b>What do I like and dislike?</b> <i>(PoS H23)</i>	Vocab: same, different, like, dislike 'What I like about me' <a href="#">Allia Zobel-Nolan</a> 'It's ok to be different' Todd Parr
<b>Focus on transition and happiness. Importance of self-respect.</b>			
Year 1	<b>What makes us unique?</b> <i>(PoS H22, L6)</i>	<b>What can I do now that I couldn't do last year?</b> <i>(PoS H26)</i>	Vocab: special, different, unique, achievement, progress, proud Odd dog out Rob Biddulph
<b>W1 - Focus on the importance of respecting others, even when they are different from them (physically, personality, backgrounds, beliefs, preferences)</b> <b>Focus on other families and how other children's families are also characterised by love and care.</b>			
Year 2	<b>How can we recognise how others are feeling?</b> <i>(PoS H14)</i>	<b>What can we do to manage if we're finding something difficult?</b> <i>(PoS H24)</i>	Vocab: (names of emotions), anxious, worried, excited, nervous, angry, emotion, challenge, obstacle, overcome Almost anything <a href="#">Sophy Henn</a>
<b>W1 – Build on EYFS content (see week 5) and Y1 content (see week 5). Focus on how there is a normal range of emotions and scale of emotions that all humans experience in different situations. Discuss isolation and loneliness and how important it is to seek support.</b> <b>W2 – Focus on simple self-care technique including importance of rest, time spent with family and benefits of hobbies and interests.</b>			

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Year 3	<b>What is my personal identity and how does this make me unique?</b> <i>(PoS H25)</i>	<b>How do my strengths, skills and achievements contribute to my self-worth?</b> <i>(PoS H28)</i>	Vocab: identity, unique, strengths, skills, self-worth goal, challenge, skill, attribute, positive, valued Shine Sarah Asuquo
<b>W1 - Focus on what contributes to who we are (personal identity) e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes</b> <b>W2 – Identify personal strengths, skills, achievements and interests and how these create self-worth</b>			
Year 4	<b>How can we express feelings in different ways?</b> <i>(PoS H19)</i>	<b>How do my feelings change over time and intensity?</b> <i>(PoS H17)</i>	Vocab: strategies, emotions, positive, negative, jealousy, problem-solve, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, excited, nervous, anxious, In My Heart: A Book of Feelings Jo Witek
<b>W1 – Include a more varied vocabulary to use when talking about feelings (deeper than Y2 – see page above) and how to express feelings in different ways.</b> <b>W2 – Encourage recognition of how feelings change over time and can range in intensity (could use transition to Y4 as example).</b>			
Year 5	<b>What are my personal qualities and how does that develop my individuality?</b> <i>(PoS H27)</i>	<b>What improves our sense of self-worth?</b> <i>(PoS H28)</i>	Vocab: individuality, self-worth, personal attributes, qualities, characteristics, unique, comparison, positive, negative, body-image, self-image, looks, personality, perception, self-esteem, affirmation, , Rock what you got Samantha Berger
<b>W1 – Encourage children to recognise their individuality and personal qualities. Use higher level vocabulary than Y3 (see above).</b> <b>W2 – Build on learning from Y3. Children to think about their recent achievements, developed skills, personal strengths and what self-worth means to different people.</b>			

Year 6	<b>What new opportunities and responsibilities will my increasing independence bring?</b> <i>(PoS H35)</i>	<b>How can I reframe unhelpful thinking?</b> <i>(PoS H29)</i>	Vocab: challenge, attitude, actions, responsibilities, strategies, body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health <b>The magic is inside you Cathy Domony</b>
<b>W2 – Build on Y2 and Y4 content (higher vocabulary and more specific). Include information on how to manage setbacks/perceived failures and how thinking can be re-framed.</b>			

## Living in the Wider World Education

<b>Weeks Beginning:</b> <b>18.09.23 and 25.09.23</b>  <b>Events:</b> <b>19.09 – 25.09</b> <b>International week of</b> <b>deaf people</b> <b>21.09 International</b> <b>fitness day</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Vocabulary / Resources</b>
Reception	<b>How can we show kindness to others?</b>  <i>(PoS L1)</i>	<b>How can we care for those with different needs?</b>  <i>(PoS L2)</i>	Vocab: kind, gentle, sharing, taking turns Kind Alison Green
<p><b>W1 – Link to NIC rules, why they are needed in order to create a kind environment. Use examples from different situations and different places at school or at home.</b></p> <p><b>W2 – Focus on how people and living things have different needs (could like to International Week of Deaf People) and about responsibilities for caring for different people.</b></p>			
Year 1	<b>What rules do we have and why are they important?</b>  <i>(PoS L1)</i>	<b>How can we look after our environment?</b>  <i>(PoS L3)</i>	Vocab: safe, calm, belonging, rewards, proud, consequences, upset, disappointed, Somebody Swallowed Stanley Sarah Roberts
<p><b>W1 – Build on EYFS content by looking further into why rules are needed and how they can change depending on the situation.</b></p>			
Year 2	<b>What groups do I belong to?</b>  <i>(PoS L4)</i>	<b>What responsibilities do I have inside and outside of the classroom?</b>  <i>(PoS R22)</i>	Vocab: group, community, belong, responsibilities, rights, safe, polite, manners, courteous Pebble: A story about belonging Susan Milord
<p><b>W2 – Link to how to treat others (and themselves) with respect, how to be polite and courteous.</b></p>			

