



Learning Outcomes

- Know that foods can be divided into different groups and that a healthy diet is made up of a balanced mixture of these foods.
- Name major internal body parts – bones, muscles, heart, blood, lungs, stomach, intestines and brain.
- Understand that the body gets energy from food, water, air (oxygen) and that exercise and sleep are important to our health.
- Develop understanding of the importance of basic personal hygiene.
- Discuss medicines: why they might be used, safety issues, who can help.
- Understand that a person's behaviour can hurt others' feelings and think up strategies for making up when friends fall out.



Mobile Classroom Activities and Delivery Strategies

- Food group discussion.
- Body knowledge activities: body feel, educator led discussion, TAM.
- Harold's invitation to the picnic and medicine discussion - paired talk/group discussion (favourite healthy picnic food).
- Musical journey to the picnic – exercise.
- Harold's picnic with friends AV – friendship discussion; food group song.
- Sleeping under the star ceiling with baby animals.
- 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 DE 12 Drug Education pupils learn about safety around medicines and household substances. The unit focuses on the positive uses of medicines and important role that carers and health professionals have in helping us to use medicines safely. It considers alternatives to medicine use and touches on emotional well-being as well as physical. This unit also aims to broaden children's understanding of risky situations, so that they are better able to keep themselves, and possibly 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

At the end of this programme **MOST** pupils will:

- have developed their understanding of the body, how it works, its five physical needs and how food, water and oxygen give us energy.
- have explored the different food groups that make up a healthy balanced diet and the different jobs they do for the body.
- have considered why some people use medicines and associated safety rules.
- have reflected upon the impact of teasing and name-calling and suggested positive ways of managing disagreements between friends

Some pupils will not have made so much progress and will:

- have a basic understanding of the body, how it works and that it needs food, water, air, exercise and sleep.
- be aware of the different food groups but need support to identify the specific jobs they do for the body.
- understand that medicines can help people feel better but can be harmful.
- need support to recognise feelings in others and identify positive ways of dealing with disagreements.

Some pupils will have progressed further and will:

- be able to explain how food, water and oxygen are processed by the body to provide energy and the importance of exercise and sleep.
- be able to give examples from each of the food groups and explain the particular jobs that they do for the body.
- be able to explain different ways in which medicines can be used and outline clear rules for their safe use and storage.
- be able to empathise with others and recognise the impact of teasing and name-calling and suggest positive ways to resolve conflicts.

Pupil Names

Most

More support needed

Progressed further

Notes for follow up