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| updated logo Rabbits - Medium Term Planning - PSHE & RSE Summer 1 2024 | |
| Topic: Self-Care, support and safety (PSHE)  Being safe online (RSE) | This topic will be continually developed throughout the curriculum every day. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.   * **Keeping ourselves safe** - Respond to stimuli about the people who look after us. Identify people who look after us and help us to take care of ourselves. * **Keeping safe** - Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. Describe some simple ways we can help keep ourselves physically safe in school * **Keeping safe online** - Respond with curiosity to adult modelling of different ways that people communicate with each other. Describe some ways that we use to communicate, including online. |

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| **Lesson 1 – Wash Hands**  Lesson Introduction: <https://www.youtube.com/watch?v=2uOqhSOry0I>  Germ Bucket Time –  Tray filled with water. Add pepper into the water to be germs. Dip finger into soap, put into water and the ‘germs’ will move away!  Activity:  Children to practice handwashing using soap around the group table.  ‘We keep safe by washing our hands’. Children to have the option of 2 symbols to say what keeps us safe.  *Children to create a mindmap of all the things that keep us safe; this will be a running document for the whole half term.* | **Lesson 2 - Tissues**  Lesson Introduction:  <https://www.youtube.com/watch?v=S9BPBkWHYVs>  Sneezing Role Play –  Children to be sat around the group table. Pretend to sneeze (without a tissue) and spray the children with green water (use drops of food colouring). Model to the children sneezing into a tissue.  Activity:  Children to practice blowing their nose into a tissue around the group table.  ‘We keep safe by using a tissue’. Add the symbol onto the children’s’ mindmaps. | **Lesson 3 – Rules**  Lesson Introduction:  <https://www.youtube.com/watch?v=iQxK-Ah7has>  Springfield School Rules – ‘Kind hands, kind feet, kind words’. Go through the school rules with the children. Add a sign to the rules e.g. kind hands – wave your hands etc. Can the children copy?  Activity:  Children to have a Springfield logo, add handprints and footprints around the outside to resemble kind hands and kind feet. Add a picture of a mouth to the picture.  Add the symbol ‘rules’ onto the children’s mindmaps. | **Lesson 4 – Zebra Crossing**  Lesson Introduction:  <https://www.youtube.com/watch?v=zFCgiP7ZKk4>  Zebra Crossing –  Draw a zebra crossing with the children using paint rollers. Have a lollypop stick representing the lollypop lady. Model walking across the zebra crossing in a safe way using toy figures.  Activity:  Children to practice using a zebra crossing. Set up the classroom with traffic lights and a zebra crossing. Practice waiting for the red light and then crossing the road. Add the symbol onto the children’s’ mindmaps. | **Lesson 5 - Stranger Danger**  Lesson Introduction: <https://www.youtube.com/watch?v=92HCKfYakLU>  Puppet Roleplay –  Have a police puppet and a stranger puppet. Act out a stranger talking to you and then you going to the police.  Activity:  Police Dress-Up: Allow the children to dress up in police uniform.  Allow the children to play with the puppets. Add the symbol, ‘police’, onto the children’s’ mindmaps. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| * See themselves as a valuable individual. * Express their feelings and consider the feelings of others. * To identify and express my feeling * To play alongside others and work together | Development Matters:   * I can be increasingly able to talk about and manage their emotions. * I can establish my sense of self. * I can express preferences and decisions. I can also try new things and start establishing my autonomy. * I can safely explore emotions beyond the normal range through play and stories. * I can thrive as I develop self-assurance |