



Cherry Tree Academy Medium Term PSHE Cycle A

Autumn 1		
Being me in the wider world.		
KS1	Year 1	Year 2
	<p>L1: How can we make people feel special and safe in our class?</p> <p>L2: What does it mean to belong?</p> <p>L3: What are rights and responsibilities?</p> <p>L4: What does it mean to be proud?</p> <p>L5: What are choices and consequences?</p> <p>L6: What is a learning charter?</p>	<p>L1: How can we make people feel special and safe in our class?</p> <p>L2: What does it mean to belong?</p> <p>L3: What are rights and responsibilities?</p> <p>L4: What does it mean to be proud?</p> <p>L5: What are choices and consequences?</p> <p>L6: What is a learning charter?</p>
<b>Key Concepts to assess</b>	<p>L1: Children understand that they are safe in their class. Children can identify helpful behaviours to make the class a safe place.</p> <p>L2: Children understanding that they are special.</p> <p>L3: Children understand their own rights and responsibilities with their classroom. Children understand the rights and responsibilities of a member of a class.</p> <p>L4: Children can identify what it's like to feel proud of an achievement.</p> <p>L5: Children understand that their choices have consequences. Children understand that they have choices. Children recognise feelings associated with positive and negative consequences.</p> <p>L6: Children understand that their views are important.</p>	<p>L1: Children know how to make their class a safe and fair place. Children recognise the feeling of being worried.</p> <p>L2: Children can work co-operatively. Children know that it is important to listen to other people. Children show good listening skills.</p> <p>L3: Children understand the rights and responsibilities of class members.</p> <p>L4: Children recognise own feelings and know when and where to get help. Children can identify hopes and fears for the year ahead.</p> <p>L5: Children know about rewards and consequences and that these stem from choices. Children know that positive choices impact positively on self-learning and the learning of others.</p> <p>L6: Children understand that their own views are valuable.</p>
<b>Vocabulary</b>	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving
<b>Experiences</b>		
<b>SMSC</b>	<p>Moral – responsibility to self and others.</p> <p>Social – responsibility to self and others. Working as part of a team and a class.</p>	
<b>British Values</b>	<p>Rule of Law – why we have laws and why they are important in the world.</p> <p>Democracy – when forming the class charter.</p>	
<b>School Values</b>	<p>Considerate</p> <p>Resilient</p> <p>Honest</p> <p>Healthy</p> <p>Inclusive</p>	



Cherry Tree Academy Medium Term PSHE Cycle A

Autumn 2		
KS1	Celebrating Difference	
	Year 1	Year 2
	<p>L1: What does 'same' mean?                      L2: What does 'different' mean?                      L3: What is bullying?                      L4: What can I do about bullying?                      L5: How can I make new friends?                      L6: How can we celebrate difference about ourselves?</p>	<p>L1: What does 'same' mean?                      L2: What does 'different' mean?                      L3: What is bullying?                      L4: What can I do about bullying?                      L5: How can I make new friends?                      L6: How can we celebrate difference about ourselves?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can identify some ways in which they are similar to other people. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different.                      L2: Children know that people are unique and that it is ok to be different. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different.                      L3: Children know what bullying means. Children can identify what is bullying and what isn't. Children understand how being bullied might feel.                      L4: Children know who to tell if they or someone else is being bullied or is feeling unhappy. Children know ways to help a person who is being bullied.                      L5: Children know skills to make friendships. Children can identify emotions associated with making a new friend.                      L6: Children can verbalise some of the attributes that make them unique and special.</p>	<p>L1: Children can identify ways in which they are similar to other people. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different and talk about the good things about this.                      L2: Children know that people are unique and that it is ok to be different. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different and why it is good that we are different.                      L3: Children know what bullying means. Children can identify what is bullying and what isn't. Children understand how being bullied might feel.                      L4: Children know who to tell if they or someone else is being bullied or is feeling unhappy. Children know ways to help a person who is being bullied.                      L5: Children know skills to make friendships. Children can identify emotions associated with making a new friend (both positive and negative).                      L6: Children can verbalise some of the attributes that make them unique and special and recognise why this is important.</p>
<b>Vocabulary</b>	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value
<b>Experiences</b>		
<b>SMSC</b>	Moral – bullying and why it is important to stand up for others and not be a bystander.	
<b>British Values</b>	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – differences	
<b>School Values</b>	Considerate    Honest    Healthy    Inclusive    Resilient	



