

## Claycots School PSHE and RHE Medium Term Plan

Reception						
<b>Autumn 1</b> <b><u>Being Me in My World</u></b>	<b>Piece 1</b> <b>Who... Me?!</b>	<b>Piece 2</b> <b>How am I feeling today?</b>	<b>Piece 3</b> <b>Being at School</b>	<b>Piece 4</b> <b>Gentle Hands</b>	<b>Piece 5</b> <b>Our Rights</b>	<b>Piece 6</b> <b>Our Responsibilities</b>
<b>Objectives</b>	I understand how it feels to belong and that we are similar and different.	I can start to recognise and manage my feelings.	I enjoy working with others to make school a good place to be.	I understand why it is good to be kind and use gentle hands.	I am starting to understand children's rights and this means we should all be allowed to learn and play.	I am learning what being responsible means.
<b>Autumn 2</b> <b><u>Celebrating Difference</u></b>	<b>Piece 1</b> <b>What I am good at?</b>	<b>Piece 2</b> <b>I'm Special, I'm Me!</b>	<b>Piece 3</b> <b>Families</b>	<b>Piece 4</b> <b>Houses and Homes</b>	<b>Piece 5</b> <b>Friends</b>	<b>Piece 6</b> <b>Standing Up for Yourself</b>
<b>Objectives</b>	I can identify something I am good at and understand everyone is good at different things.	I understand that being different makes us all special.	I know we are all different but the same in some ways.	I can tell you why I think my home is special to me.	I can tell you how to be a kind friend.	I know which words to use to stand up for myself when someone says or does something unkind.
<b>Spring 1</b> <b><u>Dreams and Goals</u></b>	<b>Piece 1</b> <b>Challenge</b>	<b>Piece 2</b> <b>Never Giving Up</b>	<b>Piece 3</b> <b>Setting a Goal</b>	<b>Piece 4</b> <b>Obstacles and Support</b>	<b>Piece 5</b> <b>Flight to the Future</b>	<b>Piece 6</b> <b>Footprint Awards</b>
<b>Objectives</b>	I understand that if I persevere, I can tackle challenges.	I can tell you about a time I didn't give up until I achieved my goal.	I can set a goal and work towards it.	I can use kind words to encourage people.	I understand the link between what I learn now and the job I might like to do when I'm older.	I can say how I feel when I achieve a goal and know what it means to feel proud.

### Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



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<b><u>Spring 2</u></b> <b><u>Healthy Me</u></b>	<b>Piece 1</b> <b>Everybody's Body</b>	<b>Piece 2</b> <b>We like to move it, move it!</b>	<b>Piece 3</b> <b>Food, Glorious Food</b>	<b>Piece 4</b> <b>Sweet Dreams</b>	<b>Piece 5</b> <b>Keeping Clean</b>	<b>Piece 6</b> <b>Stranger Danger</b>
<b>Objectives</b>	I understand that I need to exercise to keep my body healthy.	I understand how moving and resting are good for my body.	I know which foods are healthy and not so healthy and can make healthy eating choices.	I know how to help myself go to sleep and understand why sleep is good for me.	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	I know what a stranger is and how to stay safe if a stranger approaches me.
<b><u>Summer 1</u></b> <b><u>Relationships</u></b>	<b>Piece 1</b> <b>My Family and Me!</b>	<b>Piece 2</b> <b>Make friends, make friends, never ever break friends! 1</b>	<b>Piece 3</b> <b>Make friends, make friends, never ever break friends! 2</b>	<b>Piece 4</b> <b>Falling Out and Bullying Part 1</b>	<b>Piece 5</b> <b>Falling Out and Bullying Part 2</b>	<b>Piece 6</b> <b>Being the Best Friend that we can Be</b>
<b>Objectives</b>	I can identify some of the jobs I do in my family and how I feel like I belong.	I know how to make friends to stop myself from feeling lonely.	I can think of ways to solve problems and stay friends.	I am starting to understand the impact of unkind words.	I can use Calm Me time to manage my feelings.	I know how to be a good friend.
<b><u>Summer 2</u></b> <b><u>Changing Me</u></b>	<b>Piece 1</b> <b>My Body</b>	<b>Piece 2</b> <b>Respecting My Body</b>	<b>Piece 3</b> <b>Growing Up</b>	<b>Piece 4</b> <b>Fun and Fears Part 1</b>	<b>Piece 5</b> <b>Fun and Fears Part 2</b>	<b>Piece 6</b> <b>Celebration</b>
<b>Objectives</b>	I can name parts of the body.	I can tell you some things I can do and foods I can eat to be healthy.	I understand that we all grow from babies to adults.	I can express how I feel about moving to Year 1.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.	I can share my memories of the best bits of this year in Reception.

