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**Long Term Mapping PSHE**

**Key Stage 1**

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|  | | **Cycle 2** | **Cycle 1** |
| **(2021-2022)** | **(2022 – 2023)** |
| **Autumn** | **1** | **The Environment** | **Healthy lifestyles** |
| **2** | **Equality and Diversity in Relationships** | **Keeping safe** |
| **Spring** | **1** | **Keeping safe** | **Developing and maintaining healthy relationships** |
| **2** | **Equalities: Community** | **British values: Citizens** |
| **Summer** | **1** | **Negative Relationships** | **Recognising and managing emotions** |
| **2** | **Physical, mental and emotional health and wellbeing** | **Money** |

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|  | **Medium Term Planning**  **PSHE Key Stage 1** | | | | | | | | |
|  | Intent : We will promote, develop, equip and prepare healthy learners for life. | | | | | | | | |
|  | ***Aspiration for Life*** | | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. life skills | |
| **CYCLE 1 – 2021-22** | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
|  | |  |  |  | |  | |  |
| 7 weeks | | 7 weeks | 6 weeks | 6 weeks | | 5 weeks | | 7 weeks |
| **Healthy Lifestyle**  - What is a healthy lifestyle?  - Benefits of healthy eating, exercise, rest and dental health  - Recognising what they like and dislike and knowing choices have good and not so good consequences  - Personal hygiene  - Disease and how it is spread, looking after our own and others health  - Growing from old to young and how people need to change | | **Keeping Safe**  - Responding in an emergency  - Products can be harmful if not used properly including household products and medicines  - Keeping themselves safe and others. Knowing when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ | **Developing and Maintaining Healthy Relationships**  - Similarities and differences between boys and girls  - What makes people special and how special people should care for each other  - Physical contact and what is acceptable and with who.  - People’s bodies and feelings can be hurt. | **British values: Citizens**  - Self-respect  - Respect for others  - Responsible behaviour and actions  - Contributing to life of the classroom  - Having classroom rules and understanding how rules help them  - Understanding other people have needs and how we have a responsibility to meet them (returning borrowed items) | | **Recognising and Managing Emotions**  - Recognising how their behaviour affects other people  - Communicate their feelings to others  - Recognising how others show feelings and how to respond  - Recognising the difference between secrets and surprises – importance of not keeping adult secrets, just surprises | | **Money**  - Understanding enterprise  - Money playing an important part in people’s lives  - What money is used for  - Where money comes from  - Managing it effectively – spending and saving  - Keeping money safe  - What influences the choice of spending money |
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| **SUGGESTED ACTIVITIES** | | | | | | | | |
| Exploring healthy / unhealthy foods – tasting and making choices. Wake and shake – testing heartbeat  Rehearsing hygiene activities e.g. brushing teeth, washing hands, tissue for sneeze or cough  Exploring physical activities  Making choices  Sequence of aging photos | Role play  Bag of hazards – safe vs not safe  Listening games  Speaking activities – microphone, songs, choice boards  Getting help  Set up scenarios for children to experience different problems and to respond to the, | | Sorting activities – through sex, hair colour, eye colour, age – practical experience of the ways we are the same and different  Sorting activities through likes and dislikes – music, food etc.  What makes me special?  Who can I hug?  Physical and emotional hurt  Choose an activity with a friend. | | Turn taking games  Peer interaction activities  Mirror and face cards.  What are rules? At home? At school? School rules – practical experience of them. What happens if the rules are not followed? Making new rules. Sharing toys and taking turns | Early emotions story  Exploring emotions and linked positive activity e.g. angry/sensory calming  What makes me happy?  Practical experience of keeping a secret (keeping one person out) and enjoying a surprise (for everyone)  Mirrors, expressions cards  Playdoh faces. | | Shop role play  Snack ‘shop’  Exploring money (coins)  Earning money – at home or in the classroom for doing “jobs” – saving  Make a piggy bank  Different ways to keep money safe – some right and some wrong |
| **VOCABULARY |** | | | | | | | | |
| Healthy/unhealthy  Good/bad choice  Food types  Clean/dirty  Young/old  Baby, toddler, teenager, adult, elderly | Safe  Danger  Harm  Hurt  Help | | Same  Different  Special  Touch  Feelings  Bodies | | Rules  Respect  Share  Care  Look after | Emotions – happy, sad, scared, worried, angry, tired  Behaviour  Secret  Surprise | | Money  Spend  Save  Safe  Shop  Choice |
| **IMPLEMENTATION** | | | | | | | | |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**  <https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> | | | | | | | | |
| **Week 1-6:** Carousel of activities allowing development of routine and subject knowledge  **Week 7:** Assessment | **Week 1-6:** Carousel of activities allowing development of routine and subject knowledge  **Week 7:** Assessment | | **Week 1-5:** Carousel of activities allowing development of routine and subject knowledge  **Week 6:** Assessment | | **Week 1-5:** Carousel of activities allowing development of routine and subject knowledge  **Week 6:** Assessment | **Week 1-4:** Carousel of activities allowing development of routine and subject knowledge  **Week 5:** Assessment | | **Week 1-6:** Carousel of activities allowing development of routine and subject knowledge  **Week 7:** Assessment |