Cherry Tree Academy Medium Term PSHE Cycle A

Spring 1		
KS1	Dreams and Goals	
	Year 1	Year 2
	<p>L1: Why is important to stay motivated even when things are challenging?                      L2: What does it mean to persevere?                      L3: What does it mean to work well with a partner or group?                      L4: What is a positive attitude?                      L5: How can I help others to achieve a goal?                      L6: How can I achieve my dreams and goals?</p>	<p>L1: Why is important to stay motivated even when things are challenging?                      L2: What does it mean to persevere?                      L3: What does it mean to work well with a partner or group?                      L4: What is a positive attitude?                      L5: How can I help others to achieve a goal?                      L6: How can I achieve my dreams and goals?</p>
<b>Key Concepts to assess</b>	<p>L1: Children know how to set simple goals. Children can recognise their own feelings when faced with a challenge/obstacle.                      L2: Children know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. Children know when a goal has been achieved.                      L3: Children know that tackling a challenge can stretch their learning. Children can recognise how they feel when they overcome a challenge/obstacle.                      L3: Children know how to work well with a partner.                      L4: Children recognise things that they do well. Children can explain how they learn best.                      L5: Children know how to achieve a goal. Children can celebrate an achievement with a friend.                      L6: Children can store feelings of success so that they can be used in the future.</p>	<p>L1: Children know how to set simple realistic goals. Children can recognise and name their own feelings when faced with a challenge/obstacle.                      L2: Children know how to identify obstacles which make achieving their goals difficult and work out small steps of how to overcome them. Children know when a goal has been achieved and can explain how it was achieved.                      L3: Children know that tackling a challenge can stretch their learning and that this is when most learning happens. Children can recognise how they feel when they overcome a challenge/obstacle and name this feeling.                      L3: Children know how to work well with a partner and can talk about and explain successful partnerships.                      L4: Children recognise things that they do well and can share these with others. Children can explain how they learn best and which ways of learning they find trickier.                      L5: Children know how to achieve a realistic goal. Children can celebrate an achievement with a friend.                      L6: Children can store feelings of success so that they can be used in the future and can refer back to these when things are challenging.</p>
<b>Vocabulary</b>	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product
<b>Experiences</b>		
<b>SMSC</b>	Social – learning to work with a partner and group.	
<b>British Values</b>	Mutual respect & tolerance – working with others	
<b>School Values</b>	Considerate honest healthy resilient inclusive	



Cherry Tree Academy Medium Term PSHE Cycle A

Spring 2		
KS1	Healthy Me	
	Year 1	Year 2
	L1: What does it mean to be healthy? L2: What are healthy choices? L3: Why is important to keep ourselves clean? L4: How does medicine help us and why is it important we use it correctly? L5: How can I stay safe on the road? L6: How does being healthy help me to be happy?	L1: What does it mean to be healthy? L2: What are healthy choices? L3: Why is important to keep ourselves clean? L4: How does medicine help us and why is it important we use it correctly? L5: How can I stay safe on the road? L6: How does being healthy help me to be happy?
<b>Key Concepts to assess</b>	L1: Children know the difference between being healthy and unhealthy. Children know some ways to keep healthy. L2: Children know how to make healthy lifestyle choices. L3: Children know how to keep themselves clean and healthy. Children know that germs cause disease/illness. L4: Children know that all household products, including medicines, can be harmful if not used properly. Children know that medicines can help them if they feel poorly. Children can recognise ways to look after themselves if they feel poorly. L5: Children know how to keep safe when crossing the road. Children know about people who can keep them safe. Children can keep themselves safe. Children can recognise when they feel frightened and know how to ask for help. L6: Children can recognise how being healthy helps them to feel happy. Children can feel good about themselves when they make healthy choices. Children can realise that they are special.	L1: Children know the difference between being healthy and unhealthy. Children know some ways to keep healthy and can explain these to others. L2: Children know how to make healthy lifestyle choices and why this is important. L3: Children know how to keep themselves clean and healthy and why this is important. Children know that germs cause disease/illness. L4: Children know that all household products, including medicines, can be harmful if not used properly. Children know that medicines can help them if they feel poorly. Children can recognise ways to look after themselves if they feel poorly. L5: Children know how to keep safe when crossing the road. Children know about people who can keep them safe and where to find them. Children can keep themselves safe in different situations. Children can recognise when they feel frightened and know how to ask for help (in school and out of school). L6: Children can recognise how being healthy helps them to feel happy and how healthy bodies and healthy minds are linked. Children can feel good about themselves when they make healthy choices. Children can realise that they are special.
<b>Vocabulary</b>	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious
<b>Experiences</b>	Road safety talk? Visit from a doctor/nurse or dentist.	
<b>SMSC</b>		
<b>British Values</b>	The rule of law – children's rights	
<b>School Values</b>	Considerate, <b>healthy</b> , honest, resilient, inclusive	