Year 3	<b>What does it mean to be part of a community?</b> <i>(PoS L6)</i>	<b>How can we support our community?</b> <i>(PoS L7)</i>	Vocab: community, connected, belonging, school, Southwick, support The more we get together Celeste Cortright
<p><b>W1: Discuss different groups that make up the community and what living in a community means.</b></p> <p><b>W2: Focus on local area and how to protect it. Can link to Y1 content (develop further) about looking after our environment, but being specifically focused on the school community and Southwick. Valuing different contributions that people make to the community (could write cards to thank people and send them?)</b></p>			
Year 4	<b>Why are rules and laws important and what happens if we break them?</b> <i>(PoS L1)</i>	<b>What are our shared responsibilities for others and our environment?</b> <i>(PoS L4, L5)</i>	Vocab: rules, law, school community, responsibility, rights, contribution, compassion What if everybody did that? Ellen Javernick
<p><b>W1: Ensure higher level content than Y1 (see page above). Recognition of reasons for rules and laws and the consequences if not adhered to (link to school and outside of school).</b></p> <p><b>W2: Build on KS1 content. Focus on importance of compassion towards others and shared responsibilities for caring for others. Discuss how every day choices can affect the environment (build on earlier years).</b></p>			
Year 5	<b>What is diversity and how does it benefit our community?</b> <i>(PoS L8)</i>	<b>How might we respond to prejudice?</b> <i>(PoS L10)</i>	Vocab: diversity, prejudice, equality, responsibilities, rights, community, discrimination We are Britain Benjamin Zephaniah
<p><b>W1: Discuss definition of diversity and the benefits of living in a diverse community. Build on Y3 content and valuing diversity within communities.</b></p> <p><b>W2: Focus on definition of prejudice and how to recognise behaviours/actions which discriminate. Describe ways of responding to it if witnessed or experienced.</b></p> <p><b>W2: Build on KS1 content. Focus on importance of compassion towards others and shared responsibilities for caring for others. Discuss how every day</b></p>			
Year 6	<b>What are my achievements and how can I set and achieve future personal outcomes?</b> <i>(PoS L25)</i>	<b>What skills can I develop now that will help me in the future?</b> <i>(PoS L30)</i>	Vocab: teamwork, communication and negotiation dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, Your Fantastic Elastic Brain –JoAnn Deak
<p><b>W1: Build on Y5 content (week 1) thinking about positive things about themselves and their achievements. Encourage children to set goals to help achieve personal outcomes – link to end of year/SATS?</b></p> <p><b>W2: About some of the skills that will help them in possible future careers e.g. teamwork, communication, negotiation, patience</b></p>			

## Health and Well-being Education

<b>Weeks Beginning:</b> <b>02.10.23 and 09.10.23</b>  <b>Events:</b> <b>04.10 – 23.10 Harvest Festival</b> <b>01.10 – 31.10 Black History Month</b> and ADHD Month <b>10.10 World Mental Health Day</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Vocabulary / Resources</b>
<b>Reception</b>	<b>What are the names of different feelings?</b>  <i>(PoS H11, 12)</i>	<b>How can we describe our feelings?</b>  <i>(PoS H16)</i>	<b>Vocab:</b> happy, sad, excited, angry, scared, calm The colour monster Anna Llenas
<p><b>W1: Basic emotion vocabulary. Focus on how to name these emotions in a classroom context.</b></p> <p><b>W2: Considering how to share how we are feeling, words to describe feelings.</b></p>			
<b>Year 1</b>	<b>How do feelings affect our bodies?</b>  <i>(PoS H13)</i>	<b>How can we manage big feelings?</b> <i>(PoS H18)</i>	<b>Vocab:</b> feelings, anxious, worried, excited, angry Ravi's roar Tom Percival
<p><b>W1: Focus on physical symptoms of different feelings and also how people behave depending on their emotion.</b></p> <p><b>W2: Considering basic strategies on how to help calm themselves down or change their mood when they don't feel good.</b></p>			
<b>Year 2</b>	<b>What can we do to improve our mood?</b>  <i>(PoS H17)</i>	<b>What should I do if I need help with my feelings?</b> <i>(PoS H19)</i>	<b>Vocab:</b> mood, feelings, anxious, worried, excited, angry Sweep Louise Grieg
<p><b>W1: Recap EYFS and Y1 content. Build on idea of 'what makes me happy' and what makes others happy. E.g. playing outside, spending time with family, getting enough sleep.</b></p> <p><b>W2: Focus on what children should do if they need help with their feelings and why it is important to ask for help (link to THRIVE etc.)</b></p>			