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| **Medium Term Planning**  **PSHE Key Stage 1** | | | | | | | | | | | |
| Differentiated, aspirational targets dependent on pupil needs. | | | | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. life skills | |
| **Cycle 2 - 2022-23** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
|  |  | | | |  |  | |  | |  |
| 7 weeks | 7 weeks | | | | 6 weeks | 6 weeks | | 5 weeks | | 7 weeks |
| **The Environment**  - Exploring and identifying key aspects of the environment – key features  - Respecting the environment - ways people can look after it  - Protecting the environment - what harms it? | **Equality and Diversity in Relationships:**  - Friendships, family and others who care  - Play and work cooperatively  - Strategies to resolve arguments through negotiation  - Identify and respect the differences and similarities between people  - Constructive support and feedback to others  - Share opinions on things that matter to them and explain  - Listening | | | | **Keeping Safe**  - Rules for keeping safe; online, responsible use of ICT, secrets and surprises  - Practical safety awareness; road, cycle, water, rail, fire  Stranger danger | **Equalities: Community**  - Different groups and communities  - Equality  - Respect  - Being a productive member of a diverse community  - Belonging to communities – family and school | | **Negative Relationships**  - Bullying  - Recognise when people are being unkind, how to respond and what to say  - Different types of bullying and teasing  - Knowing what’s right and wrong  - How to resist teasing and bullying  - Who to go to,  - To get help if it happens or they see it happening. | | **Physical, mental and emotional health and wellbeing** - Celebrating strengths and setting challenges  - About loss and managing our feelings  - Independence, responsibilities and new opportunities  - People who look after me, family networks, attracting attention if they are worried  - Managing change and transition |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | |
| Home and school – which people are there? Rooms in a house. Places in school  Put items into the right place – different shops etc.  Nature walk  Outdoor exploration  Treasure hunt  Community ‘I spy…’  Nature art  Planting seeds  Cross curricular links to science, humanities | What makes us the same? What makes us different?  Games  Teamwork  Sharing and taking turns  Role play  How do you feel?  Sabotaged not sharing | | | | Bag of hazards  Visits from people who help keep us safe e.g. fire brigade, police, road crossing support  Online safety social stories  Experiences of accessing the local community safely  Who is safe? Who is a stranger?  Practical road safety introduction  Stay away from water | Creating ‘This is Me’ artwork with photos from home setting  Accessing the school and local community  Visiting local areas  Choose an activity set up  Sharing with peers | | Use of familiar stories – e.g. Elmer and the Hippos/Frog and the Stranger  Identifying who can help us  Good friend choices  Emotions photographs and responses  Circle songs / games  Matching cards – what a good / bad friend would do | | Experiencing different physical activities – circuits, games, dance, yoga  Early emotion recognition linked to activities  Who helps us home and school.  What do you like to do? What do you not like doing? |
| **VOCABULARY** | | | | | | | | | | |
| Environment  Nature  Trees, leaves, flowers etc  Key buildings- school, home, shop | Play  Friend  Share  Taking turns  Wait  Team work  Help | | | | Safe  Help  Dangerous  Key people e.g. teacher, parent/carer, firefighter, police  ‘Tell someone’ | Same  Different  Team work  Help | | Good/bad choices  Early emotions  Kind/unkind  Help  Key people e.g. teacher, parent/carer | | Emotions - happy, sad, angry, scared, worried etc.  Movement – stand, sit, hop, jump, dance  Key people e.g. teacher  Change  Different |
| **IMPLEMENTATION** | | | | | | | | | | |
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