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<b>Year 1</b>						
<b><u>Autumn 1</u></b>	<b>Piece 1</b>	<b>Piece 2</b>	<b>Piece 3</b>	<b>Piece 4</b>	<b>Piece 5</b>	<b>Piece 6</b>
<b><u>Being Me in My World</u></b>	<b>Special and Safe</b>	<b>My Class</b>	<b>Rights and Responsibilities</b>	<b>Rewards and Feeling Proud</b>	<b>Consequence</b>	<b>Owning our Learning Charter</b>
<b>Objectives</b>	I know how to use my Jigsaw Journal.  I feel special and safe in my class.	I understand the rights and responsibilities as a member of my class.  I know that I belong to my class.	I understand the rights and responsibilities for being a member of my class.	I know my views are valued and can contribute to the Learning Charter.  I recognise how it feels to be proud of an achievement.	I can recognise the choices I make and understand the consequences.  I recognise the range of feelings when I face certain consequences.	I understand my rights and responsibilities within our Learning Charter.  I understand my choices in following the Learning Charter.
<b><u>Autumn 2</u></b>	<b>Piece 1</b>	<b>Piece 2</b>	<b>Piece 3</b>	<b>Piece 4</b>	<b>Piece 5</b>	<b>Piece 6</b>
<b><u>Celebrating Difference</u></b>	<b>The same as...</b>	<b>Different from...</b>	<b>What is 'bullying'?</b>	<b>What do I do about bullying?</b>	<b>Making New Friends</b>	<b>Celebrating Difference; Celebrating Me</b>
<b>Objectives</b>	I can identify similarities between people in my class.  I can tell you some ways in which I am the same as my friends.	I can identify differences between people in my class.  I can tell you some ways I am different from my friends.	I can tell you what bullying is.  I understand how being bullied might feel.	I know some people who I could talk to if I was feeling unhappy or being bullied.  I can be kind to children who are bullied.	I know how to make new friends.  I know how it feels to make a new friend.	I can tell you some ways I am different from my friends.  I understand these differences make us all special and unique.

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<b>Spring 1</b> <b><u>Dreams and Goals</u></b>	<b>Piece 1</b> <b>My Treasure Chest of Success</b>	<b>Piece 2</b> <b>Steps to Goals</b>	<b>Piece 3</b> <b>Achieving Together</b>	<b>Piece 4</b> <b>Stretchy Learning</b>	<b>Piece 5</b> <b>Overcoming Obstacles</b>	<b>Piece 6</b> <b>Celebrating My Success</b>
<b>Objectives</b>	I can set simple goals.  I can tell you about a thing I do well.	I can set a goal and work out how to achieve it.  I can tell you how I learn best.	I understand how to work well with a partner.  I can celebrate achievement with my partner.	I can tackle a new challenge and understand this might stretch my learning.  I can identify how I feel when I am faced with a new challenge.	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.  I know how I feel when I see obstacles and how I feel when I overcome them.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.  I know how to store the feelings of success in my internal treasure chest.
<b>Spring 2</b> <b><u>Healthy Me</u></b>	<b>Piece 1</b> <b>Being Healthy</b>	<b>Piece 2</b> <b>Healthy Choices</b>	<b>Piece 3</b> <b>Clean and Healthy</b>	<b>Piece 4</b> <b>Medicine Safety</b>	<b>Piece 5</b> <b>Road Safety</b>	<b>Piece 6</b> <b>Happy, Healthy Me</b>
<b>Objectives</b>	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.  I feel good about myself when I make healthy choices.	I know how to make healthy lifestyle choices.  I feel good about myself when I make healthy choices.	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly.  I am special so I keep myself safe.	I understand that medicines can help me if I feel poorly and I know how to use them safely.  I know some ways to help myself when I feel poorly.	I know how to keep safe when crossing the road, and about people who can help me to stay safe.  I can recognise when I feel frightened and know who to ask for help.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.  I can recognise how being healthy helps me to feel happy.

