

PSHE 20-21

Lesson coverage



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>How can we stay safe?</u> Personal safety	<u>What aids in the maintenance of good physical, emotional, and mental health?</u> Supporting Good Health	<u>Belonging</u> Relationships	<u>What can we do to ensure wellness?</u> Nutrition	<u>Focus on feelings.</u> Challenges to a healthy lifestyle	<u>How can we participate in our own safety?</u> Safety and service
	Compare and contrast the characteristics of strangers and trusted adults. Identify procedures associated with pedestrian and traffic safety. Discuss safe and unsafe situations. Discuss unsafe behaviours in specific situations.	Discuss the impact of health practices (exercise, nutrition). Identify ways in which health professionals can assist in the maintenance of a healthy lifestyle. Analyse the role of family and friends in sustaining lifelong good health. Investigate how children in other countries maintain their health. How are diseases spread? How can we stop these from spreading?	Make "I" statements about interests, achievements and progress. Interview others to help clarify strengths and personal, social and academic targets. Create a personal profile. What groups do we belong to? How do we behave in groups? How does it make us feel when we belong to a group?	Differentiate between healthy and unhealthy foods and eating habits. Identify influences that affect food choices. Compare and contrast food in the food pyramid. Create and present a healthy meal plan.	Identify how children feel during certain parts of the day, week, year etc. How do we identify how other people are feeling? Discuss how to act around others that are feeling sad, unhappy etc. What are secrets? Which secrets are okay to keep? When should secrets be told to an adult?	Compare and contrast safe and unsafe situations in daily life. Mindmap strategies to reduce the threat of unsafe situations at home, in school and in the community. What do we mean by right and wrong choices? Define character and values (empathy, good citizenship, respect)

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Year 2	Autum 1	Reduce, Reuse, Recycle	Time Traveller	Gardeners World	Bostin' 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> Personal safety	<u>In what ways do we change as we grow?</u> Physical and Mental health interpersonal relationships	<u>How do we maintain healthy lifestyles?</u> Healthy Decisions	<u>What helps maintain good physical, emotional and mental health?</u> Supporting Good Health	<u>How can our health be threatened?</u> Challenges to a healthy lifestyle
	<p>Discuss the definitions of each word.</p> <p>Discuss how each one affects our body.</p> <p>Which parts of the body are affected by the physical, emotional and mental self.</p>	<p>Compare and contrast the characteristics of strangers and trusted adults.</p> <p>What products are in the home? Which are safe/ unsafe?</p> <p>Are all medicines safe?</p>	<p>Discuss how we go from baby to adult- discuss the stages and how we can identify at what stage a person is at.</p> <p>Identify changes in our body during different stages.</p> <p>Identify different responsibilities that we acquire as we grow up.</p>	<p>Compare and contrast healthy and unhealthy food choices.</p> <p>Explain ways to include nutritious foods in daily diets.</p> <p>Personal hygiene regimes.</p> <p>Discuss how money influences our decision making.</p>	<p>Discuss the impact of health practices (exercise, nutrition).</p> <p>Identify ways in which health professionals can assist in the maintenance of a healthy lifestyle.</p> <p>Analyse the role of family and friends in sustaining lifelong good health and their responsibilities.</p> <p>Investigate how children in other countries maintain their health.</p>	<p>Discuss who can influence our healthy living choices.</p> <p>Role play conversations children can have when questioning their own health choices.</p> <p>Discuss peer pressure regarding influences to their lifestyle.</p> <p>Physical contact: acceptable and unacceptable touch.</p>

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

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

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

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	<p>Create a personal wellness diary.</p> <p>Analyse personal wellness goals</p> <p>Human rights.</p>	<p>home, at school and in the community</p>	<p>Mind map common adolescent stress inducing situations</p> <p>Dramatize stress management techniques</p>		<p>incorporate into their daily diet.</p>	<p>Coping with the loss of a loved one, including pets.</p>
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Year 6	Through the Decades	Lest we Forget	Rainforest	Tomorrow's World	I'm a Storyteller	Stage and Screen
	<p><u>How can we strengthen our influence on others?</u></p> <p>Effective interpersonal communication</p>	<p><u>Health and relationships</u></p>	<p><u>What practices can help to sustain lifelong wellness?</u></p> <p>Healthy lifestyles</p>	<p><u>Bugs in Food</u></p> <p>Nutrition</p>	<p><u>How can individuals collaborate to reach common goals?</u></p> <p>Character counts</p>	<p><u>Transition and managing change.</u></p> <p>Moving on</p>
	<p>Assess the diverse methods of interpersonal communication (e.g. verbal, nonverbal, electronic).</p> <p>Examine factors that impact effective interpersonal communication</p>	<p>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;</p> <p>about how the body changes as they approach puberty</p>	<p>Assess the factors that affect wellness (e.g. diet, exercise, substance abuse, disease, heredity)</p> <p>Compare and contrast positive and negative personal health habits.</p> <p>Examine the influence of the media on</p>	<p>Discuss what food poisoning is.</p> <p>How do people get food poisoning.</p> <p>Discuss how we can control food poisoning.</p> <p>Develop rules and regulations for avoiding food contamination.</p>	<p>Identify the local and global purposes of rules, regulations and policies.</p> <p>Discuss reasons for compliance and possible non compliance of rules.</p> <p>Compare and contrast the values</p>	<p>Mind map change.</p> <p>Writing personal descriptions of skills and experiences, making a class year book/record of achievement.</p> <p>Discuss stress management skills, such as relaxation and breathing.</p>

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	<p>(e.g. peer pressure, conflict, self esteem)</p> <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>lifelong health and hygiene.</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>among diverse cultures.</p> <p>Promotion of good character in school, 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>	<p>Visiting new schools.</p> <p>Being independent.</p>
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