

## 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.
- understand that there are things that we can do to help our brains be healthy (mental health).
- 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, including known and trusted people in their own Network of Support.



## Mobile Classroom Activities and Delivery

- 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.



## 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'*

### Statutory Health Education (2020)

**Key areas to which the programme contributes:-** (For greater detail please see document 'Statutory links to LEC')

Mental wellbeing

Physical health and fitness

Healthy eating

Health and prevention

### Statutory Relationships Education (2020)

**Key areas to which the programme contributes:-** (For greater detail please see document 'Statutory links to LEC')

Families & people who care for me

Caring friendships

Respectful relationships

Being safe

### Statutory Science KS1 (2013)

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- find out about and describe the basic needs of... humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Keeping Children Safe in Education (KCSiE, 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.'*

### 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 the 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.

### 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. The content of our programmes is reflected in their guidance for KS1 & 2.

## 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.'*



## 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 some basic understanding of how to help our brains be healthy (mental health).
- 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, including their own Network of Support.

Names:

### 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.
- need support to begin to think about things that can help our brains be healthy (mental health).
- 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. They will need support to identify their own Network of Support.

Names:

### 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 suggest their own ideas of how to help our brains be healthy (mental health).
- 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, including accessing their own Network of Support.

Names:

### Notes for follow up