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<b>Objectives</b>	<p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I know how it feels to belong to a family and care about the people who are important to me.</p>	<p>I can identify what being a good friend means to me.</p> <p>I know how to make a new friend.</p>	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me.</p>	<p>I know who can help me in my school community.</p> <p>I know when I need help and know how to ask for it.</p>	<p>I can recognise my qualities as person and a friend.</p> <p>I know ways to praise myself.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p>
<b><u>Summer 2</u></b> <b><u>Changing Me</u></b>	<b>Piece 1</b> <b>Life Cycles</b>	<b>Piece 2</b> <b>Changing Me</b>	<b>Piece 3</b> <b>My Changing Body</b>	<b>Piece 4</b> <b>Boys' and Girls' Bodies</b>	<b>Piece 5</b> <b>Learning and Growing</b>	<b>Piece 6</b> <b>Coping with Changes</b>
<b>Objectives</b>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is OK.</p>	<p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>I can tell you how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>	<p><b>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</b></p> <p>I respect my body and understand which parts are private.</p>	<p>I understand that every time I learn something new, I change a little bit</p> <p>I enjoy learning new things.</p>	<p>I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>

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<h1>Year 2</h1>						
<u>Autumn 1</u>	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
<b><u>Being Me in My World</u></b>	<b>Hopes and Fears for the Year</b>	<b>Rights and Responsibilities</b>	<b>Rewards and consequences</b>	<b>Rewards and Consequences</b>	<b>Our Learning Charter</b>	<b>Owning our Learning Charter</b>
<b>Objectives</b>	<p>I can identify some of my hopes and fears for this year.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I recognise when I feel worried and know who to ask for help.</p>	<p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I recognise when I feel worried and know who to ask for help.</p>	<p>I understand the rights and responsibilities for being a member of my class.</p> <p>I can help to make my class a safe and fair place.</p>	<p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I can help make my class a safe and fair place.</p>	<p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can work cooperatively.</p>	<p>I can recognise the choices I make and understand the consequences.</p> <p>I am choosing to follow the Learning Charter.</p>
<u>Autumn 2</u>	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
<b><u>Celebrating Difference</u></b>	<b>Boys and Girls</b>	<b>Boys and Girls</b>	<b>Why does Bullying Happen?</b>	<b>Standing up for Myself and Others</b>	<b>Gender Diversity</b>	<b>Celebrating Difference and Still Being Friends</b>
<b>Objectives</b>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand some ways in which boys and girls are similar and feel good about this.</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand some ways in which boys and girls are different and accept that this is OK.</p>	<p>I understand that bullying is sometimes about difference.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p>	<p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I know when and how to stand up for myself and others.</p> <p>I know how to get help if I am being bullied.</p>	<p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I understand we shouldn't judge people if they are different.</p> <p>I know how it feels to be a friend and have a friend.</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>

