

## PSHE MEDIUM TERM OVERVIEW

Year 1 Medium Term Overview			
Half term / key question	Topic	In this unit of work, pupils learn...	6 Strategies for Effective Learning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<p><b>Spaced practice</b> – week 2 apply likes/dislikes, what they are good at, personal qualities – apply to Spotlight sessions throughout year.</p> <p><b>Retrieval practice</b> – from Year R – all about me. What do like/dislike and special mean?</p> <p><b>Interleaving</b> – link to ‘respectful behaviour at all times’. Ranger rules and skills – things that are special to SPIS/ children – consider which rules/skills are a particular strength for individuals.</p> <p><b>Elaboration</b> – explain meaning of ‘unique’ and give personal examples of ‘uniqueness’.</p> <p><b>Concrete examples</b> – use dolls with anatomically correct parts, share photos and badges/certificates and special pieces of work etc to show things they are good at.</p> <p><b>Dual coding</b> – share book ‘All kinds of people’ and similarities/differences e-book – pictures/words to reflect diversity</p>
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> </ul>	<p><b>Spaced practice</b> - include thinking about online relationships/staying safe – link to digital literacy unit Spr 1. Reinforce belonging to groups and concept of family through regular Spotlight sessions.</p> <p><b>Retrieval practice</b> – what do unique, similar/same and different mean? Who could/should they tell if something worries them/makes them unhappy?</p> <p><b>Interleaving</b> – NSPCC PANTS – private parts belong to you. Ranger rules and skills – we all belong to SPIS and all follow these rules/value these skills.</p> <p><b>Elaboration</b> – give/talk about examples of things some families have in common and examples of ways families can be different.</p> <p><b>Concrete examples</b> – look at examples of different uniforms/equipment etc for clubs to show belonging. Share and talk about family photos.</p>

		<ul style="list-style-type: none"> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><b>Dual coding</b> – draw and label who is in their family, discuss with peers. Draw worries as well as talking about them. Use stories/eBooks to explore similarities/differences – pictures/words.</p>
<p>Spring 1 What helps us stay healthy?</p>	<p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H39</p>	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p><b>Spaced practice</b> – PSHE to be taught once a week. Recap healthy practices and importance of keeping healthy – snack times, lunch, playtimes, PE, Science, regular handwashing. Teeth brushing sequence – recapped from Beebots/coding unit, computing Aut 2.</p> <p><b>Retrieval practice</b> – At the start of the unit, children to recall all the ways they can think of to stay healthy – e.g. using pictures, writing, orally (adult scribe). End of unit, add to this in a different colour.</p> <p><b>Interleaving</b> – mental wellbeing – link to Ranger skills, being a Giggly Mouse and Enthusiastic Otter. Know who they can go to for help if worried or unhappy.</p> <p><b>Elaboration</b> – talk in detail about specific examples e.g. of people who help us stay healthy – how, what do they do/job, of people living a healthy lifestyle e.g. sportsperson – what do they eat, drink? How much sleep do they need? What exercise do they do?</p> <p><b>Concrete examples</b> – try healthy foods, wake and shake, PE</p> <p><b>Dual coding</b> – scenario picture and caption cards – what would you do? (medicine etc safety), picture and word sequence for handwashing.</p>
<p>Spring 2 What can we do with money?</p> <p>+ Growth Mindset x6 lessons – Katherine Lancaster</p>	<p>Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>	<p><b>Spaced practice</b> – PSHE to be taught once a week</p> <p><b>Retrieval practice</b> – What is a Resilient Ant? How can we show that we are Resilient Ants? Why is this important/how will it help us? (Growth mindset).</p> <p><b>Interleaving</b> – P4C – I think, I see, I wonder (Charlie/Lola picture – Lola stuck on her work) – share thoughts then agree/disagree with each other, giving reasoning.</p> <p><b>Elaboration</b> – What would you say to someone who says “I can’t do it!”?</p> <p><b>Concrete examples</b> – Charlie and Lola clip – too many big words. Giraffes can’t dance story. Sponges/water – to represent brain, soaking up knowledge. Resilience of snail – video clips.</p>

		+ Growth Mindset x6 lessons – Katherine Lancaster	<b>Dual coding</b> – Children in role as Charlie/Lola – use giant written speech bubbles as you freeze the action.
Summer 1 Who helps us keep safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</li> <li>• how to respond safely to adults they don’t know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week</p> <p><b>Retrieval practice</b> – recall jobs people do that help us to stay safe.</p> <p><b>Interleaving</b> – P4C – e.g. Little Red Riding Hood/ stranger danger</p> <p><b>Elaboration</b> – P4C – allow opportunity for children to agree/disagree with one another’s ideas about how to keep safe – give reasons and explanations for their thinking.</p> <p><b>Concrete examples</b> – video clip scenarios – British Red Cross, scenario cards – decide/discuss/debate what you would do.</p> <p><b>Dual coding</b> – firefighter wake and shake (with words, pictures, actions) to learn what to do in emergency: <a href="https://www.youtube.com/watch?v=zf2fxiu8TtI">https://www.youtube.com/watch?v=zf2fxiu8TtI</a></p>
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people’s needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week. Caring for animals/what animals need/human growth revisited from Spring term Science. Link to previous Geography – likes/dislikes, physical/human features in school grounds/local area. Needs/wants revisited from Spring term PSHE.</p> <p><b>Retrieval practice</b> – At the start of the unit, draw/label or write about any examples of kind/unkind behaviours (no names) they can recall, then at the end of the unit add to this using a different colour – how many examples can they remember now? Recall school values, Ranger rules and skills. Discuss what can they remember about moving from YR to Y1?</p> <p><b>Interleaving</b> – what people/animals need to survive, concept of needs/wants.</p> <p><b>Elaboration</b> – can they talk about similarities/ differences in how the kind/unkind behaviours affect others (e.g. letting someone join in and taking turns can both make others feel happy). P4C – agree/disagree with reasoning – kind/unkind, responsibilities. P4C – Look at pictures/words to represent new class/year group – I see, I think, I wonder.</p>

			<p><b>Concrete examples</b> – Read ‘There’s an Elephant in my Kitchen’ by Smriti Halls – explore the examples: polar ice caps melting, deforestation, litter, recycling: <a href="https://www.youtube.com/watch?v=Ucf7yELKz3M">https://www.youtube.com/watch?v=Ucf7yELKz3M</a></p> <p>Read ‘Tidy’ by Emily Gravett and think about how we can look after our local woods/what can harm it: <a href="https://www.youtube.com/watch?v=OqwOLFD-kUQ">https://www.youtube.com/watch?v=OqwOLFD-kUQ</a></p> <p><b>Dual coding</b> – see retrieval (draw/write). Picture and word scenario cards for kind/unkind behaviours. Use photos/pictures and words to show key aspects of new class/year group to support transition (P4C – I see, I think, I wonder). SEN – social stories for transition.</p>
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## Year 2 Medium Term Overview

Half term / key question	Topic	In this unit of work, pupils learn...	
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week. Revisit sad to happy from Y1 RE, Spr 2.</p> <p><b>Retrieval practice</b> – from Yr 1 – what makes us similar, different, unique? What do we like/dislike? Friends may have similar likes/dislikes. Recap from Yr 1 how kind/unkind behaviour can affect others.</p> <p><b>Interleaving</b> – Read ‘Ravi’s Roar’ by Tom Percival – discuss okay to feel angry/cross but how we behave when we feel like this can be ok or not ok – explore positive actions to take when feeling angry (e.g. in an argument). Mindfulness activities, learn ways to keep calm. Team games/circle time games to build sense of belonging to a class.</p> <p><b>Elaboration</b> – P4C – discuss pictures – look at facial expressions in different scenarios – I see, I think, I wonder. P4C – explore statements such as: ‘A good friend always lets me go first’. Agree/disagree with reasons.</p> <p><b>Concrete examples</b> – real-life scenarios (non-personal), use drama to act out examples.</p> <p><b>Dual coding</b> – recipe for friendship – create together using words and pictures. Cut out pictures – line of joined children – add words/phrases to each to show friendly behaviours – display in classroom to remind.</p>

