

Autumn Medium Term Plan Hollinswood Primary School and Nursery

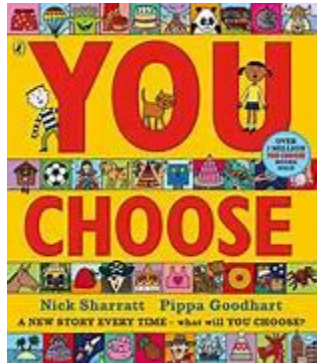
RSHE

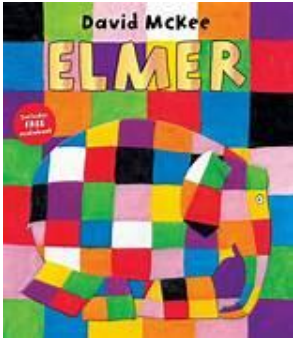
Jigsaw



No Outsiders


Expect Respect

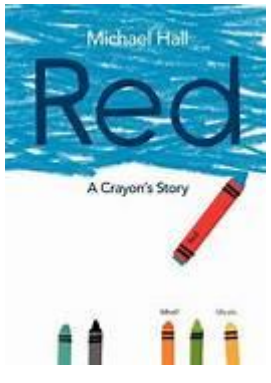
PANTS

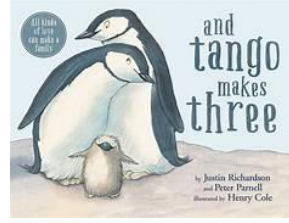
	Substantive knowledge <i>The knowledge of PSHE</i>	Disciplinary knowledge <i>How we find out about PSHE</i>	Vocabulary	Big Question and Linked Text
<p>EYFS</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>special things about myself.</p> <p>that some people are different from me. (<i>Mutual Respect & Tolerance</i>)</p> <p>how happiness and sadness can be expressed.</p> <p>that hands can be used kindly and unkindly.</p> <p>that being kind is good.</p> <p>that people have a right to learn and play, safely and happily.</p>	<p>I know:</p> <p>that talking about feelings is a way to share your emotions with others.</p> <p>I know how to:</p> <p>identify feelings associated with belonging. talk about feeling safe.</p> <p>show when I am happy and sad.</p> <p>identify when others are feeling happy and sad.</p> <p>play cooperatively with others.</p> <p>be able to consider others' feelings.</p> <p>be responsible in the setting. (<i>Rule of Law</i>)</p> <p>behave in a way that allows others to learn and play. (<i>Rule of Law</i>)</p> <p>make up my own mind.</p> <p>share things that I like.</p> <p>ask others what they think.</p>	<p>Special Similar Different Happy Sad Kind Unkind Belong</p>	<p>Text:</p>  <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/ This website has all of the lesson plans and additional resources on.</p>

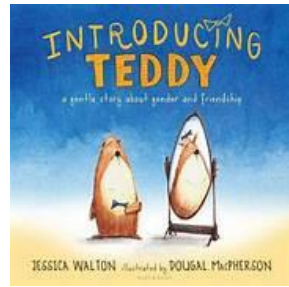
	Substantive knowledge <i>The knowledge of PSHE</i>	Disciplinary knowledge <i>How we find out about PSHE</i>	Vocabulary	Big Question and Linked Text
<p>Year 1</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>that my views are important. (Citizenship – 1b,d).</p> <p>that my choices have consequences.</p> <p>that I am special. (Citizenship – 1b,d).</p> <p>that I am safe in my class.</p> <p>that I have choices in my life.</p> <p>that we are all different.</p>	<p>I know:</p> <p>the rights and responsibilities of a member of a class. (Rule of Law)</p> <p>my own rights and responsibilities with my classroom (Citizenship – 2h).</p> <p>feelings associated with positive and negative consequences.</p> <p>I know how to:</p> <p>identify helpful behaviours to make the class a safe place. (Rule of Law) (Citizenship – 2h).</p> <p>identify what it's like to feel proud of an achievement. (Citizenship – 1c).</p> <p>make my class a welcoming place. (Citizenship – 2h).</p>	<p>Views</p> <p>Choice</p> <p>Consequence</p> <p>Special</p> <p>Rights</p> <p>Responsibilities</p> <p>Proud</p>	<p>Text:</p>  <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/ This website has all of the lesson plans and additional resources on.</p>

