

PSHE: 1 – Self, Health and Wellbeing (Autumn Term)

KS1-4: This document is to be used alongside *personalised* targets drawn from PSHE Skills Based Curricula: Managing Relationships, Self-Confidence and Awareness, Managing Feelings. We gain *coverage* of the Governments Guidance areas through a 2 year spiralised curriculum. It is recommended that you always **start with Topic 1.1**, then work with class priorities into the second half-term. Ideally, **‘Odd’ Topics (1.3)** are to be prioritised in academic years starting with **‘odd’ numbers (2021-2022)** and **‘even’ Topics (1.2)** are covered in ‘even’ years (**2022-2023**). As always, these are flexible to the needs of classes and should be personalised according to age and stage of the student's development.

Advocacy activity: In the first session, revisit the ground-rules and share the Topics that are relevant to your students. Those who can, may enjoy ordering them according to what they would like to learn about most. Otherwise, it may be insightful to do it as an activity for team-meetings to make sure *everyone has a voice*. At this point, you will need to remove the Topics that are not relevant to the academic year or Key Stage, unless there is a significant need to teach it. It is good practice to share results with the class to make their voice valued in our *Student Lead Curriculum*.

Areas marked with an * may need additional parent consultation.

Colour banding meta-cognition (take from DfE backed PSHE Association Planning Framework for SEND learners):

Yellow – Engage by...

This band is mainly focused on our learners who are bridging the *engagement curriculum* and may be using PSHE Topics as a vehicle for their own targets. We are aiming for ‘effective engagement in the learning process.’

Pink – Begin to...

These are objectives that learners are starting to communicate towards ‘fundamental learning elements’. For example, fleeting engagement with selecting a response that shows potential to learn from a mistake.

Purple – Show how to...

These learners can communicate a ‘consistent understanding of learning’ and express it through appropriate communication media. For example, able to arrange a storyboard to express their thoughts.

Blue – Understand how to...

Learners can demonstrate an increasingly complex opinion on learning and ‘deepen the application’ of their thoughts through appropriate forms of communication. For example, if you ask the learner to ‘tell you more’, they can expand on their initial answers.

Turquoise – Discuss how to...

Students can form an opinion and communicate it showing a depth of understanding that allowed them to ‘apply learning in various contexts’. For example, they might be tasked to teach another peer how to overcome a misconception.

