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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 heartbeatRehearsing hygiene activities e.g. brushing teeth, washing hands, tissue for sneeze or coughExploring physical activitiesMaking choicesSequence of aging photos | Role playBag of hazards – safe vs not safeListening gamesSpeaking activities – microphone, songs, choice boardsGetting helpSet 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 hurtChoose an activity with a friend. | Turn taking gamesPeer interaction activitiesMirror 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 storyExploring emotions and linked positive activity e.g. angry/sensory calmingWhat makes me happy?Practical experience of keeping a secret (keeping one person out) and enjoying a surprise (for everyone)Mirrors, expressions cardsPlaydoh faces.  | Shop role playSnack ‘shop’Exploring money (coins)Earning money – at home or in the classroom for doing “jobs” – savingMake a piggy bankDifferent ways to keep money safe – some right and some wrong |
| **VOCABULARY |**  |
| Healthy/unhealthyGood/bad choiceFood typesClean/dirtyYoung/oldBaby, toddler, teenager, adult, elderly | SafeDangerHarmHurtHelp | Same DifferentSpecialTouchFeelingsBodies | RulesRespectShareCareLook after | Emotions – happy, sad, scared, worried, angry, tiredBehaviourSecretSurprise | MoneySpend SaveSafeShopChoice |
| **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, fireStranger 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 schoolPut items into the right place – different shops etc.Nature walkOutdoor explorationTreasure huntCommunity ‘I spy…’Nature artPlanting seedsCross curricular links to science, humanities | What makes us the same? What makes us different?GamesTeamworkSharing and taking turnsRole playHow do you feel?Sabotaged not sharing | Bag of hazardsVisits from people who help keep us safe e.g. fire brigade, police, road crossing supportOnline safety social storiesExperiences of accessing the local community safelyWho is safe? Who is a stranger?Practical road safety introductionStay away from water | Creating ‘This is Me’ artwork with photos from home settingAccessing the school and local communityVisiting local areasChoose an activity set upSharing with peers | Use of familiar stories – e.g. Elmer and the Hippos/Frog and the StrangerIdentifying who can help usGood friend choicesEmotions photographs and responsesCircle songs / gamesMatching cards – what a good / bad friend would do | Experiencing different physical activities – circuits, games, dance, yogaEarly emotion recognition linked to activitiesWho helps us home and school.What do you like to do? What do you not like doing? |
| **VOCABULARY** |
| EnvironmentNatureTrees, leaves, flowers etcKey buildings- school, home, shop | PlayFriend ShareTaking turnsWaitTeam workHelp | SafeHelpDangerousKey people e.g. teacher, parent/carer, firefighter, police‘Tell someone’ | SameDifferent Team work Help | Good/bad choicesEarly emotionsKind/unkindHelpKey people e.g. teacher, parent/carer | Emotions - happy, sad, angry, scared, worried etc.Movement – stand, sit, hop, jump, danceKey people e.g. teacherChangeDifferent |
| **IMPLEMENTATION** |
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