



Learning Outcomes

To give the children the opportunity to:

- Explore the body: how it works; what it needs; how to look after it.
 - * Understand that the body gets energy from food, water and air and that exercise and sleep are important for our health.
 - * Name major body parts – bones, muscles, heart, blood, lungs, tummy and brain.
- Discuss medicines; why they might be used; safety issues; who can help.
- Begin to understand the need for personal responsibility towards body and health, including basic personal hygiene.
- Recognise, name and deal with feelings in a positive way.
- Know some strategies for dealing with sadness - what to do or who to talk to for help and identify people in their own 'Safety Circle'.

To provide an opportunity to:

- Promote extra-curricular and alternative supervised activities.
- Value and promote positive relationships with family and others.

Mobile Classroom Activities and Delivery Strategies

- Body knowledge activities: body feel, educator led discussion, TAM.
- Exercise to music.
- Sleeping under the star ceiling
- Harold's wash bag.
- Harold's visit to his grandparents AV.
- Harold's phone call and feelings discussion.
- Positive teaching strategies and a range of activities to promote the involvement of all children.



Links

Links to National Curriculum (2014)

'All schools should make provision for personal, social and economic education (PSHE) drawing on good practice.'

(National Curriculum 2014 section 2.5)

DfE Guidance on PSHE states that: *'PSHE education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.'*



Links to Cambridgeshire Primary Personal Development Programme

In Unit KSF Keeping Safe children will explore what feeling safe means. They will have the opportunity to make a Safety Circle where they will identify the people who can help them, including people in different contexts in their lives. The unit also covers different types of secrets; saying no and who to tell if they have a worry. They will learn to identify potential risks to their safety and will develop an understanding of how they can take some responsibility for their own safety in different contexts, including examining the need for safety rules in order to keep themselves and others safe.

Links to PSHE Association Guidance or PSHE Association Programme of Study (2013)

'PSHE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope and deepening pupils' thinking.'

Our programmes follow good practice as outlined in this document for the delivery of PSHE in schools. The content of our programmes is reflected in their guidance for KS1 & 2.

Links to OfSTED Inspection Framework (2013)

'The contribution that effective PSHE education can make to good behaviour and safety and to pupils' spiritual, moral, social and cultural development is evident throughout this report. It is interesting to note that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education.'



Assessment

Early Years Foundation Stage (EYFS) Framework (September 2012)

Prime Areas

Personal, Social and Emotional Development

Self-confidence & self awareness: **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 chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: 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 routines in their stride.**

Making relationships: Children play cooperatively, **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.**

Communication and Language

Listening and attention: **Children listen attentively in a range of situations.** They listen to stories, accurately anticipating key events and **respond to what they hear with relevant comments, questions or actions.** **They give their attention to what others say and respond appropriately, while engaged in another activity.**

Understanding: **Children follow instructions involving several ideas or actions.** They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: **Children express themselves effectively, showing awareness of listeners' needs.** They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Health and self-care: **children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.** They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Specific Areas

Understanding the World

People and communities: **children talk about past and present events in their own lives** and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Expressive arts and design

Exploring and using media and materials: **children sing songs**, make music **and dance**, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Pupil Observations

Notes for follow up