

Sprowston Infant School PSHE/RSE Medium Term Plan

EYFS – detailed are the enhanced provision or directed activities

KS1 – see the corresponding knowledge organisers

	Autumn	Spring	Summer
Nursery	The World Difference	Being Healthy Aspirations	Relationships Changes
Reception	The World Difference	Being Healthy Aspirations	Relationships Changes
Year 1	Family and friendships - Families Safe relationships – consent, NSPCC - Talk PANTS	Respecting ourselves and others - Friendship and bullying Belonging to a community – ground rules, Caring for the environment and careers	Physical health and Mental Wellbeing - Dental Health, Keeping safe in the sun. Growing and changing - Personal identity
Year 2	Families and Friendships Safe relationships	Respecting ourselves and others Belonging to a community Physical health and Mental wellbeing	Growing and changing Keeping safe

Our PSHE/RSE Curriculum Journey

We use the PSHE Association scheme of work in key stage 1. This programme takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium term planning. To prepare for this, we take a similar approach in Early Years, following the same 6 areas in order each year, that cover the same three core themes.

Early Years

In Nursery, we introduce the key areas of PSHE through practical actions that the children are familiar with. For example, beginning to recognise their own feelings, starting to play well with others and starting to develop resilience by recognising when they find things hard. They talk about the types of healthy food they eat and how exercise makes them feel. They have a visit from the dentist, which prepares them for further study on this in KS1. They will also talk about changes that have happened to them or others in their family. Learning in Reception is still mainly focused on practical experiences they are familiar with, and it builds on nursery as the children learn how to notice emotions in themselves and others and start to learn specific strategies for collaborating with others. They learn more specific key vocabulary such as 'healthy' and ways that they can keep themselves safe. They learn more about the specific parts of the body as well as their functions, and start to develop strategies for managing change.

Key Stage 1

Y1 begins by building on early years study and what they are familiar with – the people closest to them. It moves on from this by introducing the children to the key idea of consent; this will form the basis of much learning later on in KS2 and beyond. In spring term, they build on this learning about personal relationships to explore bullying and how people can be affected by kind or unkind behaviour. They focus on the key concept of respect, which again lays the foundations for much of future learning. They link this to class rules and then beyond to wider society – the kinds of attitudes and behaviours like tolerance that are crucial for people to live in harmony. They also broaden it out to consider how we care for animals and the environment. They build on early work about keeping healthy, this time looking more in-depth at two specific areas: sun safety and dental health. Finally, they introduce the key idea of personal identity, building on work on difference in early years and in Y1 of respect and tolerance. They explore what makes them special and unique and also learn about different feelings and how they can be affected by them. In Y2, they return to the familiar topics of families and friendships, and safe relationships, specifically focusing on how to manage disagreements positively and building on learning about bullying in Y1. They broaden this out to look at how to recognise hurtful behaviour, including online, as well as how to resist pressure to do things they are not comfortable with and how to tell someone about concerns. They build on Y1's learning to look at different groups, the roles they play in them and how they can be helped to feel included. They begin to learn ways to manage their mental health as well as safety around medicines and household products. They build on this further towards the end of the summer term by looking at a wider range of ways to keep themselves safe, including how to contact the emergency services. Finally, they build on science learning to look at life cycles and changes that happen over time.