

# PSHE 19-20

## Lesson coverage



|           | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|-----------|---|---|--|---|--|---|
| Reception | <b>Once Upon A Time</b>   | <b>Under the Sea</b>  | <b>Rumble in the Jungle</b>  | <b>I'm a Storyteller</b>  | <b>People who help us</b>  | <b>It's a Bugs Life</b>   |
|           | <u>How can we define wellness?</u><br>Wellness  | <u>What practices help us to stay safe?</u><br>Personal Safety  | <u>How do we maintain healthy lifestyles?</u><br>Healthy Decisions   | <u>Me- a special person?</u><br>Relationships   | <u>Other people are special too.</u><br>Relationships  | <u>What can we do to ensure wellness?</u><br>Nutrition  |
|           | <p>Self care practices.</p> <p>Identify body parts.</p> <p>Explain functions of body parts.</p> <p>Discuss careers that deal in healthcare.</p> | <p>Compare and contrast the characteristics of strangers and trusted adults.</p> <p>Identify procedures associated with pedestrian, bicycle and traffic safety.</p> <p>Discuss safe and unsafe situations.</p> <p>Determine the impact of unsafe behaviours in specific situations.</p> | <p>How to contribute to the life of the classroom.</p> <p>Identifying class rules and why these are important.</p> <p>How do rules help us?</p> <p>Taking turns and sharing.</p> | <p>Look in a mirror and discuss similarities and differences.</p> <p>Celebrate achievements at home and in school.</p> <p>Name positive qualities about themselves.</p> <p>Talk about opinions and why all peoples opinions should be taken into account.</p> <p>What is fair/unfair?</p> <p>What is kind/unkind?</p> | <p>Group work on belonging to a group, making a class record of all their groups.</p> <p>Stories about feelings; words to describe feelings.</p> <p>Pairs- finding out what their classmates like and are good at.</p> <p>How their behavior affects others.</p> | <p>Differentiate between healthy and unhealthy foods and eating habits.</p> <p>Identify influences that affect food choices.</p> <p>Compare and contrast food in the food pyramid.</p> <p>Create and present a healthy meal plan.</p> |

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| Year 1 | Good to be me   | Ice Explorers  | Toys   | Stage and Screen   | Dinosaurs  | Sun, Sea and Sand  |
|--------|---|--|--|--|--|--|
|        | <u>How can we stay safe?</u><br>Personal safety   | <u>What aids in the maintenance of good physical, emotional, and mental health?</u><br>Supporting Good Health  | <u>Belonging</u><br>Relationships  | <u>What can we do to ensure wellness?</u><br>Nutrition   | <u>Focus on feelings</u><br>Challenges to a healthy lifestyle  | <u>How can we participate in our own safety?</u><br>Safety and service   |
|        | Compare and contrast the characteristics of strangers and trusted adults.<br><br>Identify procedures associated with pedestrian and traffic safety.<br><br>Discuss safe and unsafe situations.<br><br>Discuss unsafe behaviours in specific situations. | Discuss the impact of health practices (exercise, nutrition).<br><br>Identify ways in which health professionals can assist in the maintenance of a healthy lifestyle.<br><br>Analyse the role of family and friends in sustaining lifelong good health.<br><br>Investigate how children in other countries maintain their health.<br><br>How are diseases spread? How can we stop these from spreading? | Make "I" statements about interests, achievements and progress.<br><br>Interview others to help clarify strengths and personal, social and academic targets.<br><br>Create a personal profile.<br><br>What groups do we belong to?<br><br>How do we behave in groups?<br><br>How does it make us feel when we belong to a group? | Differentiate between healthy and unhealthy foods and eating habits.<br><br>Identify influences that affect food choices.<br><br>Compare and contrast food in the food pyramid.<br><br>Create and present a healthy meal plan. | Identify how children feel during certain parts of the day, week, year etc.<br><br>How do we identify how other people are feeling?<br><br>Discuss how to act around others that are feeling sad, unhappy etc.<br><br>What are secrets?<br><br>Which secrets are okay to keep?<br><br>When should secrets be told to an adult? | Compare and contrast safe and unsafe situations in daily life.<br><br>Mindmap strategies to reduce the threat of unsafe situations at home, in school and in the community.<br><br>What do we mean by right and wrong choices?<br><br>Define character and values (empathy, good citizenship, respect) |