Year 3	Why is it important to share our feelings? (PoS H18)	What is mental health and why is it important to take care of ours? (PoS H15)	Vocab: mental health, anxieties, worries, nervous, anxious Ruby's Worry Tom Percival
<b>W1: Importance of sharing feelings (recap Y2 content – importance of telling someone and where they could go to get support).</b> <b>W2: Definition of mental health and how (just like physical) it is part of daily life and important to take care of it. Link to world mental health day (10.10)</b>			
Year 4	What strategies support our mental health? (PoS H16)	What everyday things impact our feelings and how can we deal with these? (PoS H18)	Vocab: resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, Breathe with me Mariam Gates
<b>W1: Build further on Y2 content. Focus on strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</b> <b>W2: Discuss “little” everyday things that can have a big impact and how we can reduce this.</b>			
Year 5	How does change and loss affect emotions and how can this be supported? (PoS H23)	What strategies can we use to deal with emotions, challenges and change? (PoS H24)	Vocab: change, loss, emotions, cope, help, strategies Sad book, Michael Rosen
<b>W1: Discuss how change/loss (including death) can affect feelings. Include ways of expressing and managing grief and bereavement.</b> <b>NOTE: Include content information on Weduc.</b> <b>W2: Problem-solving strategies for dealing with emotions (build on earlier year groups content) include transitions, challenges, changes.</b>			
Year 6	How can we manage intense or conflicting feelings appropriately? (PoS H20)	Where can we go for support if we recognise warning signs about our mental health or others? (PoS H21)	Vocab: mental health, emotional health, symptoms, stress, triggers, strategies, managing stress, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies pressure. How not to lose it Anna Williamson
<b>W1: Build on Y2 and Y4 content (see above). Include strategies to respond to feelings (including very intense/conflicting feelings), how to manage and respond to feelings appropriately and proportionately in various situations – include specific examples.</b> <b>W2: Specifically looking at warning signs of others and ourselves about mental health. Build on Y3 content (see above). Spend time looking at how to seek support for themselves and others.</b>			

## Relationships Education

Weeks Beginning: 16.10.23	Week 7		Vocabulary / Resources
	Black History Month Assembly Focus	Big Question	
Reception	<b>EYFS</b> Why do we celebrate black history month? <b>Hey you! – Dapo Adeola</b>	<b>Black History Month Focus</b> How am I the same/different from others? <i>See themselves as a valuable individual</i> Continue developing positive attitudes about the differences between people.	Vocab: different, similar, colour, hair, curly, straight, long, short <b>The hair book Graham Tether</b>
Year 1	<b>KS1</b> Why do we celebrate black history month?	<b>Black History Month Focus</b> How am I the same/different from others?	Vocab: different, similar, skin colour, hair colour, hair style <b>Welcome to our world Moira Butterfield</b>
Year 2	<b>M is for melanin -Tiffany Rose</b>	<b>Black History Month Focus</b> How am I the same/different from others? (PoS R23)	Vocab: skin tone, different, similar, colour, shade, black, brown, white <b>The colours of us Karen Katz</b>
Year 3	<b>KS2</b> Why do we celebrate black history month? <b>Young, gifted and black - Jamia Wilson</b>	<b>Black History Month Focus</b> What does it mean to be respectful of differences and similarities of others? (PoS R32)	Vocab: respect, race, empathy, differences, similarities <b>Lets talk about race Julius Lester</b>
Year 4	<b>KS2</b> Why do we celebrate black history month? <b>Young, gifted and black - Jamia Wilson</b>	<b>Black History Month Focus</b> What is a diverse community? (PoS R32)	Vocab: community, diverse, multi -cultural <b>Everybody cooks rice Norah Dooley</b>
Year 5		<b>Black History Month Focus</b> What strategies improve or support courteous, respectful relationships? (PoS R31)	Vocab: courteous, respectful, relationship, considerate <b>Don't touch my hair Sharee Miller</b>
Year 6		<b>Black History Month Focus</b> How can we show respect to those with different traditions, beliefs and lifestyles to us? (PoS R33)	Vocab: respect, empathy, culture, traditions <b>Sunflower sisters Monika Singh Gangotra</b>



