

PSHE Relationships: Safe Relationships Medium Term Plan 2024-2025

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
NURSERY Sharing and taking turnings (RSE) Resources	<p>I am learning to say no when I do not want to do something Know some situations that I may want to say no Practise saying no clearly and politely</p>	<p>I am learning to share and take turns Know some situations I might need to share or take turns Know why it is important to share and take turns Know the difference between sharing and taking turns Know how it makes other children feel when I do not share or take turns</p>	<p>I am learning about what it means to ask for permission Say why they should ask other people for permission in different situations, including when touching someone else Use simple phrases to ask for, give or not give permission</p> <p>Book: Ask first monkey</p>	
	<p>no, touching Oracy Physical: To watch a familiar adult's face when they are talking/singing</p>	<p>kindness, fair Oracy Physical: To begin to maintain eye contact with a familiar adult</p>	<p>permission Oracy Linguistic: To speak in a short sentence consisting of 3 or 4 words</p>	
RECEPTION Private body parts; staying safe outside (RSE) Resources	<p>I am learning to name parts of my body Name parts of my body – head, neck, chest, back, arm, stomach, bottom, private parts, legs, feet. Identify parts of my body</p> <p>Book: Eyes, Nose, Fingers and Toes</p>	<p>I am learning about what it means to keep something private Know that some parts of the body are private Know that my body belongs to me Know that no means no Recognise and repeat the Talk PANTS Rules</p> <p>Book: Octopants, Pantosaurus and the Power of Pants</p>	<p>I am learning about permission Know what personal space is Know what personal things/belongings are Ask for permission before touching someone or someone's belongings</p> <p>Book: Ask first monkey, Personal Space Camp</p>	<p>I am learning about how to be safe outside Know I need to stay close to an adult when I am near a road Know how to safely cross a road: stop, look, listen</p>
	<p>chest, stomach, private parts Oracy Physical: Speak audibly so they can be heard and understood by a learning partner.</p>	<p>private, secrets Oracy Physical: Speak audibly so they can be heard and understood by a learning partner.</p>	<p>permission, personal space Oracy Physical: To maintain eye contact with a partner or familiar adult</p>	<p>safe, outside, stranger Oracy Physical: To maintain eye contact with a partner or familiar adult</p>
YEAR 1 Recognising privacy; staying safe; seeking permission (RSE) Resources	<p>I am learning about situations when somebody's body or feelings might be hurt Know what it means to hurt somebody's feelings Know the feelings I might have when I have been hurt Know how to recognize these feelings in other's Know the situations that might cause someone to have hurt feelings Know who and how to ask for help</p>	<p>I am learning about the private parts of our bodies Identify and name external genitalia Recognise the difference between boys and girls Know that parts of our body are private</p> <p>Yasmin and Tom> Module 1> Lesson 6: My body – External body parts</p> <p>Book: Pantosaurus and the Power of Pants</p>	<p>I am learning about what it means to keep something private Know what private means Know some of the things that I might want to keep private Recognise that adults care for children and help them to stay healthy and safe Know that parts of our body are private Know why it is important to keep some parts of our body private Rehearse and recall the PANTS rules</p> <p>PSHE Folder>Safer Relationships>Year 1> Lesson 3 Book: Ask first monkey, Pantosaurus and the Power of Pants</p>	<p>I am learning to identify different types of touch Identify different types of touch – hugs, tickling, kisses, punches Describe how feel when being touched in this way Think about how other people might feel Know that it is important to ask for permission to touch others Know how to ask for and give permission Know how to not give permission.</p> <p>PSHE Folder>Safer Relationships>Year 1> Lesson 4</p>
	<p>hurt, feelings Oracy Social and Emotional: be able to independently take turns and ensure all members contribute</p>	<p>vulva, testicles, penis, private Oracy Social and Emotional: be able to independently take turns and ensure all members contribute</p>	<p>private, Oracy Physical: speak clearly and confidently in a small group of known peers</p>	<p>tickling, kissing, permission Oracy Physical: speak clearly and confidently in a small group of known peers</p>
YEAR 2 Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour (RSE) Resources	<p>I am learning to manage hurtful behaviour Know and identify hurtful physical behaviour Know and identify hurtful emotional behaviour Know and identify hurtful behaviour online Know what to do if I see or feel hurtful behaviour</p> <p>Video 3 CEOP https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p> <p>PSHE Folder> Safe Relationships> Year 2> Lesson 1</p> <p>Book: Willy the Wimp</p>	<p>I am learning about bullying To know what bullying is To know about different types of bullying To identify bullying Know how someone might feel if they are being bullied Know what to do I am or someone I know is being bullied</p> <p>Share child friendly anti-bullying leaflet</p> <p>BBC Bitesize Citizenship What is bullying? https://www.bbc.co.uk/bitesize/articles/zi9h6q8#:-:text=Calling%20someone%20names%2C%20making%20fun,n,speak%20are%20forms%20of%20bullying.&text=If%20you%20leave%20others%20out,feel%20stupid%2C%20his%20is%20bullying.&text=Hitting%2C%20kicking%20and%20starting%20fights,are%20all%20forms%20of%20bullying.</p> <p>Book: Willy the Wimp</p>	<p>I am learning about the difference between happy surprises and secrets that make me feel uncomfortable Know some examples of happy surprises Know some examples of secrets that make me feel uncomfortable or worried Know how to get help</p> <p>PSHE Folder>Safer Relationships>Year 2>Lesson 3</p> <p>Book: Sally's Secret</p>	<p>I am learning to resist pressure Know some examples of things that might make me feel uncomfortable or unsafe Know how to resist pressure Know that it is ok to say no Know how to ask for help</p> <p>https://www.google.com/search?q=resisting+pressure+ks1&rjz=1C1GCEU_enGB1016GB1016&og=resisting+pressure+ks1&gs_lcrp=EgZjaHJvbWUyBggAEUYOTINCAEQABiGAXiABBiKBTINCAIQABiGAXiABBiKBTINCAQMABiGAXiABBiKBTINCAQQABiGAXiABBiKBTINCAQMABiGAXiABBiKBTINCAQAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&ip=1&vid=cid:c60018e1.vid:AfXbWpS_Q4.st:0</p>
	<p>physical, emotional Oracy Cognitive: With support, identify a suitable question in response to a stimulus</p>	<p>bullying, teasing Oracy Linguistic: Use technical subject specific vocabulary when explaining opinions</p>	<p>secrets, surprises Oracy Physical: Agree, disagree or build</p>	<p>pressure, resist Oracy Cognitive: Justify their agree/disagree choice with relevant explanations</p>

