|  |  |
| --- | --- |
| updated logo Squirrels Class Medium Term Planning for **PSHE Spring 2023** | |
| **Happy and Healthy Me**   * Body parts * Personal hygiene * Balanced diet * Germs and diseases * Healthy lunchbox   **Me and Other People**   * Boys and girls * Types of families * Race and religion (RE link) | This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions.  There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1 – Link it**  **Myself and My Family**  Draw myself and my family. Discuss how humans and families are different. Link to what we have learnt in RE about religions. | **Lesson 2 – Learn it**  **Body Parts**  Explore our body parts and discuss simple similarities and differences between boys and girls. | **Lesson 3 – Learn it**  **Personal Hygiene**  Explore hygiene practices and why we need to keep clean and healthy. Discuss our hygiene routines at home and in school.  Also discuss wellbeing and routine. | **Lesson 4 – Learn it**  **Healthy Eating**  Identify healthy and unhealthy foods – importance of a balanced diet. Create a healthy lunchbox/plate picture. | **Lesson 5 – Check it**  **Prepare a healthy snack**  Discuss healthy choices, balanced diets and hygiene practices. | **Lesson 6 – Show it**  **Looking after others**  Use a baby as a prompt. Discuss what we need to do to help this baby be happy and healthy as it grows older.  At words/pictures /symbols to a heart to show what it needs as it grows e.g., family, friends, hobbies, good food, exercise, toys, nature, special events, education, pets | **Lesson 7 – Know it**  **Healthy lifestyle**  Draw myself and label it with how I can stay healthy. Include strengths and one thing I would like to develop.  Include: hygiene, diet, tolerance, relationships, well being |

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS**   * See themselves as a valuable individual. * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. * Identify and moderate their own feelings socially and emotionally. * Think about the perspectives of others. * Manage their own needs- Personal hygiene * Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity   + healthy eating   + toothbrushing   + sensible amounts of ‘screen time’   + having a good sleep routine   **Key stage 1**  Developing a healthy, safer lifestyle  3. Pupils should be taught:  a. how to make simple choices that improve their health and wellbeing;  b. to maintain personal hygiene; c. how some diseases spread and can be controlled;  d. about the process of growing from young to old and how people's needs change;  e. the names of the main parts of the body;  f. that all household products, including medicines, can be harmful if not used properly;  g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.  Developing good relationships and respecting the differences between people  4. Pupils should be taught:  a. to recognise how their behaviour affects other people;  b. to listen to other people, and play and work cooperatively;  c. to identify and respect the differences and similarities between people;  d. that family and friends should care for each other;  e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. | **EYFS**  I can manage my own needs. - personal hygiene  I can talk about members of my immediate family and community.  \*I can name and describe people who are familiar to me.  \*I can recognise that people have different beliefs and celebrate special times in different ways.  **KS1**  I can identify their own special traits and qualities  \*I know that my private body parts are private.  \*I can recall the number to call in an emergency. .  \*I can explain how much sleep I need;  \*I can discuss why exercise is good for me;  \*I can understand they can choose what happens to my body;  \*I can list healthy snacks;  \*I know to ask a trusted adult if uncertain about whether something is safe to eat or drink;  \*I can demonstrate hygienic ways to look after my body. |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Sharing own lives – self image and family tree. Discuss similarties and differneces. Link to RE | Body parts, boys and girls, personal hygiene, healthy eating | Preparing a healthy snack using what we’ve learnt | Application to a baby – what does it need? | Draw myself and what I need, what my strengths are and what I could change |