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<b>Spring 1</b> <b><u>Dreams and Goals</u></b>	<b>Piece 1</b> <b>Goals to Success</b>	<b>Piece 2</b> <b>My Learning Strengths</b>	<b>Piece 3</b> <b>Learning with Others</b>	<b>Piece 4</b> <b>A Group Challenge</b>	<b>Piece 5</b> <b>Continuing Our Group Challenge</b>	<b>Piece 6</b> <b>Celebrating Our Achievement</b>
<b>Objectives</b>	<p>I can choose a realistic goal and think about how to achieve it.</p> <p>I can tell you things I have achieved and say how that makes me feel.</p>	<p>I carry on trying (persevering) even when I find things difficult.</p> <p>I can tell you some of my strengths as a learner.</p>	<p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can tell you how working with other people helps me learn.</p>	<p>I can work well in a group.</p> <p>I can work with others in a group to solve problems.</p>	<p>I can tell you some ways I worked well with my group.</p> <p>I can tell you how I felt about working in my group.</p>	<p>I know how to share success with other people.</p> <p>I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</p>
<b>Spring 2</b> <b><u>Healthy Me</u></b>	<b>Piece 1</b> <b>Being Healthy</b>	<b>Piece 2</b> <b>Being Relaxed</b>	<b>Piece 3</b> <b>Medicine Safety</b>	<b>Piece 4</b> <b>Healthy Eating</b>	<b>Piece 5</b> <b>Healthy Eating</b>	<b>Piece 6</b> <b>Happy, Healthy Me!</b>
<b>Objectives</b>	<p><b>I know what I need to keep my body healthy.</b></p> <p>I am motivated to make healthy lifestyle choices.</p>	<p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I can tell you when a feeling is weak and when a feeling is strong.</p>	<p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I feel positive about caring for my body and keeping it healthy.</p>	<p><b>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</b></p> <p>I have a healthy relationship with food and know which foods I enjoy the most.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p><b>I can decide which foods to eat to give my body energy.</b></p> <p><b>I have a healthy relationship with food and I know which foods are most nutritious for my body.</b></p>

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<u>Summer 1</u> <b>Relationships</b>	<b>Piece 1</b> <b>Families</b>	<b>Piece 2</b> <b>Keeping Safe - Exploring Physical Contact</b>	<b>Piece 3</b> <b>Friends and Conflict</b>	<b>Piece 4</b> <b>Secrets</b>	<b>Piece 5</b> <b>Trust and Appreciation</b>	<b>Piece 6</b> <b>Celebrating My Special Relationships</b>
<b>Objectives</b>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I accept that everyone's family is different and understand that most people value their family.</p>	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know which types of physical contact I like and don't like and can talk about this.</p>	<p>I can identify some of the things that cause conflict with my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I understand how it feels to trust someone.</p>	<p>I can express my appreciation for the people in my special relationships.</p> <p>I am comfortable accepting appreciation from others.</p>
<u>Summer 2</u> <b>Changing Me</b>	<b>Piece 1</b> <b>Life Cycles in Nature</b>	<b>Piece 2</b> <b>Growing from Young to Old</b>	<b>Piece 3</b> <b>The Changing Me</b>	<b>Piece 4</b> <b>Boys' and Girls' Bodies</b>	<b>Piece 5</b> <b>Assertiveness</b>	<b>Piece 6</b> <b>Looking Ahead</b>
<b>Objectives</b>	<p>I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can identify people I respect who are older than me.</p>	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I feel proud about becoming more independent.</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>	<p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>

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<h1>Year 3</h1>						
<u>Autumn 1</u>	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
<u>Being Me in My World</u>	Getting to Know Each Other	Our Nightmare School	Our Dream School	Rewards and Consequences	Our Learning Charter	Owning our Learning Charter
<b>Objectives</b>	<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.</p> <p>I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued.</p>	<p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p>	<p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I know how to make others feel valued.</p>	<p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I understand that my behaviour brings rewards/ consequences.</p>	<p>I can make responsible choices and take action.</p> <p>I can work cooperatively in a group.</p>	<p>I understand my actions affect others and try to see things from their points of view.</p> <p>I am choosing to follow the Learning Charter.</p>
<u>Autumn 2</u>	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
<u>Celebrating Difference</u>	Families	Family Conflict	Witness and Feelings	Witness and Solutions	Words That Harm	Celebrating Difference: Compliments
<b>Objectives</b>	<p>I understand that everybody's family is different and important to them.</p> <p>I appreciate my family/the people who care for me</p>	<p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know how to calm myself down and can use the 'Solve it together' technique.</p>	<p>I know what it means to be a witness to bullying.</p> <p>I know some ways of helping to make someone who is bullied feel better</p>	<p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>I recognise that some words are used in hurtful ways.</p> <p>I try hard not to use hurtful words (e.g. gay, fat).</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>