	Substantive knowledge <i>The knowledge of PSHE</i>	Disciplinary knowledge <i>How we find out about PSHE</i>	Vocabulary	Big Question and Linked Text
<p>Year 2</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>that it is important to listen to other people.</p> <p>that my own views are valuable. (Citizenship – 1b).</p> <p>about rewards and consequences and that these stem from choices. (Rule of Law)</p> <p>that positive choices impact positively on self-learning.</p> <p>that positive choices impact positively on the learning of others.</p> <p>that we are all different. (Mutual Respect & Tolerance)</p> <p>that is sometimes hard to be different.</p> <p>what self-confidence means.</p> <p>what diversity means. (Mutual Respect & Tolerance)</p>	<p>I know:</p> <p>the rights and responsibilities of class members. (Rule of Law) (Citizenship – 2h).</p> <p>when and where to get help.</p> <p>how my school is diverse. (Mutual Respect & Tolerance)</p> <p>I know how to:</p> <p>identify hopes and fears for the year ahead. (Citizenship – 1e).</p> <p>recognise my own feelings.</p> <p>make my class a safe and fair place. (Citizenship – 2h).</p> <p>show good listening skills.</p> <p>recognise the feeling of being worried</p> <p>work cooperatively with others.</p> <p>help someone to feel confident.</p>	<p>Rewards Consequences Choices Self-learning Impact Rights Responsibilities</p> <p>Self confidence Diversity</p>	<p>Text:</p>   <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/ This website has all of the lesson plans and additional resources on.</p>

	Substantive knowledge <i>The knowledge of PSHE</i>	Disciplinary knowledge <i>How we find out about PSHE</i>	Vocabulary	Big Question and Linked Text
<p>Year 3</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>that I am important.</p> <p>what a personal goal is.</p> <p>what a challenge is.</p> <p>why rules are needed and how these relate to choices and consequences.</p> <p>that actions can affect others' feelings. (Citizenship – 4a).</p> <p>that others may hold different views. (Mutual Respect & Tolerance) (Citizenship – 4f).</p> <p>what an outsider is.</p> <p>how someone can feel like an outsider.</p>	<p>I know:</p> <p>that my school has a shared set of values and can name these (the 4Rs). (Rule of Law)</p> <p>I know how to:</p> <p>recognise my self-worth.</p> <p>identify personal strengths (Citizenship – 1b).</p> <p>set a personal goal. (Citizenship – 1b).</p> <p>recognise feelings of happiness, sadness, worry and fear in themselves and others.</p> <p>make other people feel valued. (Citizenship – 4a).</p> <p>develop compassion and empathy for others. (Citizenship – 4a).</p> <p>work collaboratively.</p> <p>make sure there are no outsiders in my school.</p>	<p>Personal goal Challenge Rules Consequences Values Compassion Empathy</p> <p>Outsider</p>	<p>Text:</p>  <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/ This website has all of the lesson plans and additional resources on.</p>

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<p>Year 4</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>how individual attitudes and actions make a difference to a class.</p> <p>now what democracy is (applied to pupil voice in school). (<i>Democracy</i>) (<i>Citizenship – 2g</i>).</p> <p>that my own actions affect myself and others. (<i>Citizenship – 4a</i>).</p> <p>how groups work together to reach a consensus.</p> <p>that having a voice and democracy benefits the school community. (<i>Democracy</i>) (<i>Citizenship – 2g</i>).</p> <p>that everyone should be proud of who they are.</p>	<p>I know:</p> <p>about the different roles in the school community. (<i>Democracy</i>)</p> <p>my place in the school community.</p> <p>why the school community benefits from a Learning Charter.</p> <p>why some people don't speak up.</p> <p>I know how to:</p> <p>identify the feelings associated with being included or excluded.</p> <p>make others feel valued and included. (<i>Citizenship – 4a</i>).</p> <p>take on a role in a group discussion / task and contribute to the overall outcome. (<i>Citizenship – 5c</i>).</p> <p>make others feel cared for and welcomed.</p> <p>recognise the feelings of being motivated or unmotivated.</p> <p>help friends make positive choices. (<i>Citizenship – 4a</i>).</p> <p>how to regulate my emotions with some taught strategies. (<i>Citizenship – 4a</i>).</p> <p>identify ways to keep myself safe travelling to and from school, including road safety.</p>	<p>Democracy</p> <p>Consensus</p> <p>Community</p> <p>Voice</p> <p>Pride</p> <p>Included</p> <p>Excluded</p> <p>Valued</p> <p>Welcome</p> <p>Regulate</p> <p>emotions</p>	<p>Text:</p>  <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/</p> <p>This website has all of the lesson plans and additional resources on.</p>