SEND Adaptations

	Encountering	Foundation	Core	Development
<p>Changing and Growing Dealing with touch</p>	<p>Respond with interest to stimuli about different kinds of daily physical contact we experience.</p> <p>Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us</p>	<p>Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.</p> <p>Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p>	<p>Explain that our bodies belong to us and that we have a right to feel safe.</p> <p>Recognise the need to respect other people's bodies and to ask for permission before we touch them.</p> <p>Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p>	<p>Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.</p> <p>Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell</p>
<p>Self-care, Support and Safety Trust</p>	<p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p> <p>Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p>	<p>Identify trusted adults in school.</p> <p>Recognise things we would call personal and things we would call private.</p> <p>Recognise what keeping something secret means.</p> <p>Identify someone who can help us if we are afraid or worried.</p>	<p>Explain why trust is not the same as like.</p> <p>Give examples of what is meant by trust.</p> <p>Identify how we feel when we trust someone.</p> <p>Identify some reasons for keeping personal information private.</p> <p>Identify the difference between a surprise and a secret.</p> <p>Recognise that people do not have to keep secrets, this it is important to tell or show someone if we are worried, scared or sad.</p> <p>Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.</p>	<p>Recognise that we do not have to trust someone just because they say we should.</p> <p>Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.</p> <p>Explain that we should not keep any secrets that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p>
<p>Self-care, Support and Safety Public and Private</p>	<p>Respond to stimuli about things that belongs to us.</p> <p>Respond to stimuli about what is meant by the word private.</p> <p>Respond to stimuli about things we might do with other people and things we would do on our own.</p>	<p>Identify and recognise some personal belongings.</p> <p>Recognise the difference between something that is private and something that is public.</p> <p>Explain that we have a right to keep our bodies private</p>	<p>Describe ways we take care of our personal belongings.</p> <p>Identify places that are public and places that are private.</p> <p>Identify some of the places/times/situations which we or others would expect to be 'private'.</p> <p>Give simple examples of some things we might do in private but never in public.</p>	<p>Demonstrate how to ask to borrow or use something that belongs to someone else.</p> <p>Explain what is/is not appropriate to do in a public place; give reasons why this is the case</p> <p>Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone</p>