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<u>Spring 1</u> <u>Dreams and Goals</u>	Piece 1 Dreams and Goals	Piece 2 My Dreams and Ambitions	Piece 3 A New Challenge	Piece 4 Our New Challenge	Piece 5 Our New Challenge	Piece 6 Celebrating My Learning
<b>Objectives</b>	<p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</p>	<p>I can identify a dream/ambition that is important to me</p> <p>I can imagine how I will feel when I achieve my dream/ambition.</p>	<p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it.</p>	<p>I am motivated and enthusiastic about achieving our new challenge.</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p>	<p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p>I can manage the feelings of frustration that may arise when obstacles occur.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</p>
<u>Spring 2</u> <u>Healthy Me</u>	Piece 1 Being Fit and Healthy	Piece 2 Being Fit and Healthy	Piece 3 What Do I Know About Drugs	Piece 4 Being Safe	Piece 5 Being Safe or Unsafe	Piece 6 My Amazing Body
<b>Objectives</b>	<p><b>I understand how exercise affects my body and know why my heart and lungs are such important organs.</b></p> <p>I can set myself a fitness challenge.</p>	<p><b>I know that the number of calories, fat and sugar I put into my body will affect my health.</b></p> <p>I know what it feels like to make a healthy choice.</p>	<p>I can tell you my knowledge and attitude towards drugs.</p> <p>I can identify how I feel towards drugs.</p>	<p>I can identify things, people and places that I need to keep safe from</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can identify when something feels safe or unsafe</p> <p>I can take responsibility for keeping myself and others safe.</p>	<p><b>I understand how complex my body is and how important it is to take care of it</b></p> <p>I respect my body and appreciate what it does for me.</p>

### Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

<u>Summer 1</u> <b>Relationships</b>	<b>Piece 1</b> <b>Family Roles and Responsibilities</b>	<b>Piece 2</b> <b>Friendship</b>	<b>Piece 3</b> <b>Keeping Myself Safe Online</b>	<b>Piece 4</b> <b>Being a Global Citizen 1</b>	<b>Piece 5</b> <b>Being a Global Citizen 2</b>	<b>Piece 6</b> <b>Celebrating My Web of Relationships</b>
<b>Objectives</b>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can describe how taking some responsibility in my family makes me feel.</p>	<p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution.</p>	<p>I know and can use some strategies for keeping myself safe online.</p> <p>I know who to ask for help if I am worried or concerned about anything online.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p>	<p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p>	<p>I know how to express my appreciation to my friends and family.</p> <p>I enjoy being part of a family and friendship groups.</p>
<u>Summer 2</u> <b>Changing Me</b>	<b>Piece 1</b> <b>How Babies Grow</b>	<b>Piece 2</b> <b>Babies</b>	<b>Piece 3</b> <b>Outside Body Changes</b>	<b>Piece 4</b> <b>Inside Body changes</b>	<b>Piece 5</b> <b>Family Stereotypes</b>	<b>Piece 6</b> <b>Looking Ahead</b>
<b>Objectives</b>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I can express how I feel when I see babies or baby animals.</p>	<p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow.</p> <p>I can express how I might feel if I had a new baby in my family.</p>	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p>I can identify what I am looking forward to when I move to my next class start to think about changes.</p> <p>I will make next year and know how to go about this.</p>

### Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

### Year 4

<b>Autumn 1</b>	<b>Piece 1</b>	<b>Piece 2</b>	<b>Piece 3</b>	<b>Piece 4</b>	<b>Piece 5</b>	<b>Piece 6</b>
<b><u>Being Me in My World</u></b>	<b>Becoming a Class "Team"</b>	<b>Being a School Citizen</b>	<b>Rights, Responsibility and Democracy</b>	<b>Rewards and Consequences</b>	<b>Our Learning Charter</b>	<b>Owning our Learning Charter</b>
<b>Objectives</b>	<p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I try to make people feel welcome and valued.</p>	<p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>I understand how democracy works through the School Council.</p> <p>I can recognise my contribution to making a Learning Charter for the whole school.</p>	<p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p>	<p>I understand how groups come together to make decisions.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>
<b><u>Autumn 2</u></b>	<b>Piece 1</b>	<b>Piece 2</b>	<b>Piece 3</b>	<b>Piece 4</b>	<b>Piece 5</b>	<b>Piece 6</b>
<b><u>Celebrating Difference</u></b>	<b>Judging by Appearance</b>	<b>Understanding Influences</b>	<b>Understanding Bullying</b>	<b>Problem-Solving</b>	<b>Special Me</b>	<b>Celebrating Difference: How We Look</b>
<b>Objectives</b>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I try to accept people for who they are.</p>	<p>I understand what influences me to make assumptions based on how people look.</p> <p>I can question why I think what I do about other people.</p>	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p>	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I like and respect the unique features of my physical appearance.</p>	<p>I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>

