

Learning Outcomes

To give 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 - both our body and our brain.
- name major body parts – bones, muscles, heart, blood, lungs, tummy and brain.
- talk and listen to others with regards to exercise they like to do and activities they enjoy at Nursery.
- begin to understand the need for personal responsibility towards the body and health, including the importance of basic personal hygiene - washing, cleaning teeth and brushing hair.
- explore their awareness and understanding of medicines and related safety issues.

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, body tunic (possible use of TAM), song that identifies body parts, educator led discussions, personal hygiene activities with Harold the giraffe – all promoting how our bodies are special and worth taking care of.
- Exercise to music.
- Sleeping under the star ceiling.
- Sam at nursery AV, discussion and speaking and listening activities.
- Harold's song.
- Positive teaching strategies and a range of activities to promote the involvement of all children.



Key Links

Links to National Curriculum (2020)

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE drawing on good practice'

Links to the Early Years Foundation Stage (EYFS) Statutory Framework on reverse

Links to Cambridgeshire Primary Personal Development Programme

In Unit Keeping Safe (KSF) children will explore what feeling safe means. They will have the opportunity to make a Network of Support 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 OfSTED Inspection Framework

'High quality, evidence-based and age appropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.'

Schools should 'support pupils to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.'

Schools should 'equip them to be responsible, respectful, active citizens who contribute positively to society.'

Keeping Children Safe in Education (DfE)

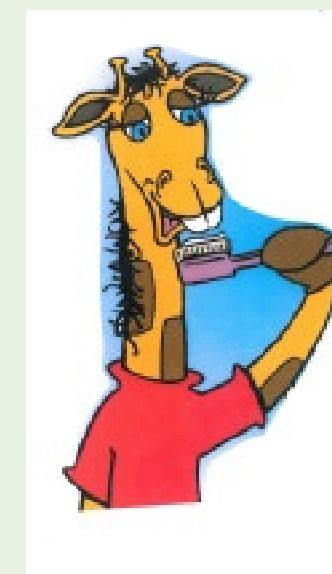
'Schools...should ensure that children are taught about how to keep themselves and others safe'

'Governing bodies...should ensure that children are taught about safeguarding...it is integrated, aligned and considered as part of the whole school safeguarding approach and wider... curriculum planning.'

PSHE Association (2020)

'Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.'

Our programmes follow good practice as outlined in this document for the delivery of PSHE in schools.



Assessment

The Life Education programme delivers learning which addresses the following statements taken from the Statutory Framework for the Early Years Foundation Stage (EYFS) (2023)

Prime Areas

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- listen attentively and respond to what they hear with relevant questions, comments and actions (...) during whole class discussions and small group interactions;
- make comments about what they have heard and ask questions to clarify their understanding.
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- be confident to try new activities and show independence;
- ...know right from wrong and try to behave accordingly;
- manage their own basic hygiene and personal needs...and understanding the importance of healthy food choices.

ELG:Building Relationships

Children at the expected level of development will:

- work and play cooperatively and take turns with others;
- form positive attachments to adults and friendships with peers;
- show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- negotiate space and obstacles safely, with consideration for themselves and others;
- move energetically, such as ... jumping, dancing, hopping, ... and climbing.

Specific Areas

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- talk about the lives of the people around them and their roles in society.

ELG: People, Culture and Communities

Children at the expected level of development will:

- describe their immediate environment using knowledge and discussion from observation, (and) discussion,...

Expressive Arts and Design

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- sing a range of well-known nursery rhymes and songs;
- perform songs... and try to move in time with music.

Notes for follow up

Pupil observations