

PSHE and RSE Landgate School Long Term Planning 2019-2021

<p>Key Stage 1</p>	<p>Key stage 1 Intent: <i>In key stage one, teaching and learning is offered through a continuous provision model with focussed teaching led activities. Woven through this are lots of opportunities for active learning to take place which promote health, well-being and safety. Regular group sessions also take place which focus on identity, social skills and communication such as circle time.</i></p> <p>Learning is centred around 5 key areas/developments:</p> <ul style="list-style-type: none"> — Being me- personal identify, self-awareness, confidence and resilience. Personal identity, keeping safe, rules and responsibility, — Relationships- Feelings and emotions, valuing difference, healthy relationships, boundaries, resolving conflict, secrets and respect. — The Wider World- contributing and belonging to communities and taking care of the environment, money, borrowing, debt and enterprise, rules and laws and anti-social behaviour, cultures, customs and traditions of people living in the UK. — Healthy Minds- developing a growth mind-set and mild fullness. — Healthy Body- Keeping safe, rules and responsibility, making healthy lifestyle choices and personal hygiene, growing and changing, healthy lifestyle choices, balanced diets, personal hygiene, change and dealing with loss or grief. <p>Through Key Stage 1 and 2 learners will be taught Relationships Education:</p> <ul style="list-style-type: none"> — What a relationship is. — What family means. — People that can support them. — Take turns. — Treat each other with kindness, consideration and respect. — Importance of honesty and truthfulness, permission seeking and giving. — Concept of personal privacy. — Establishing personal space and boundaries. — Showing respect and understanding — Appropriateness of inappropriate/ unsafe physical contact. <p>Relationships Education is centred around 5 key areas/ developments:</p> <ul style="list-style-type: none"> — Families and People who Care for me* — Caring Relationships** — Respectful Relationships*** — Online relationships**** — Being safe *****
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Through everyday learning opportunities learners will develop:

- Hygiene skills such as washing hands, teeth brushing, nail care, showering.
- Physical fitness such as walking, cycling, orienteering, PE.
- Life skills such as preparation of food, dressing and undressing.
- Managing feelings and relationships.
- A positive view of themselves and others.

Key Stage Opportunities:

- Role play
- Dressing up
- Local walks including road safety
- Riding bikes
- Circle time
- Shared meal times
- Group games
- Simple discussion
- Sharing of their interests, choices and preferences
- Litter picking
- Bird watching
- Local park visits
- Minibeast hunts
- Local area studies
- Basic shopping
- Meal preparation
- Personal hygiene
- Relaxation opportunities

		Year A 2019-20	Year B 2020-2021
Focus 1	Key Focus:	Feelings and Emotions (self and others)	Managing and responding to feelings and emotions (through real experiences/ play based)
	Vocabulary	Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick, fine, me, names of others, Face: eyes, mouth, ears, nose, hair. Body: arms, legs, body, head, feet, hands, back, stomach.	Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick. Approaches: Calm, slow down, relax, self soothe. Senses: Smell, touch, taste, look, listen.
	Knowledge:	<i>I can express emotions in myself.</i> <i>I can recognise myself and others names.</i> <i>I can recognise emotions in myself and others.</i> <i>I can label different facial and body parts.</i>	<i>I can explore ways to manage my feelings and emotions.</i> <i>I can participate in self-soothing and activities.</i> <i>I can participate in uplifting activities.</i> <i>I can choose activities I prefer.</i>
	Key Skills:	Building resilience, self-awareness, confidence, managing feelings, improving behaviour, understanding actions.	Building resilience, self-awareness, managing feelings, improving behaviour, following rules/ expectations, improving mindfulness.
	Key Opportunities:	Emoji's, video Clips, Puppets, role play, portraits, sound clips, songs, emotion Lego characters, drawing expressions, facial art, circle time, story time, feeling cards, photographs, mirrors, emotion games.	Exploring ways to calm; hug, relaxing on a pillow, music, massage, counting down, space on my own, sensory activities, den building, massage. Exploring ways to self- soothe: something to smell, touch, listen to, look at. Explore ways to feel excited: bikes, scooters, playground, swing, trampoline, balloons, party games, presents, bubbles, sensory materials, sensory time