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Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

<b><u>Spring 1</u></b> <b><u>Dreams and Goals</u></b>	<b>Piece 1</b> <b>Hopes and Dreams</b>	<b>Piece 2</b> <b>Broken Dreams</b>	<b>Piece 3</b> <b>Overcoming Disappointment</b>	<b>Piece 4</b> <b>Creating New Dreams</b>	<b>Piece 5</b> <b>Achieving Goals</b>	<b>Puzzle 6</b> <b>We Did It</b>
<b>Objectives</b>	<p>I can tell you about some of my hopes and dreams.</p> <p>I know how it feels to have hopes and dreams.</p>	<p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know how disappointment feels and can identify when I have felt that way.</p>	<p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to cope with disappointment and how to help others cope with theirs.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I can enjoy being part of a group challenge.</p>	<p>I can identify the contributions made by myself and others to the group's achievement.</p> <p>I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p>
<b><u>Spring 2</u></b> <b><u>Healthy Me</u></b>	<b>Piece 1</b> <b>My Friends and Me</b>	<b>Piece 2</b> <b>Group Dynamics</b>	<b>Piece 3</b> <b>Smoking</b>	<b>Piece 4</b> <b>Alcohol</b>	<b>Piece 5</b> <b>Healthy Friendships</b>	<b>Puzzle 6</b> <b>Celebrating My Inner Strength and Assertiveness</b>
<b>Objectives</b>	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I can identify the feelings I have about my friends and my different friendship groups.</p>	<p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p>	<p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p>	<p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p>I can tap into my inner strength and know how to be assertive.</p>

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Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

<u>Summer 1</u> <b>Relationships</b>	<b>Piece 1</b> <b>Jealousy</b>	<b>Piece 2</b> <b>Love and Loss</b>	<b>Piece 3</b> <b>Memories</b>	<b>Piece 4</b> <b>Getting on and Falling Out</b>	<b>Piece 5</b> <b>Girlfriends and Boyfriends</b>	<b>Piece 6</b> <b>Celebrating My Relationships with People and Animals</b>
<b>Objectives</b>	<p>I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p>	<p>I can identify someone I love and can express why they are special to me.</p> <p>I know how most people feel when they lose someone or something they love.</p>	<p>I can tell you about someone I know that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them</p>	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I know how to stand up for myself and how to negotiate and compromise.</p>	<p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.</p>	<p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p>
<u>Summer 2</u> <b>Changing Me</b>	<b>Piece 1</b> <b>Unique Me</b>	<b>Piece 2</b> <b>Having a Baby</b>	<b>Piece 3</b> <b>Girls and Puberty</b>	<b>Piece 4</b> <b>Circles of Change</b>	<b>Piece 5</b> <b>Accepting Change</b>	<b>Piece 6</b> <b>Looking Ahead</b>
<b>Objectives</b>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I appreciate that I am a truly unique human being.</p>	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>

### Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

Year 5						
<u>Autumn 1</u> <b>Being Me in My World</b>	<b>Piece 1</b> <b>My Year Ahead</b>	<b>Piece 2</b> <b>Being a Citizen of My County</b>	<b>Piece 3</b> <b>Year 5 Responsibilities</b>	<b>Piece 4</b> <b>Rewards and Consequences</b>	<b>Piece 5</b> <b>Our Learning Charter</b>	<b>Piece 6</b> <b>Owning our Learning Charter</b>
<b>Objectives</b>	<p>I can face new challenges positively and know how to set personal goals.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I know what I value most about my school and can identify my hopes for this school year.</p>	<p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p>	<p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p>	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>
<u>Autumn 2</u> <b>Celebrating Difference</b>	<b>Piece 1</b> <b>Different Cultures</b>	<b>Piece 2</b> <b>Racism</b>	<b>Piece 3</b> <b>Rumours and Name-Calling</b>	<b>Piece 4</b> <b>Types of Bullying</b>	<b>Piece 5</b> <b>Does Money Matter?</b>	<b>Piece 6</b> <b>Celebrating Difference Across the World</b>
<b>Objectives</b>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I am aware of my own culture.</p>	<p>I understand what racism is.</p> <p>I am aware of my attitude towards people from different races.</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p>I can explain the difference between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>I can compare my life with people in the developing world.</p> <p>I can appreciate the value of happiness regardless of material wealth.</p>	<p>I can understand a different culture from my own.</p> <p>I respect my own and other people's cultures.</p>

