

PSHE Relationships: Families and Friendships Medium Term Plan  
2024-2025

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>NURSERY</b> My family, feeling and emotions  Oracy: Physical I am learning to watch a familiar adult's face when they are talking	<b>I am learning to talk about my family</b> Name some members in my family e.g mum, dad, brother, sister, nanny, grandad Begin to understand what a family is  <b>Book: Humprey's Family, The Baby's catalogue</b>	<b>I am learning to talk about different emotions and feelings</b> Name different feelings and emotions Recognise how people might look when feeling a certain why	<b>I am learning to talk about how feelings can affect how people behave</b> Name different emotions from looking at pictures. Talk about how a person might behave.	<b>I am learning why it is important to take turns and share resources</b> Know what sharing looks like – role play. Know what taking turns looks like Know why it is important to take turns and share Know what to do if a friend is not sharing or taking turns.
	<b>family</b>  <b>In my family .....</b>	<b>happy, sad, angry, scared</b>  <b>She/he is feeling .....</b>	<b>happy, sad, angry, scared</b>  <b>She/he is .....</b>	<b>share, sharing, turn taking, kindness, fair, valued</b>  <b>You should take turns because ...</b>
<b>RECEPTION</b> Playing with different people, turn taking and sharing  <b>Resources</b>	<b>I am learning to talk about different emotions and feelings</b> Name different feelings and emotions Recognise how people might look when feeling a certain why Begin to talk about the reasons why people might be feeling a certain way.  <b>Book: Sad, The Colour Monster</b>	<b>I am learning to recognise feelings in themselves and others</b> Name different emotions from looking at pictures. Explain why they chose that emotion Talk about when they felt a certain way and the reasons for it.	<b>I am learning to talk about how feelings can affect how people behave</b> Name different emotions from looking at pictures. Talk about how a person might behave.  <b>Book: Two Monsters, Ravi's Roar</b>	<b>I am learning why it is important to take turns and share resources</b> Know what sharing looks like – role play. Know what taking turns looks like Know why it is important to take turns and share Know what to do if a friend is not sharing or taking turns.
	<b>happy, sad, angry, scared</b>  <b>Oracy Social and emotional: Look at the speaker</b>	<b>smile, cry,</b>  <b>Oracy Social and emotional: Look at the speaker</b>	<b>grumpy, hide</b>  <b>Oracy Physical: Speak audibly so they can be heard and understood by a learning partner</b>	<b>working together, caring, fair,</b>  <b>Oracy Physical: Speak audibly so they can be heard and understood by a learning partner</b>
	<b>Oracy Social and emotional: Look at the speaker</b>	<b>Oracy Social and emotional: Look at the speaker</b>	<b>Oracy Physical: Speak audibly so they can be heard and understood by a learning partner</b>	<b>Oracy Physical: Speak audibly so they can be heard and understood by a learning partner</b>
<b>YEAR 1</b> Roles of different people, families, feeling cared for  <b>Resources</b>	<b>I am learning to understand that we are all different but can still be friends</b> Identify feeling and emotions that other may be feeling Describe someone that is different to them Know that we are all different Know that we can still be friends  <b>Christopher Winter&gt;Year 1&gt;Growing and caring for ourselves&gt;Different Friends Lesson 1</b>  <b>Books:</b> Two Monsters, Children of the World	<b>I am learning about people who care for me</b> Identify and name people that care for them – parents, grandparents, relatives, friends, teachers The roles these people have in my live How they care for me	<b>I am learning about what makes a family</b> Describe what a family is Identify who might be in a family Explain how families can care, and show love for each other  <b>Families&gt;Year 1&gt;Lesson 1</b>  <b>Books:</b> My family, your family, Loves makes a family	<b>I am learning about different types of families</b> Know what it means to be a family Know that there are different types of families – single parents, same-sex parents, married parents Describe some difference between families Identify some things that families can have in common, including what they do and enjoy together Know who can help them when families feel unsafe  <b>Christopher Winter&gt;Growing and Caring for ourselves&gt;Families and Care</b>  <b>Families&gt;Year 1&gt;Lesson 2</b>  <b>Books:</b> My Daddies, All kinds of families, Two places to call home, Is that your mama?
	<b>calm, frustrated, over excited</b>  <b>Oracy Physical: Speak clearly and confidently in a small group of known peers.</b>	<b>caregivers, needs, support, parents</b>  <b>Oracy Physical: Speak clearly and confidently in a small group of known peers.</b>	<b>family</b>  <b>Oracy Linguistic: Begin to use sentence stems with some prompting.</b>	<b>family</b>  <b>Oracy Linguistic: Begin to use sentence stems with some prompting.</b>
	<b>Oracy Physical: Speak clearly and confidently in a small group of known peers.</b>	<b>Oracy Physical: Speak clearly and confidently in a small group of known peers.</b>	<b>Oracy Linguistic: Begin to use sentence stems with some prompting.</b>	<b>Oracy Linguistic: Begin to use sentence stems with some prompting.</b>
<b>YEAR 2</b> Making friends, feeling lonely and getting help  <b>Resources</b>	<b>I am learning to explore what makes a good friend.</b> Know why people have friends. Know how to be a good friend. Know the difference between friendly and unfriendly behaviour  This lesson begins by children exploring why people have friends. They then sort statements which describe a good friend or a bad friend. They develop a list of qualities that a good friend has. In the main activity, children create WANTED posters for an ideal friend. Alternatively, children draw around their hand and draw a friend in the palm before writing a reason why they are a good friend at the end of each finger. In the plenary, children use drama to explore how to help a lonely child.  <b>Book: Willy and Hugh</b>	<b>I am learning how to meet and make friends</b> Name different situations that you can meet people. Discuss different ways to make friends. Know strategies for positive play with friends e.g joining in, including other  <b>PSHE Folder &gt; Families and Friendships&gt; Year 2&gt; Lesson 2</b>  <b>Book: Say hello</b>	<b>I am learning about what causes arguments between friends</b> Identify actions that cause arguments Identify behaviour that can cause arguments Know why hurting back does not help  <b>PSHE Folder&gt; Families and Friendships&gt; Year 2&gt; Lesson 3 and 4</b>  <b>Book: Two Monsters</b>	<b>I am learning how to solve disagreements between friends</b> Know what resolve means and how to resolve disagreements Know what negotiate means and ways to negotiate Know what compromise means and how to compromise Know who I can ask for help if I am unable to resolve a disagreement  In this lesson, children look at various scenarios in which friends have fallen out. They learn how to resolve disagreements and what it means to negotiate and compromise. Children rehearse how to ask an adult for help if they are unable to resolve the disagreement themselves. Children then look at why hurting back does not help a situation in which two friends have fallen out. Drama is used to explore how a girl who has fallen out with her friend could be feeling.  <b>PSHE Folder&gt; Families and Friendships&gt; Year 2&gt; Lesson 3 and 4</b>  <b>Book: Hugasaurus</b>
	<b>friends, teasing, bossy</b>  <b>Oracy Physical: Using non-verbal signals confidently to indicate the contribution they wish to make.</b>	<b>kind, manners</b>  <b>Oracy Linguistic: Choose the most appropriate stem sentence independently</b>	<b>argument, misunderstanding</b>  <b>Oracy Physical: Retell and event calmly in logical order</b>	<b>resolve, negotiate, compromise</b>  <b>Oracy Social and Emotional: Be able to change their min in response to another person's argument.</b>
	<b>Oracy Physical: Using non-verbal signals confidently to indicate the contribution they wish to make.</b>	<b>Oracy Linguistic: Choose the most appropriate stem sentence independently</b>	<b>Oracy Physical: Retell and event calmly in logical order</b>	<b>Oracy Social and Emotional: Be able to change their min in response to another person's argument.</b>