Focus 2	Key Focus:	Special People (Family, Friends, Birthdays, Christenings)	Being Me (awareness of self, names, features, likes, dislikes)
	Vocabulary	Family: Friend, Family, Mum, Dad, Sister, Brother, Grandparents. Key: Birthday, celebration, home, love, care, special. Time: Date, day, month and year. <i>I can name people who are special to me.</i> <i>I can name people who care for me.</i>	Feelings/ Emotions: happy, sad, cross, angry, excited, worried, sick. Me: I like, I don't like, name, me, you. Face: eyes, mouth, ears, nose, hair. Body: arms, legs, body, head, feet, hands, back, stomach. <i>I can name my body parts and facial features.</i>
	Knowledge:	<i>I can study photographs of myself and others.</i> <i>I know why we have birthday and celebrations.</i> <i>I can participate in a birthday party.</i>	<i>I can participate and/ or identify things I enjoy to do.</i> <i>I can show/ express how things make me feel.</i> <i>I can tell you all about me.</i>
	Key Skills:	Developing relationships, respecting others, confidence, responsibility, respect.	Confidence, self-awareness feelings,
	Key Opportunities:	Photographs of people who are special, having a birthday party, preparation for the party, holding a special event that parents can attend, artwork, family video clips and videos, story time, puppets, role play in the home, making cards, special messages, wrapping a present, playing party game, model people/ model village	Mirrors, videos, portraits, drawing, taking part in things they like, making choices about food, music, clothes, toys, park activities, sensory activities, action songs, massage, relaxation, puppets.

Focus 3	Key Focus:	Exploring our local environment (awareness of features, basic road safety)	Taking care of our environment (basic recycling, tidying)
	Vocabulary	<p>Local environment: road, street, fields, footpath, school, houses, farm, trees, flowers, cars, tractors, bike, people, shop, church, gate, café.</p> <p>Weather: sun, cloud, rain, hot, cold, ice, snow.</p> <p>Clothing: coat, wellingtons, pants, sunhat, woolly hat, gloves, scarves, sunglasses, shorts- t-shirt, umbrella, bright clothing.</p> <p>Road safety: stop, go, wait, 'stop, look, look again, think', walk.</p> <p><i>I can experience visits into the local community/ environment.</i></p> <p><i>I can identify key features of the local community/ environment.</i></p>	<p>Local environment: road, street, fields, footpath, school, houses, farm, trees, flowers, cars, tractors, bike, people, shop, church, gate, café.</p> <p>Recycling: dustbin, rubbish, paper, metal, glass, garden waste, litter, litter picking, tidy, recycle, reuse.</p> <p>Wild life: birds, insects, mammals, fish.</p> <p><i>I can explore and sort materials for recycling/ reusing.</i></p> <p><i>I can use materials to build.</i></p> <p><i>I can explore and identify features in the local environment.</i></p> <p><i>I can identify wildlife in the local area.</i></p>
	Knowledge:	<p><i>I can follow and apply simple rules for road safety.</i></p> <p><i>I can walk on the footpaths and cross the road safely.</i></p> <p><i>I can walk with an adult and hold hands.</i></p>	<p><i>I can explore and identify features in the local environment.</i></p> <p><i>I can identify wildlife in the local area.</i></p>
	Key Skills:	Crossing the road safely, following rules and instructions, wearing a high visibility vest, dressing and undressing, wearing appropriate clothing for the weather, communication with others in the community.	Bird watching, recycling, reusing, fine/ gross motor skills, sorting, classifying, designing, building, caring for the environment/ community.
	Key Opportunities:	Road safety, Visiting local area: parks, playground, shops, café, and church, video clips, dressing in bright clothing, orienteering, local walks, basic countryside code, basic maps, weather videos and symbols, using range of clothing, packing a backpack, having a picnic, posting cards to the community, role play.	Video clips, local walks, litter picking, recycling in class, exploring different materials, sorting materials, building sculptures with recyclable materials, recycling across school, building recycling monsters, advertisements, run a swap shop- trying on exploring new clothes, bird watching, minibeast hunts, minibeast hotels, messy magpie.

Focus 4	Key Focus:	Being Calm (rest and relax, sleep routines)	Being Active (basic exercise, physical activities)
	Vocabulary	<p>Body: arms, legs, body, head, feet, hands, back, stomach, heart, hot, cold, breath.</p> <p>Actions: calm, relax, lie down, sit, roll.</p> <p>Activities: sleep, relax, lie down, massage, comfort, and foot spa, hand and foot massage.</p> <p>Senses: Smell, touch, taste, look, listen.</p>	<p>Body: arms, legs, body, head, feet, hands, back, stomach, heart, hot, cold, breath.</p> <p>Actions: jump, run, walk, turn around, roll, and climb. Slide, swing, dance, stretch, stop, start and wait.</p> <p>Activities: swim, walk, yoga, trampoline, dance, videos, bike,</p>
	Knowledge:	<p><i>To identify and follow bedtime, rest, relax and sleep routines.</i></p> <p><i>To enjoy and show times of calm.</i></p> <p><i>To request preferred activities.</i></p>	<p><i>I know ways I can exercise and keep my body fit.</i></p> <p><i>I can label different body parts.</i></p> <p><i>I can express how exercise makes me feel.</i></p> <p><i>I enjoy participating in a range of physical activities in different environments.</i></p>
	Key Skills:	Mindfulness, observing, describing, self-awareness, making choices.	Problem solving, play, communication, cooperation, safety, fitness, motor skills (fine and gross).
Key Opportunities:	Relaxing opportunities, sensory activities, music, smells, massage tools, massages, foot spa, relaxation videos, creating a bed area, using a range of seating to explore (bean bags, mats etc), use of sensory room, choosing sensory massage toys, sensory boxes to request, range of music, guided meditation, lavender exploration, sleep schedules to complete at home, sleep timelines, teddy bears, sleep routine activities, poems,	Soft play, trampoline, daily mile, parts/ playground, action videos, dance routines, introduction to yoga, swimming, orienteering, jumping in puddles, hide and seek, kicking leaves, paddling pool, water play, trim trail, cycling., treasure hunt.	

