

Learning Outcomes

To give the opportunity to:

- develop skills to read body language, identifying and naming feelings, in themselves and others.
- explore some ways to manage feelings e.g. anger, loneliness, sadness.
- 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 Network of Support to turn to for support if needed.



Mobile Classroom Activities and Delivery

- Feelings cards.
- Body knowledge activity and TAM.
- Harold's headache – medicine discussion.
- Sleeping under the star ceiling.
- Harold's body shake – exercise.
- Friendship problem AVs; group work, Hot-seating, Thought Tunnel and friendship discussion.
- 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

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:

- be able to explain the basic features of the body, how it works and the importance of 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, to help the body to get better.
- be able to identify examples of bullying and suggest ways in which someone could seek help, including accessing their Network of Support.

Names:

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

- with support, be able to name basic features of the body, and the need for 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. They will need support to identify people in their Network of Support.

Names:

Some pupils will have progressed further and will:

- be developing a sound knowledge and understanding of the body - how 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 through their Network of Support.

Names:

Notes for follow up