**SEND Adaptations**

	<b>Encountering</b>	<b>Foundation</b>	<b>Core</b>	<b>Development</b>
<p><b>Changing and Growing</b> Different types of relationships</p>	<p>Respond to stimuli about some of the different kinds of relationships there are within families.</p>	<p>Give examples of different types of relationships.</p> <p>Identify the people who make up our family.</p>	<p>Identify different types of family.</p> <p>Recognise others' families in school may be different from their family.</p>	<p>Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p>
<p><b>Self-Awareness</b> Playing and working together</p>	<p>Respond to an adult modelling how we can show we are ready to participate in an activity.</p> <p>Respond with curiosity to modelling of good listening.</p> <p>Respond to taking turns as modelled by both adults and peers.</p>	<p>Demonstrate being alert and ready to listen.</p> <p>Demonstrate good listening and describe how to listen to other people.</p> <p>Describe time when we take turns in school.</p>	<p>Identify reasons why it is important to listen to other people.</p> <p>Identify some actions/behaviours that show we are being polite and courteous to other people.</p> <p>Demonstrate ways of playing and working cooperatively.</p> <p>Explain what we mean by being fair to one another.</p>	<p>Identify times when we have listened to others and worked cooperatively.</p> <p>Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.</p> <p>Identify reasons why it may be upsetting for others if we don't wait our turn.</p>
<p><b>Self-Awareness</b> People who are special to us</p>	<p>Respond with anticipation to stimuli depicting people who are special to us.</p>	<p>Identify people who are special to us.</p> <p>Give some examples of ways we might let them know they are special to us.</p> <p>Recognise what is meant by family.</p>	<p>Describe what makes our family, friends, teachers, carers special to us.</p> <p>Identify the people who make up our family.</p>	<p>Identify some of the qualities our special people/friends may have.</p> <p>Describe positive feelings we may have when we spend time with friends and family.</p> <p>Identify whom to tell if something in our family life makes us unhappy or worried.</p>