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| Year 2 | A Passage to India  | Reduce, Reuse, Recycle   | Time Traveller  | Gardeners World  | Boston' Black Country   | Stage and Screen  |
|--------|---|--|---|--|---|---|
|        | <u>What do we mean by physical, emotional and mental health?</u>  | <u>How can we stay safe in the home?</u><br>Personal safety  | <u>In what ways do we change as we grow?</u><br>Physical and Mental health interpersonal relationships  | <u>How do we maintain healthy lifestyles?</u><br>Healthy Decisions   | <u>What helps maintain good physical, emotional and mental health?</u><br>Supporting Good Health  | <u>How can our health be threatened?</u><br>Challenges to a healthy lifestyle   |
|        | Discuss the definitions of each word.<br><br>Discuss how each one affects our body.<br><br>Which parts of the body are affected by the physical, emotional and mental self. | Compare and contrast the characteristics of strangers and trusted adults.<br><br>What products are in the home? Which are safe/ unsafe?<br><br>Are all medicines safe? | Discuss how we go from baby to adult- discuss the stages and how we can identify at what stage a person is at.<br><br>Identify changes in our body during different stages.<br><br>Identify different responsibilities that we acquire as we grow up. | Compare and contrast healthy and unhealthy food choices.<br><br>Explain ways to include nutritious foods in daily diets.<br><br>Personal hygiene regimes.<br><br>Discuss how money influences our decision making. | Discuss the impact of health practices (exercise, nutrition).<br><br>Identify ways in which health professionals can assist in the maintenance of a healthy lifestyle.<br><br>Analyse the role of family and friends in sustaining lifelong good health and their responsibilities.<br><br>Investigate how children in other countries maintain their health. | Discuss who can influence our healthy living choices.<br><br>Role play conversations children can have when questioning their own health choices.<br><br>Discuss peer pressure regarding influences to their lifestyle.<br><br>Physical contact: acceptable and unacceptable touch. |

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| Year 3 | <b>Gallery of Dreams</b>  | <b>Rock around the ages</b>  | <b>London</b>  | <b>Stage and Screen</b>  | <b>Greeks</b>  | <b>Olympics</b>   |
|--------|---|--|--|--|--|---|
|        | <u>How can we prevent illness and accidents?</u><br>Diseases and safety practices   | <u>How does health differ around the world?</u><br>Geographical influences   | <u>How do Rules and Laws affect me?</u><br>Democracy   | <u>Ups and downs in relationships</u><br>Relationships   | <u>Going for goals</u><br>Social and emotional mental health   | <u>How do our bodies work?</u><br>The human body  |
|        | Determine the causes of known diseases and accidents.<br><br>Identify precautions that can prevent diseases.<br><br>Summarise the use of medicines to prevent and treat childhood illnesses.<br><br>Recall procedures that ensure pedestrian, bicycle, and traffic safety<br>Create a safety plan | Discuss basic hygiene situations in different countries.<br><br>Identify health services in different parts of the world and how they differ to the UK.<br><br>Discuss why some countries suffer from more illnesses and diseases than others and the effect that money has in this. | Identify how rules and laws are made and set in our country.<br><br>Discuss why and how rules and laws are made and enforced,<br><br>Discuss how to take part in making and changing laws<br><br>Debate should we follow all rules?<br><br>Is there a rule you would change? Why? Class discussion | Diamond 9- what is a friend?<br><br>Design an advertisement/application for a friend.<br><br>Role play on different situations with friends, practicing saying "No". When is it ok to say "No" to your friends?<br><br>Write about what makes a friend a best friend | Children to recognise worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;<br><br>Discuss how we can resolve differences by looking at alternatives, making decisions and explaining choices<br><br>To actively include and respond to all members of the group<br><br>Discuss how we can make sure our goals are SMART. Specific, Measurable, Attainable, Relevant and Timely | Recall appropriate terminology for body parts and systems.<br><br>Identify how body parts and systems interact to allow movement and growth.<br><br>Relate exercise to the maintenance of good health.<br><br>Mind map sources of help to solve health issues.<br><br>Describe health and fitness careers in the school and community |

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| Year 4 | Magnificent Mummies   | Inventors and Inventions  | Waterways   | Stage and Screen   | Romans  | Africa  |
|--------|---|---|---|--|---|---|
|        | <u>What factors affect our eating habits?</u><br>Nutrition and society  | <u>In what ways do our relationships affect our health?</u><br>Social and emotional health  | <u>Are you drinking enough?</u><br>Nutrition  | <u>Enterprise Society</u>  | <u>Supporting services</u><br>Health services   | <u>Environment Society</u>  |
|        | Determine how healthy eating aids in the development of the body and lowers the risk of illness.<br><br>Differentiate between healthy and unhealthy eating habits.<br><br>Identify societal and cultural influences that affect food choices.<br><br>Create a healthy meal plan, including information about nutritional value. | Determine how relationships among family members, friends, and classmates can affect physical health.<br><br>Explore mental health<br>Illustrate factors that affect mental health (e.g. stress, family issues, bullying)<br><br>Acceptable vs unacceptable touch<br><br>When is it acceptable to keep things confidential? | Understand why we need to drink regularly.<br><br>Decide which drinks are most suitable for a healthy lifestyle.<br><br>Complete a "How much water are you drinking" chart. | To develop an initial understanding of 'tax', 'debt', 'Interest' and 'loan'.<br><br>Understand resources (money/healthcare) Is allocated in different ways and that these economic choices affect individuals.<br><br>What skills make someone 'enterprising'? | Examine the types of relationships children may experience.<br><br>Discuss the services that deliver support and advice to children and young adults.<br><br>Examine the information that health services can give us in the development of our wellness. | Importance of respecting and protecting the environment.<br><br>What would happen if we didn't respect the environment? |