Focus 5	Key Focus:	Communities (special people in the local community)	Getting Help (including the emergency services)
	Vocabulary	<p>Local environment: road, street, fields, footpath, school, houses, farm, trees, flowers, cars, tractors, bike, people, shop, church, gate, café, village, town, bridge, crossing.</p> <p>People (non-medical/ emergency): jobs, farmers, shopkeepers, priest, bus/ trainer driver, teachers, waiter/ waitress, hairdresser, babies, children, adults, elderly.</p> <p>Accommodation and buildings: bungalow, detached, semi-detached, terrace, cottage, flat, apartments, church, castle, shop, garage.</p> <p>Address: number, name of street, town, postcode.</p>	<p>Emergency services: fire, ambulance, coastguard, police.</p> <p>Contact: phone, phone number, 999, fire, ambulance, coastguard, police.</p> <p>Address: number, name of street, town, postcode, fire station, police station, doctors, pharmacist,</p> <p>Job roles: fireman/ lady, nurse, doctor, coastguard, RLNI, driver, police officer.</p> <p>Local environment: road, street, fields, footpath, school, houses, farm, trees, flowers, cars, tractors, bike, people, shop, church, gate, café, village, town, bridge, crossing.</p>
	Knowledge:	<p><i>I can participate in different jobs people have in our local community.</i></p> <p><i>I can explore and identify where people live.</i></p> <p><i>I can explore my local community and describe things and people I see.</i></p>	<p><i>I can experience and identify a range of emergency services.</i></p> <p><i>I can participate in dressing up and role play.</i></p> <p><i>I understand that these people are here to help.</i></p> <p><i>I may be able to identify when I use the different services.</i></p>
	Key Skills:	Problem solving, safety, communication, classifying, empathy.	Contacting emergency help, numbers, problem solving, role play, environmental awareness.
	Key Opportunities:	Role play different job roles of special people (different work places set up e.g. hairdressers), look at the different age groups within the community, local walks to observe who lives in the community and where they live, drawing/ building buildings/ maps/ people, coffee morning- inviting in the elderly from the community, stories, dressing up as different jobs, looking at photographs, driving remote control cars to model villages with model people, local visits e.g. café, local shop,	Role play, dressing up, using a telephone, experiencing the different areas e.g house, sea, hospital etc, portraits, artwork, building with construction materials, video clips, creating emergency vehicles, tuff tray examples, medicine bottles, creating a boat, model vehicles, people.

Focus 6	Key Focus:	Enjoying Food (tasting, handling, preparing)	Keeping Clean (teeth brushing, basic hygiene, hand washing)
	Vocabulary	<p>Senses: Smell, touch, taste, look, listen.</p> <p>Food: healthy, unhealthy, green, yellow, red foods, food, drink, breakfast, lunch, dinner, supper, snack, good, lots of, not so good, some.</p> <p>Prepare: cut, chop, wash, peel, mash, cook, bake, taste, eat, and drink.</p>	<p>Hygiene: wash, clean, dry, toothbrush, teeth, toothpaste, handwash, water, towel, bath, sponge, soap, cream.</p> <p>Body: arms, legs, body, head, feet, hands, back, stomach, bottom.</p> <p>Face: eyes, mouth, ears, nose, hair.</p>
	Knowledge:	<p><i>I can use my senses when exploring a range of foods and drinks.</i></p> <p><i>I can prepare food using different skills such as cutting.</i></p> <p><i>I can identify some healthy and unhealthy foods.</i></p>	<p><i>I know ways I can keep my body clean and healthy.</i></p> <p><i>I can follow hygiene routines for teeth brushing and hand washing.</i></p> <p><i>I know when my body is dirty.</i></p>
	Key Skills:	Sorting, life skills, feeding, drinking, kitchen skills, being healthy, independence.	Life skills, cleaning self, following routines, being healthy, and independence.
	Key Opportunities:	Sorting activities, the hungry gorilla, online games, café, breakfast. Snack, food tech activities, tuff trays of real/ model foods, role play kitchen, creating lunch boxes, feeding pets, magazines, menus, visiting a café, table manners, ordering food, sorting hoops, matching games, tasting activities, blindfold smelling, dissecting foods, sorting foods into the rainbow colour, mixing up own drinks.	Mirrors, schedules, role play, tuff trays, oversized role play objects, dentist, hand washing station, daily teeth brushing, puppets, story, video/ music, online programmes, programmes for home, cleaning dolls, yoghurt pot teeth, photographs.