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## Claycots School PSHE and RHE Medium Term Plan

<b>Spring 1</b> <b><u>Dreams and Goals</u></b>	<b>Piece 1</b> <b>When I Grow Up (My Dream Lifestyle)</b>	<b>Piece 2</b> <b>Investigate Jobs and Careers</b>	<b>Piece 3</b> <b>My Dream Job. Why I want it and the steps to get there.</b>	<b>Piece 4</b> <b>Dreams and Goals of Young People in Other Cultures</b>	<b>Piece 5</b> <b>How Can We Support Each Other?</b>	<b>Piece 6</b> <b>Rallying Support</b>
<b>Objectives</b>	<p>I understand that I will need money to help me achieve some of my dreams.</p> <p>I can identify what I would like my life to be like when I am grown up.</p>	<p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I appreciate the contributions made by people in different jobs.</p>	<p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p>	<p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I can reflect on how these relate to my own.</p>	<p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture.</p>	<p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p> <p>I understand why I am motivated to make a positive contribution to supporting others.</p>
<b>Spring 2</b> <b><u>Healthy Me</u></b>	<b>Piece 1</b> <b>Smoking</b>	<b>Piece 2</b> <b>Alcohol</b>	<b>Piece 3</b> <b>Emergency Aid</b>	<b>Piece 4</b> <b>Body Image</b>	<b>Piece 5</b> <b>My Relationship with Food</b>	<b>Puzzle 6</b> <b>Healthy Me</b>
<b>Objectives</b>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p>	<p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>	<p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I know how to keep myself calm in emergencies.</p>	<p>I understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>	<p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> <p>I am motivated to keep myself healthy and happy.</p>

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Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

<u>Summer 1</u> <b>Relationships</b>	<b>Piece 1</b> <b>Recognising Me</b>	<b>Piece 2</b> <b>Safety with Online Communities</b>	<b>Piece 3</b> <b>Being in an Online Community</b>	<b>Piece 4</b> <b>Online Gaming</b>	<b>Piece 5</b> <b>My Relationship with Technology: Screen Time</b>	<b>Piece 6</b> <b>Relationships and Technology</b>
<b>Objectives</b>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I know how to keep building my own self-esteem.</p>	<p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I can recognise when an online community feels unsafe or uncomfortable.</p>	<p>I understand there are rights and responsibilities in an online community or social network.</p> <p>I can recognise when an online community is helpful or unhelpful to me.</p>	<p>I know there are rights and responsibilities when playing a game online.</p> <p>I can recognise when an online game is becoming unhelpful or unsafe.</p>	<p>I can recognise when I am spending too much time using devices (screen time).</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>
<u>Summer 2</u> <b>Changing Me</b>	<b>Piece 1</b> <b>Self and Body Image</b>	<b>Piece 2</b> <b>Puberty for Girls</b>	<b>Piece 3</b> <b>Puberty for Boys</b>	<b>Piece 4</b> <b>Conception</b>	<b>Piece 5</b> <b>Looking Ahead 1</b>	<b>Piece 6</b> <b>Looking Ahead 2</b>
<b>Objectives</b>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p><i>I understand that sexual intercourse can lead to conception and that is how babies are usually made</i></p> <p><i>I also understand that sometimes people need IVF to help them have a baby.</i></p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I am confident that I can cope with the changes that growing up will bring.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>

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Purple – Non-statutory Relationship and Health lessons

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## Claycots School PSHE and RHE Medium Term Plan