<p>Autumn 2 What is bullying?</p>	<p>Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week, include thinking about online relationships/staying safe – link to digital literacy unit Y1 Spr 1. Use regular Spotlight sessions and circle times to reinforce individual positive attributes and to build sense of belonging to a group. Revisit NSPCC PANTS song.</p> <p><b>Retrieval practice</b> – how kind/unkind behaviour can affect others. From Y1 – revisit correct names for external genitalia, recap NSPCC PANTS knowledge – private parts are private.</p> <p><b>Interleaving</b> – computing, online behaviour</p> <p><b>Elaboration</b> – work together to create positive ‘scripts’ to support each other with what they might say in different situations.</p> <p><b>Concrete examples</b> – ‘real’-life scenarios (non-personal)</p> <p><b>Dual coding</b> – Scenario pictures/words to sort – bullying/other hurtful behaviour/friendly</p>
<p>Spring 1 What jobs do people do?</p>	<p>Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week, revisit online relationships/Internet safety and harms from Y2 Aut 2. Recap needs/wants and money from Y1 PSHE.</p> <p><b>Retrieval practice</b> – What are needs/wants?</p> <p><b>Interleaving</b> – Internet safety and harms, online relationships</p> <p><b>Elaboration</b> – talk about jobs which require similar strengths or interests and those that require different strengths/interests.</p> <p><b>Concrete examples</b> – Invite members of the local community in to talk about the jobs they do/answer questions. Visit e.g. school office/HT office to look for digital devices and ask about how these are used in these jobs.</p> <p><b>Dual coding</b> – labelled pictures of people in different jobs.</p>
<p>Spring 2 What helps us to stay safe?</p>	<p>Health and wellbeing Keeping safe; recognising risk;</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week, revisit online relationships/Internet safety and harms from Y2 Aut 2 and Spr 1.</p>

	<p>rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><b>Retrieval practice</b> – recall prior knowledge of Internet safety/harms. At start of unit draw/label/write and discuss all the ways they know about how to keep healthy and safe. At the end of the unit, repeat by drawing/labelling/writing about any ways to keep healthy and safe that they did not show previously. What does ‘trusted’/‘trustworthy’ mean?</p> <p><b>Interleaving</b> – basic first aid (recap need to tell an adult, recap call 999). Familiar stories, fairy stories, traditional tales.</p> <p><b>Elaboration</b> – Use P4C to explore risky and potentially unsafe situations through e.g familiar traditional tales – Goldilocks, Red Riding Hood, 3 little pigs. Generate questions, agree/disagree and reason.</p> <p><b>Concrete examples</b> – real-life scenarios (non-personal), use of drama to act it out and then discuss.</p> <p><b>Dual coding</b> – medicine/household product scenario cards (pic/words). Picture of character – child writes speech bubble to suggest how they could stay safe in each scenario.</p>
<p>Summer 1 What can help us grow and stay healthy?</p>	<p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week. Links to ‘What helps us to stay healthy?’ Y1 Spr1. Highlight key learning during everyday activities e.g. healthy snack time, water to drink, lunch, active play times, PE, wake and shake, hand washing, mindfulness – activities, etc.</p> <p><b>Retrieval practice</b> – At start of the unit draw/label/write about/list all ways they know to stay healthy. Repeat at the end of the unit (could add to original in different colour)– what new learning do we now have about how to stay healthy?</p> <p><b>Interleaving</b> – PE skills, Science – growth/healthy bodies</p> <p><b>Elaboration</b> – explain ways they can stay healthy, giving details to say how, and reason why these things are important.</p> <p><b>Concrete examples</b> – Food tasting using range of healthy foods, sort examples of real food/food packets, practice healthy habits as part of school day – e.g. exercise</p>

			<p><b>Dual coding</b> – picture/word posters for classroom/windows to promote/remind about healthy habits. Mindful moments – words/music/pictures/video. Use labelled pictures to record knowledge of how to stay healthy.</p>
<p>Summer 2 How do we recognise our feelings?</p>	<p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p><b>Spaced practice</b> - PSHE to be taught once a week. Link – sadness/death/Easter RE – Y1 Spr 2, how to be a good friend Y2 Aut 1, how feelings can affect others Y2 Aut 2 (bullying). Encourage children to notice how their behaviours can affect others in positive ways at play times and lunch times – dojo rewards/praise for being kind, gentle etc (link to Ranger rules). Feeling good – dojo certificates etc, Spotlight.</p> <p><b>Retrieval practice</b> – meaning of feelings words: happy, sad, worried, upset, unsafe, uncomfortable, lonely, scared, concerned, hurt, angry, excited, enthusiastic</p> <p><b>Interleaving</b> – Reinforcing Ranger rules and skills. Responsibilities – individually/as a class. Respectful behaviour at all times. School values. Be the best we can be.</p> <p><b>Elaboration</b> – able to give various examples of how feelings can affect people in their bodies and their behaviour (non-personal). Can explain how/why. P4C – state a way to manage big feeling – children to debate, agree/disagree, make suggestions and give reasons.</p> <p><b>Concrete examples</b> – feelings scenarios – act out, freeze-frame. Photos of different behaviours/children’s facial expressions.</p> <p><b>Dual coding</b> – labelled pictures and photos to illustrate feelings, labelled pictures/photos to illustrate positive behaviours, picture/word scenario cards</p>