

Subject: PSHE	Year group: KS1 Year 1 and Year 2	Topic: Health and Wellbeing	Initiation & activation activities:
<p>EYFS: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>		<p>Vocabulary: Medicines immunisations vaccinations allergy allergic unique restrictions personal private internal external vagina vulva penis testicles</p>	<p>See Question-Based Model for questions to initiate discussions</p>
<p>Programme of Study: H- Health and Wellbeing, R- Relationships, L- Living in the Wider World and Implementation</p> <p>Pupils should have the opportunity to learn:</p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H21.</b> to recognise what makes them special</p>			

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H37. about things that people can put into their body or on their skin; how these can affect how people feel

Impact –lesson sequence:

Evaluations and assessments: