



Learning Outcomes

- Develop skills to read body language, identifying and naming feelings.
- Explore some ways to deal with feelings e.g. anger, loneliness.
- Name major internal body parts – bones, muscles, heart, blood, lungs, stomach, small and large intestines and brain.
- Understand that the body gets energy from food, water, air (oxygen) and that exercise and sleep are important to our health.
- Discuss medicines: why they might be used, safety issues, who can help and alternatives.
- Recognise that choices we make can affect others and consider how to challenge unkind behaviour amongst peers.
- Explore strategies for resolving friendship issues, including being proactive if feeling left out.
- Identify people in their own 'Safety Circle' to turn to for support if needed.



Mobile Classroom Activities and Delivery Strategies

- Feelings cards.
- Body knowledge activity and TAM.
- Harold's headache – medicine discussion.
- Sleeping under the star ceiling.
- Harold's body shake – exercise.
- Friendship problem AV's; group work, Hot-seating, Thought Tunnel and friendship discussion.
- Positive teaching strategies and a range of activities to promote the involvement of all children.

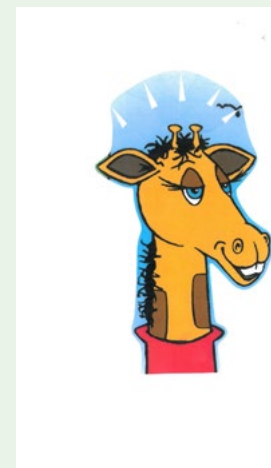


Links

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 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:

- be able to explain the basic features of the body, how it works and the importance of healthy food and drink, oxygen, exercise and sleep.
- be able to recognise and name feelings in themselves and others and be developing skills to manage them.
- be able to explain safe use and storage of medicines as well as some alternatives to using a medicine in order to get better.
- be able to identify examples of bullying and suggest ways in which someone could seek help.

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

- need support to understand and recall the basic features of the body and the need for healthy food and drink, air, exercise and sleep.
- be beginning to recognise and name feelings but need support to develop skills to manage them.
- have some basic awareness of the safe use and storage of medicines and with support be able to recall an alternative way of helping the body to get better.
- be able to recognise unkind behaviour in others and suggest a way in which someone could seek help.

Some pupils will have progressed further and will:

- be developing a sound knowledge and understanding of the body - how healthy food and drink and oxygen are processed to produce energy, and the importance of exercise and sleep.
- be able to interpret a range of feelings in themselves and others and be able to suggest a number of strategies for managing these effectively.
- be able to explain procedures for safe use and storage of medicines and why these are important, as well as recognising a number of alternatives to medicines to help the body get better.
- be able to understand some of the complexities of friendships and potential for bullying within these and suggest a range of strategies for resolving issues, including seeking help.

Pupil Names

Most

More support needed

Progressed further

Notes for follow up