Cherry Tree Academy Medium Term PSHE Cycle A

Summer 1		
KS1	Relationships	
	Year 1	Year 2
	<p>L1: What is a family?                      L2: What does been a good friend mean?                      L3: What is physical contact?                      L4: Who can help me?                      L5: What is good about me?                      L6: Who is special to me?</p>	<p>L1: What is a family?                      L2: What does been a good friend mean?                      L3: What is physical contact?                      L4: Who can help me?                      L5: What is good about me?                      L6: Who is special to me?</p>
<b>Key Concepts to assess</b>	<p>L1: Children know that everyone’s family is different. Children know that families are founded on belonging, love and care. Children know that there are lots of different types of families. Children can express how it feels to be part of a family and to care for family members.                      L2: Children know how to make a friend. Children can say what being a good friend means. Children know the characteristics of healthy and safe friends. Children can show skills of friendship.                      L3: Children know that physical contact can be used as a greeting. Children can identify forms of physical contact they prefer. Children can say no when they receive a touch they don’t like.                      L4: Children know who to ask for help in the school community. Children know about the different people in the school community and how they help.                      L5: Children can praise themselves and others. Children can recognise some of their personal qualities.                      L6: Children can say why they appreciate a special relationship.</p>	<p>L1: Children know that everyone’s family is different and can show respect for this. Children know that families are founded on belonging, love and care. Children know that there are lots of different types of families. Children can express how it feels to be part of a family and to care for family members.                      L2: Children know how to make a friend. Children can say what being a good friend means. Children know the characteristics of healthy and safe friends and can talk about how friendships can sometimes be difficult. Children can show skills of friendship.                      L3: Children know that physical contact can be used as a greeting. Children can identify forms of physical contact they prefer and that there are some forms pf physical contact that they don’t like. Children can say no when they receive a touch they don’t like.                      L4: Children know who to ask for help in the school and wider community. Children know about the different people in the school and wider community and how they help.                      L5: Children can praise themselves and others. Children can recognise some of their personal qualities and say what they like about them.                      L6: Children can say why they appreciate a special relationship and what makes it special</p>
<b>Vocabulary</b>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>
<b>Experiences</b>		
<b>SMSC</b>	Social – skills of friendship	
<b>British Values</b>	Mutual respect and tolerance – friendships	
<b>School Values</b>	Considerate, healthy, honest, resilient, inclusive	



Cherry Tree Academy Medium Term PSHE Cycle A

Summer 2		
KS1	Changing Me	
	Year 1	Year 2
	L1: What is a life cycle? L2: How do things change? L3: How do people change? L4: What is different about girls and boy's bodies? L5: How do I learn and grow? L6: How can I manage change?	L1: What is a life cycle? L2: How do things change? L3: How do people change? L4: What is different about girls and boy's bodies? L5: How do I learn and grow? L6: How can I manage change?
<b>Key Concepts to assess</b>	<p>L1: Children know that animals including humans have a life cycle.</p> <p>L2: Children know that changes happen when we grow up. Children know that people grow up at different rates and that is normal. Children understand and accept that change is a natural part of getting older</p> <p>L3: Children can identify some things that have changed and some things that have stayed the same since being a baby (including the body).</p> <p>L4: Children know the names of male and female private body parts. Children know that there are correct names for private body parts and nicknames, and when to use them. Children know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Children know who to ask for help if they are worried or frightened.</p> <p>L5: Children know that learning brings about change. Children can express why they enjoy learning.</p> <p>L6: Children can suggest ways to manage change, e.g. moving to a new class.</p>	<p>L1: Children know that animals including humans have a life cycle and can name and talk about some different animal life cycles.</p> <p>L2: Children know that changes happen when we grow up and can describe some of these changes. Children know that people grow up at different rates and that is normal. Children understand and accept that change is a natural part of getting older.</p> <p>L3: Children can identify some things that have changed and some things that have stayed the same since being a baby (including the body). They can talk about how they feel about these changes.</p> <p>L4: Children know the names of male and female private body parts. Children know that there are correct names for private body parts and nicknames, and when to use them. Children know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Children know who to ask for help if they are worried or frightened.</p> <p>L5: Children know that learning brings about change and can talk about ways in which their learning has changed. Children can express why they enjoy learning.</p> <p>L6: Children can suggest a wider range of ways to manage change, e.g. moving to a new class.</p>
<b>Vocabulary</b>	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy
<b>Experiences</b>		
<b>SMSC</b>		
<b>British Values</b>	Rule of Law – Children's rights	
<b>School Values</b>	Considerate Healthy Honest Resilient Inclusive	