Topic Area	Yellow Engage by...	Pink Begin to...	Purple Show how to...	Blue	Turquoise Discuss how to...	Overarching lessons	ACTIVITIES
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				Understand how to...			
<div>1.1 Caring for myself and other people</div> <div>“Mental & Physical Wellbeing”</div> <div>Links to Preparing for Adulthood Good Health in KS4+</div> <div>"" = Links to PSHE Association Topics (DfE approved)</div>	<div>Responding with curiosity to information about themselves.</div> <div>Responding to stimuli about people who look after us.</div> <div>Communicating with people who looks after us.</div> <div>Responding to input around matching feelings and emotions.</div>	<div>Know that routines and rules help us care for ourselves.</div> <div>Identify simple self-care techniques to take care of yourself.</div> <div>Identify things you can do by yourself to stay healthy and things you need help with.</div> <div>Identify ways you may care for your family, friends, and other adults.</div> <div>Know to ‘stop’ when asked and be confident in communicating ‘no’.</div> <div>Recognise that other people have feelings different to your own.</div> <div>Match feelings and emotions independently.</div> <div>Understand that we can learn from mistakes.</div> <div>Understand personal boundaries.</div> <div>Understand the difference between comfortable and uncomfortable feelings.</div> <div>Name people they can talk to when unhappy.</div>	<div>Make new routines and rules to cope with changes such as puberty.</div> <div>Identify or describe different ways you can keep yourself healthy & well.</div> <div>Identify simple ways some germs/illnesses may be spread.</div> <div>Explain or demonstrate what you and others can do to prevent the spread of germs and why this is important.</div> <div>Be assertive without being unkind.</div> <div>Complete a role play to fix relationship issues.</div> <div>Seek support when being pressured into saying ‘yes’. This includes, sex, forced marriage, blackmail, etc.</div> <div>Recognise that feelings can change over time and range in intensity.</div> <div>Name coping strategies when unhappy.</div> <div>Name methods that make themselves and others feel better when upset.</div> <div>Recognise the early signs of mental wellbeing concerns.</div> <div>Notice when something they do or are involved in has a positive or negative effect on their own or others’ mental health.</div> <div>Discuss mental health strategies for a range of relatable conditions.</div>	<div>• How do I care for myself?</div> <div>• How do others help care for me?</div> <div>• What feelings do I see?</div> <div>• How do I care for my mind?</div>	<div>• Brushing teeth, washing hands, getting dressed independently, hair care, foot spa, importance of sleep and relaxation, hobbies, interests</div> <div>• Arrange visits from a Dental Nurse</div> <div>• Visit from mental health workshops.</div> <div>www.Youngmentalhealthfoundattion.com</div> <div>• Role Play/small world play – hairdressers, dentist...</div> <div>VIDEOS:</div> <div>• Personal hygiene video</div> <div>• Why do we need sleep video</div> <div>• Toothbrushing song</div> <div>• What does Wellbeing Mean to you?</div> <div>• We all Have Mental Health</div> <div>LESSON PACKS:</div> <div>Self-care - KS3 and KS4 form time activities PHE School Zone</div> <div>Mental wellbeing Overview PHE School Zone</div> <div>Links:</div> <div>No. 26: Forced Marriage - Support for schools and settings (devon.gov.uk)</div>		
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<div>1.2 “Keeping Safe”</div> <div>Links to Preparing for Adulthood Friends, Relationships and Community in KS4+</div>	<div>Responding to stimuli about keeping physically safe.</div> <div>Responding with curiosity to stimuli about the adults who are responsible for keeping us safe.</div> <div>Recognising ways, you can keep yourself physically safe in school.</div> <div>Responding with curiosity to stimuli about what is/ ways of keeping safe.</div>	<div>Describe some simple ways you can keep yourself safe in school and when out with your families, carers or friends.</div> <div>Know when to ask for help.</div> <div>Identify different people who are responsible for keeping you safe.</div> <div>Name and describe feelings associated with not feeling safe.</div> <div>Identify some simple rules for keeping safe near water, railways, roads and fire.</div> <div>Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.</div> <div>Demonstrate ways of making it clear to others when we need help.</div> <div>Give simple reasons why it is important to help keep ourselves physically safe.</div> <div>Keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.</div> <div>Identify some different responsibilities we may have to help keep ourselves and others safe.</div> <div>Identify when someone might need First Aid because they are hurt or injured</div> <div>Look at ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</div>	<div>Describe some simple strategies for keeping physically safe in situations when we might feel afraid.</div> <div>Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe.</div> <div>Recognise when a situation is an emergency and demonstrate how to get help, including how to call 999.</div> <div>Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.</div> <div>Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</div> <div>Explain why it is important to persist with asking for help if your initial requests are not met or understood.</div>	<div></div>	<div><ul style="list-style-type: none">• Create Class Rules• Road Safety, Stranger Danger• How to stay safe around water• Travel Training – wearing seat belt• Identify uses of PPE- Hi-Viz jackets, Cycle Helmets (bike ability)• Telephone role play• Makaton Signs – Safe, Danger• Keeping safe in the Sun• Keeping safe at home• Keeping safe: FGM</div> <div>VIDEOS: BBC Bitesize Road Safety Seatbelt Safety Stranger Danger Bikeability Level 1 A Lesson in Calling 999 Talk PANTS song Protect Yourself: Safe and Unsafe touch People who Help Us – Singing Hands The Feelings Song Safety Rules for Kids</div>		
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1.3 Keeping Healthy “Keeping Well” Links to Preparing for Adulthood Good Health in KS4+	Communicating to someone that you are in pain. Recognising that when you are unwell you may need to go home/bed/doctors.	Identify medication that can help people get well. Identify chemicals substances you should never taste or swallow. Identify some symptoms you may experience when not well. Recognise the difference between who can and can’t give you medication. Describe how smoking and alcohol can affect people’s health. Identify who you can talk to if you are worried about your mental or physical health. Understand how to check for different types of cancer. Such as, testicular cancer (Downs boys have a high prevalence).	Explain what it means to be hurt, unwell, and uncomfortable. Explain why you should never take another person’s medication. Understand that there are cancers specific to males and females. Understand that ‘Well’ and ‘Healthy’ are synonymous. Identify simple strategies if you are offered cigarettes, alcohol or other substances.	•	• Role Play – Doctors and Nurses • Looking for and identifying at safety signs in the environment • Laws on age and restricted items for sale • First Aid • Makaton – Medicine, Pain, doctor • Make posters – No Smoking! VIDEOS: We all have Mental Health Harmful Effects of Tobacco on the body Stop Smoking Alcohol and Peer Pressure What is a Medicine? Alcohol and Health		
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1.4 “Drugs, alcohol and tobacco” Links to Preparing for Adulthood Good Health in KS4+	Responding to stimuli about different health professionals – doctors, dentists, nurses. Recognising and respond to a ‘medicine’	Identify what the difference is between over-the-counter medicines and those prescribed by a doctor. Identify some examples of over-the-counter medicines. Recognise the importance of taking over the counter and prescribed medication correctly. Explain that all drugs can have risks to health, even if they are legal or have been prescribed. Identify the differences and similarities between vaping and smoking traditional cigarettes.				•	• Look at empty packets and brands of medications, discuss how they are used and benefit us or could be dangerous. VIDEOS: What is a Medicine? Drug Facts - Labels Using Medicines Safely Harmful Effects of Tobacco on the body Stop Smoking