Year 6						
<u>Autumn 1</u> <u>Being Me in My World</u>	Piece 1 My Year Ahead	Piece 2 Being a Global Citizen 1	Piece 3 Being a Global Citizen 2	Piece 4 The Learning Charter	Piece 5 Our Learning Charter	Piece 6 Owning Our Learning Charter
<b>Objectives</b>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I feel welcome and valued and know how to make others feel the same.</p>	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>	<p>I understand that my actions affect other people locally and globally.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>
<u>Autumn 2</u> <u>Celebrating Difference</u>	Piece 1 Am I Normal?	Piece 2 Understanding Difference	Piece 3 Power Struggles	Piece 4 Why Bully?	Piece 5 Celebrating Difference	Piece 6 Celebrating Difference
<b>Objectives</b>	<p>I understand there are different perceptions about what normal means.</p> <p>I can empathise with people who are different.</p>	<p>I understand how being different could affect someone's life.</p> <p>I am aware of my attitude towards people who are different.</p>	<p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way.</p>	<p>I know some of the reasons why people use bullying behaviours.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I appreciate people for who they are.</p>	<p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>I can show empathy with people in either situation.</p>

### Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12<sup>th</sup> 2020



## Claycots School PSHE and RHE Medium Term Plan

<u>Spring 1</u> <u>Dreams and Goals</u>	Piece 1 Personal Learning Goals	Piece 2 Steps to Success	Piece 3 My Dream for the World	Piece 4 Helping to Make a Difference	Piece 5 Helping to Make a Difference	Piece 6 Recognising Our Achievements
<b>Objectives</b>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p> <p>I understand why it is important to stretch the boundaries of my current learning.</p>	<p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can set success criteria so that I will know whether I have reached my goal.</p>	<p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p>	<p>I can work with other people to help make the world a better place.</p> <p>I can empathise with people who are suffering or who are living in difficult situations.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p>I know what some people in my class like or admire about me and can accept their praise.</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements.</p>
<u>Spring 2</u> <u>Healthy Me</u>	Piece 1 Taking Responsibility for my Health and Well-Being	Piece 2 Drugs	Piece 3 Exploitation	Piece 4 Gangs	Piece 5 Emotional and Mental Health	Piece 6 Managing Stress and Pressure
<b>Objectives</b>	<p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I am motivated to care for my physical and emotional health.</p>	<p><b>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</b></p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs.</p>	<p>I understand that some people can be exploited and made to do things that are against the law.</p> <p>I can suggest ways that someone who is being exploited can help themselves.</p>	<p>I know why some people join gangs and the risks this involves.</p> <p>I can suggest strategies someone could use to avoid being pressurised.</p>	<p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this.</p>	<p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p>I can use different strategies to manage stress and pressure.</p>

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## Claycots School PSHE and RHE Medium Term Plan

<u>Summer 1</u> <b>Relationships</b>	<b>Piece 1</b> <b>What is Mental Health?</b>	<b>Piece 2</b> <b>My Mental Health</b>	<b>Piece 3</b> <b>Love and Loss</b>	<b>Piece 4</b> <b>Power and Control</b>	<b>Piece 5</b> <b>Being Online: Real or Fake? Safe or Unsafe?</b>	<b>Piece 6</b> <b>Using Technology Responsibly</b>
<b>Objectives</b>	<p>I know that it is important to take care of my mental health.</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p>	<p>I know how to take care of my mental health.</p> <p>I can help myself and others when worried about a mental health problem.</p>	<p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can judge whether something online is safe and helpful for me.</p> <p>I can resist pressure to do something online that might hurt myself or others.</p>	<p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I can take responsibility for my own safety and well-being.</p>
<u>Summer 2</u> <b>Changing Me</b>	<b>Piece 1</b> <b>My Self Image</b>	<b>Piece 2</b> <b>Puberty</b>	<b>Piece 3</b> <b>Babies: Conception to Birth</b>	<b>Piece 4</b> <b>Boyfriends and Girlfriends</b>	<b>Piece 5</b> <b>Real-self and Ideal-self</b>	<b>Piece 6</b> <b>The Year Ahead</b>
<b>Objectives</b>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>

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