******PSHE Spring 2**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**The children can say how others are feeling based on their expressions and actions and can respond appropriately, continue developing friendships with lots of different people and show friendly behaviour in the classroom and around school. They can understand all the aspects that makes a ‘healthy me’. The children can sit and listen during adult focus time, working well with others due to using listening skills and sharing ideas. The children can start to show more confidence when things are new, setting goals and challenging themselves in pay as well as identifying what they would like to improve. Children can use words to help solve conflicts with others. | **Intent**Children learn about ways to make healthy choices including: diet, exercise, keeping clean, medicines and road safety | **Intent**Children will learn how exercise affects their bodies. They will know why their hearts and lungs are such important organs. They will learn that the amount of calories, fat and sugar that they put into their bodies will affect their health. They will know that there are different types of drugs and that there are things, places and people that can be dangerous. They will learn a range of strategies to keep themselves safe and know when something feels safe or unsafe. They will learn that their bodies are complex and need taking care of. | **Intent**Children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and vaping and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it. | **Intent**Children understand what healthy, informed choices look like and can think about how they will live their lives. | **Intent:**The children will discuss taking responsibility for their own physical and emotional health and the choices linked to this. |
| **Sequence of Learning**Can I moderate my own feelings socially and emotionally, using discussion to resolve conflict?Can I explore how to resolve conflicts through reading fairytales and traditional tales? Can I work out and find solutions with others without adult support during independent play to solve conflicts, disagreements or tricky situations?-Can I think and talk about the perspectives of others during talk partner work?-Can I talk about goals and plan in my play and review how I could improve next time? Can I show resilience and perseverance when I am working towards goals, like designing and making a castle?-Can I continue to have constructive and respectful relationships with our friends in Polridmouth class?-Can I begin to understand healthy food choices and explain to others what should be in a healthy packed lunch or on a healthy plate?Can I brush my teeth and explain how to maintain healthy dental hygiene practices?-Can I articulate why I need to exercise or move my body to keep my body healthy? | **Sequence of Lessons:**1, Can I understand the difference between being healthy and not healthy? 2. Can I make healthy lifestyle choices? 3. Can I keep myself clean and healthy? 4. Can I understand the benefits of medicines and how to keep these safely? 5. Can I learn about road safety? 6. Can I identify ways to keep safe and healthy? | **Sequence of Learning**1, Can I learn about being fit and healthy2. Can I understand why its important to be fit and healthy3.Can I talk about what I know about drig 4. Can I understand about being safe5. Can I understand what is safe or Unsafe?6. Can I understand about how amazing my body is | **Sequence of Lessons:** 1, My friends and me 2. Group dynamics 3. Smoking 4. Alcohol 5. Healthy friendships 6. Celebrating my inner strength and assertiveness | **Sequence of Lessons:**can make healthy choices.2. I can make informed decisions on a healthy, balanced diet.3. I know how to give emergency aid.4. I understand how the media, social media and celebrity culture promoted certain body types.5. I can describe the different attitudes people haveto food and how these can be affected by external influences.6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy | **Sequence of lessons**1.To take responsibility for my health and make choices that benefit my health and well-being. 2. To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. 3. To understand that some people can be exploited and made to do things that are against the law. 4. To know why some people, join gangs and the risks this involves. 5. To understand what it means to be emotionally well and explore people’s attitudes towards mental health/illness 6. To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse |
| **Key Vocabulary:** Transport MapExcavate Archaeology Traditional tale PlotSetting Character | **Key Vocabulary:** healthy, unhealthy, balanced, exercise, sleep, choices, medicine, green cross code, road safety, hygiene, safe | **Key Vocabulary:** xygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Complex, Appreciate, Choice, Emergency Services, Ambulance, Fire engine, Police Car, Coastguard | **Key Vocabulary:**.Friendship, Emotions, Relationships,Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Opinion | **Key Vocabulary:**Choices, Healthier behaviour, Less healthy behaviour, Informed decision, Pressure, Media, Influence, Vaping, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, altered, self respect, comparison, informed decisions, debate, opinion, fact, motivation. | **Key Vocabulary:** responsibility, choice, prevention, motivation, exploited, vulnerable, strategies,mental health |
| **Impact**The children will be able to discuss conflict resolution in the context of fairytale and traditional tale characters and begin to resolve conflicts in their own play. The children will know some potential factors that support health and well-being, shown through ‘shining’ in class discussions. | **Impact**Children can make healthy choices about their health and well being. | **Impact:** Children can talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children learn about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe. | **Impact:** Children can identify the feelings that they have about their friends and different friendship groups. They recognise how different people and groups they interact with impact on them. Identify which people they most want to be friends with. They recognise negative feelings in peer pressure situations and can identify the feelings of anxiety and fear associated with peer pressure. Children can tap into their inner strength and know-how to be assertive. | **Impact:** Children will make well thought-out decisions about their health. | **Impact**Children will have the knowledge of how people can be vulnerable to exploitation, mental illness and drug and alcohol abuse |