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1.5 Exercise	Responding to stimuli about different kinds of	<p>Recognise the Physical Development Curriculum as being good for their health.</p> <p>Identify different and favourite forms of activities and exercise.</p>				<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • Try out different sports, physical activities and games. • Using a stethoscope, listen to your heart beat before and after exercise/take your pulse.

“Physical Activity” Links to Preparing for Adulthood Friends, Relationships and Community and Good Health in KS4+	physical activity and exercise. Identifying different kinds of physical activity and exercise.	Describe some of the physical and mental health benefits of regular exercise. Describe the challenges that can prevent you from exercising and suggest ways to overcome them. Identify and challenge common stereotypes relating to physical activity. Explain the long-term benefits of regular physical exercise and activity.					<ul style="list-style-type: none">• Create Power Points/Posters challenging sports’ stereotypes, e.g. Paralympians, Women Footballers.• Makaton – fast, slow, football, tennis, swimming, gardening... VIDEOS: BBC Teach – be active Wake up Shake up Cosmic Kids Yoga Playing sport for your body and your brain
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1.6 “Feeling Unwell” Links to Preparing for Adulthood Good Health in KS4+	Showing awareness of how to indicate to someone that you are unwell.	Describe the difference between being well and unwell. Identify how you can tell if you are unwell (including possible symptoms). Recognise that germs are spread to others (bacteria & viruses) Identify some of the terms that are used to describe when someone is emotionally or mentally unwell. Identify items and routines that support personal hygiene. Identify ways you can increase responsibility for looking after your physical and mental health. Explain what is meant by vaccination and why people might be immunised. Carry out self-examination.				<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Lucky dip (with hygiene products, say that they are and what they are used for)• Take each other’s temperatures and compile a chart of variations• UV Light and power hand hygiene experiment• Look at bacteria under a microscope• Breathing exercises, Yoga• Explore stress balls VIDEOS: Topsy and Tim Hospital visit Operation Ouch - handwashing Cosmic Kids – Good choices Why do we get sick? Vaccines

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1.7 Eating Healthy “Healthy Eating” Links to Preparing for Adulthood Good Health in KS4+	Responding to stimuli about different kinds of food and drinks. Identifying your favourite foods and drinks.	Identify foods you can eat all the time which are good for you. Identify foods that should only be eaten occasionally. Recognise what a healthy balanced diet is. Notice risks of consuming foods/drinks with high sugar or caffeine content. Recognise long tern benefits of a healthy diet. Identify some influences on your food choices and how you can manage these influences, e.g. habit, you like the taste of sweet food, etc.				•	<ul style="list-style-type: none">• Pull out different foods from a bag and describe them, sort into categories.• Try, taste/smell, new/different foods, including from other cultures/part of the world.• Critique and analyse food adverts. Produce a visual and tangible food wheel – balanced plate.• Makaton – Fruit, vegetables, Milk, sugar... VIDEOS: Healthy Eating 5 Fabulous Food Groups Healthy / Unhealthy food quiz A Balanced Diet Eating Habits and Food choices
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1.8 Positive self-image “Body Image” Links to Preparing for Adulthood Good Health in KS4+	Responding to stimuli, different images of young people. Identifying and describe some images of young people in pictures, magazines, TV, social media...	Describe your thoughts and feelings about how different bodies are portrayed in the media. Recognise what is meant by body image. Explain why some people may want to change the way they look. Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. Identify risks associated with cosmetic/aesthetic procedures (e.g. piercing, tattoos, tanning). See why advertising might use manipulated images and how recognising this might influence our responses.				•	<ul style="list-style-type: none">• Cut out images from magazines and the internet to make a collage of different young people/role models.• Fancy Dress - Try on different hats, sunglasses, wigs, explore make-up, fashions/accessories. Take photos. Discuss where appropriate to wear.• Self-portraits – Express what we like and admire about each other. We are all different but no one is better. Celebrate differences.• Makaton – hair, clothes, hat, pretty, strong, mirror. VIDEOS: Boys and girls on Stereotypes Prejudice and Stereotypes Body Image / Confidence We are All different The Reflection in Me Body Image eLearn (beateatingdisorders.org.uk)