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| Year 5 | Invaders and Settlers  | Natural Disasters   | Stage and Screen   | Star Wars   | Vikings  | Carnival   |
|--------|--|---|--|---|--|--|
|        | <u>How do personal health choices impact growth and development?</u><br>Personal growth and development  | <u>Rights and responsibilities</u><br>Social awareness  | <u>What practices support healthy social and emotional development?</u><br>Social and emotional health   | <u>What effect does diet have on wellness?</u><br>Diet  | <u>Are you choosing healthy snacks?</u><br>Nutrition   | <u>What coping skills aid in eliminating difficult situations?</u><br>Preventing conflict  |
|        | Determine the lifelong benefits of health decisions.<br><br>Research factors that influence growth and development at different life stages (e.g. infancy, childhood, adolescence, adulthood).<br><br>Identify possible risks to personal health<br><br>Create a personal wellness diary.<br><br>Analyse personal wellness goals | To research, discuss and debate topical issues, problems and events;<br><br>To look into the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.<br><br>that there are different kinds of responsibilities, rights and duties at home, at school and in the community | Assess the positive and negative factors that effect social and emotional health (e.g. family, gender and peer pressure).<br><br>Determine the elements that promote respect for and acceptance of others.<br><br>Design a plan to implement in the resolution of conflict in daily life.<br><br>Mind map common adolescent stress inducing situations<br>Dramatize stress management techniques | Investigate factors that influence food choices.<br><br>Create a daily balanced personal nutritional plan.<br><br>Compare and contrast nutritional information of typical food choices. | Discuss healthy snacks and drinks and why they are important.<br><br>Discuss fruit and vegetables, the five a day concept.<br><br>Complete "Weekly record- are you getting your 5 a day?" chart.<br><br>Analyse healthier snacks and how they can incorporate into their daily diet. | Mind map the common conflicts experienced by young adults in daily life.<br><br>Dramatize scenarios that demonstrate the application of coping skills.<br><br>Analyse how personal beliefs and cultures influence and affect the development of coping skills.<br><br>Coping with the loss of a loved one, including pets. |

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|  | Human rights. |  |  |  |  |  |
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| Year 6 | Through the Decades  | Lest we Forget   | Rainforest  | Tomorrow's World   | I'm a Storyteller   | Stage and Screen   |
|--------|--|--|---|--|---|--|
|        | <u>How can we strengthen our influence on others?</u><br>Effective interpersonal communication   | <u>Health and relationships</u>  | <u>What practices can help to sustain lifelong wellness?</u><br>Healthy lifestyles  | <u>Bugs in Food</u><br>Nutrition   | <u>How can individuals collaborate to reach common goals?</u><br>Character counts   | <u>Transition and managing change.</u><br>Moving on  |
|        | Assess the diverse methods of interpersonal communication (e.g. verbal, nonverbal, electronic).<br><br>Examine factors that impact effective interpersonal communication (e.g. peer pressure, conflict, self esteem) | to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;<br><br>about how the body changes as they approach puberty | Assess the factors that affect wellness (e.g. diet, exercise, substance abuse, disease, heredity)<br><br>Compare and contrast positive and negative personal health habits.<br><br>Examine the influence of the media on lifelong health and hygiene. | Discuss what food poisoning is.<br><br>How do people get food poisoning.<br><br>Discuss how we can control food poisoning.<br><br>Develop rules and regulations for avoiding food contamination. | Identify the local and global purposes of rules, regulations and policies.<br><br>Discuss reasons for compliance and possible non compliance of rules.<br><br>Compare and contrast the values among diverse cultures.<br><br>Promotion of good character in school, | Mind map change.<br><br>Writing personal descriptions of skills and experiences, making a class year book/record of achievement.<br><br>Discuss stress management skills, such as relaxation and breathing.<br><br>Visiting new schools.<br><br>Being independent. |

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|--|---|--|--|--|--|
|  | <p>Dramatize interpersonal communication strategies</p> <p>Demonstrate positive communication skills (e.g. refusal, negotiation, assertiveness)</p> <p>How do our actions affect others?</p> <p>“Dares” and managing them.</p> <p>Recognising stereotypes and dealing with them: how does the media portray certain stereotypes?</p> <p>Importance of following rules and being a good citizen.</p> | <p>Create attainable personal wellness goals.</p> <p>Look at advance technology that impacts personal health (e.g. diet supplements, testing devices, surgical procedures)</p> |  | <p>the local community and global community.</p> <p>The importance of communities.</p> <p>To know that some communities do not follow British Laws.</p> <p>To realize the consequences of anti-social behavior and aggressive behaviour.</p> |  |
|--|---|--|--|--|--|