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| updated logo Squirrels Class Medium Term Planning for **PSHE Summer 2023** | |
| **Me in the World**   * Local area * Making choices * Money * Jobs   **Me and Other People**   * Safe and unsafe | This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions. We will access the community more as the school year progresses.  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. |

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| **Lesson 1 – Link it**  **My Local Area**  Go for a walk or look at photos of our local area. What do we like, what do we dislike?  How could I improve my local area?  Discussion of litter and respect. | **Lesson 2 – Learn it**  **Jobs**  What jobs are in our local area. How do we all help each other? What would we like to do when we are older? | **Lesson 3 – Learn it**  **Money**  Discuss sources and uses of money. How can we keep it safe and why is this important?  Link to what we have learnt from Springfield Pounds. | **Lesson 4 – Learn it**  **Safe and Unsafe**  Exploration of what safe and unsafe means in different context. Recap on online safety.  Discuss objects we may find around the house e.g. medicines and household substances. What is safe or unsafe for children and adults? What rules do we have? | **Lesson 5 – Learn it**  **NSPCC Pants Session**  Engage in a session discussing private parts.  Exploration of safe and unsafe touches, feeling comfortable/ uncomfortable, secrets and surprises. | **Lesson 6 – Check it Show it**  **My rights and responsibilities**  Explore rights of children. Talk about what we have learned about keeping safe and how children should be protected. What could we do if we were unhappy or unsafe?  Explore our responsibilities in our community to help ourselves and others stay safe. | **Lesson 7 – Show it**  **Road Safety**  Talk about and discuss road safety rules. Go on a local walk to practice crossing roads safety.  While we are out, talk about dangers we can see and how we can stay safe. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS**   * See themselves as a valuable individual. * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. * Identify and moderate their own feelings socially and emotionally. * Think about the perspectives of others. * Manage their own needs- Personal hygiene * Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity   + healthy eating   + toothbrushing   + sensible amounts of ‘screen time’   + having a good sleep routine   **Key stage 1**  Developing a healthy, safer lifestyle  3. Pupils should be taught:  a. how to make simple choices that improve their health and wellbeing;  b. to maintain personal hygiene; c. how some diseases spread and can be controlled;  d. about the process of growing from young to old and how people's needs change;  e. the names of the main parts of the body;  f. that all household products, including medicines, can be harmful if not used properly;  g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.  Developing good relationships and respecting the differences between people  4. Pupils should be taught:  a. to recognise how their behaviour affects other people;  b. to listen to other people, and play and work cooperatively;  c. to identify and respect the differences and similarities between people;  d. that family and friends should care for each other;  e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. | **EYFS**  I can manage my own needs. - personal hygiene  I can talk about members of my immediate family and community.  \*I can name and describe people who are familiar to me.  \*I can recognise that people have different beliefs and celebrate special times in different ways.  **KS1**  I can identify their own special traits and qualities  \*I know that my private body parts are private.  \*I can recall the number to call in an emergency. .  \*I can explain how much sleep I need;  \*I can discuss why exercise is good for me;  \*I can understand they can choose what happens to my body;  \*I can list healthy snacks;  \*I know to ask a trusted adult if uncertain about whether something is safe to eat or drink;  \*I can demonstrate hygienic ways to look after my body. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Visit to local community to talk about likes and dislikes. Highlight our impact on our community. | The role of jobs. The impact we all have on society. Safety in different contexts. Money management. | Exploration of our rights and responsibilities, drawing upon what we have learnt about safety and our community. | We will demonstrate this when accessing the local community, which we will do more of this term now we are more settled into class. Children’s independence in the school and development of relationships will also demonstrate their learning. | |