	Substantive knowledge <i>The knowledge of PSHE</i>	Disciplinary knowledge <i>How we find out about PSHE</i>	Vocabulary	Big Question and Linked Text
<p>Year 5</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>the rights and responsibilities associated with being a citizen in the wider community and country. (<i>Citizenship – 2e, 4f</i>).</p> <p>how an individual's behaviour can affect a group and the consequences of this.</p> <p>how democracy and having a voice benefits the school community. (<i>Democracy</i>) (<i>Citizenship – 2g</i>).</p> <p>that there are different ideas about equality around the world.</p> <p>that the lifestyle choices people make can have an impact on dental health.</p>	<p>I know:</p> <p>that my actions affect myself and others.</p> <p>why the school community benefits from a Learning Charter. (<i>Democracy</i>)</p> <p>why oral hygiene is important.</p> <p>I know how to:</p> <p>face new challenges positively.</p> <p>set personal goals.</p> <p>contribute towards the democratic process. (<i>Democracy</i>) (<i>Citizenship – 2g</i>).</p> <p>identify what I value most about school.</p> <p>identify hopes for the school year.</p> <p>show empathy for people whose lives are different from mine. (<i>Citizenship – 2e, 4f</i>).</p> <p>work as part of a group, listening and contributing effectively. (<i>Citizenship – 5c</i>).</p> <p>help friends make positive choices.</p> <p>how to regulate my emotions with some taught strategies.</p> <p>exchange dialogue and express my opinion.</p> <p>identify different ways that I can take care of my oral hygiene.</p>	<p>Rights Responsibility Citizen Community Consequence Democracy Equality</p>	<p>Text:</p>  <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/</p> <p>This website has all of the lesson plans and additional resources on.</p>

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<p>Year 6</p> <p>British Values - Mutual Respect & Tolerance - Rule of Law - Individual Liberty - Democracy</p> <p>Protected Characteristics</p> <p>Personal</p> <p>Social & Relationships</p> <p>Health</p> <p>Economics</p> <p>Citizenship https://assets.publishing.service.gov.uk/media/5a75a83a40f0b67b3d5c8310/Programme_of_Study_KS1_and_2.pdf</p>	<p>I know:</p> <p>what fears and worries are.</p> <p>about children's universal rights (United Nations Convention on the Rights of the Child). (<i>Rule of Law</i>) (<i>Citizenship – 2e, 4f</i>).</p> <p>about the lives of children in other parts of the world. (<i>Citizenship – 2e, 4f</i>).</p> <p>that personal choices can affect others locally and globally.</p> <p>how democracy and having a voice benefits the school community. (<i>Democracy</i>) (<i>Citizenship – 2g</i>).</p> <p>what the word transgender means.</p> <p>that it is important to act safely around fire and fireworks.</p>	<p>I know:</p> <p>that my own choices result in different consequences and rewards.</p> <p>my own wants and needs.</p> <p>what effective group work is.</p> <p>I know how to:</p> <p>set goals for the year ahead.</p> <p>contribute towards the democratic process. (<i>Democracy</i>) (<i>Citizenship – 2g</i>).</p> <p>make others feel welcomed and valued.</p> <p>compare my life with the lives of those less fortunate.</p> <p>demonstrate empathy and understanding towards others. (<i>Citizenship – 5c</i>).</p> <p>demonstrate attributes of a positive role-model.</p> <p>take positive action to help others.</p> <p>contribute towards a group task. (<i>Citizenship – 4a</i>).</p> <p>regulate my emotions.</p> <p>identify different ways that I can keep myself safe around fire and fireworks.</p>	<p>Fears Worry Children's Universal Rights Democracy Consequences Reward Empathy</p> <p>Transgender</p>	<p>Text:</p>  <p>Resources/staff subject knowledge:</p> <p>https://jigsawpshe.online/ This website has all of the lesson plans and additional resources on.</p>