

PSHE: 1 – Self, Health and Wellbeing

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 spiralled 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.

Elicitation 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 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, unless there is a significant need to cover it and share results with the class to make their voice valued in our *Student Lead Curriculum*.

Areas marked with an * may need additional parent consultation.

TOPIC AREA	Yellow	Pink	Purple	Blue	Turquoise	IDEAS AND RESOURCES	By the end of Primary (mainstream expectations)	By the end of Secondary (mainstream expectations)
<p>1.1 Caring for myself and other people</p> <p>"Mental & Physical Wellbeing"</p> <p>Links to Preparing for Adulthood Good Health in KS4+</p> <p>"" = Links to PSHE Association Topics (DfE approved)</p>	<p>Respond with curiosity to information about themselves.</p> <p>Respond to stimuli about people who look after us.</p> <p>Identify who looks after us.</p> <p>To engage with input around matching feelings and emotions.</p>	<p>Identify ways you may care for your family, friends, and other adults.</p> <p>Identify simple self-care techniques to take care of yourself.</p> <p>Identify things you can do by yourself to stay healthy and things you need help with.</p> <p>To recognise that other people have feelings different to your own.</p> <p>To match feelings and emotions independently.</p> <p>Understand the difference between comfortable and uncomfortable feelings.</p> <p>Name people they can talk to when unhappy.</p> <p>Understands that we can learn from mistakes.</p> <p>Show understanding of personal boundaries</p> <p>To 'stop' when asked and be confident in communicating 'no'.</p>		<p>Identify or describe different ways you can keep yourself healthy & well.</p> <p>Identify simple ways some germs/illnesses may be spread.</p> <p>Explain or demonstrate what you and others can do to prevent the spread of germs and why this is important.</p> <p>Discuss mental health strategies for a range of relatable conditions.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>Name coping strategies when unhappy.</p> <p>Name things that make themselves and others feel better when upset.</p> <p>Can start to be assertive without being unkind.</p> <p>Can complete a role play to fix relationship issues.</p> <p>Recognise the early signs of mental wellbeing concerns.</p> <p>Notice when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p>		<ul style="list-style-type: none"> Brushing teeth, washing hands, getting dressed independently, hair care, foot spa, importance of sleep and relaxation, hobbies, interests Arrange visits from a Dental Nurse Role Play/small world play – hairdressers, dentist... <p>VIDEOS:</p> <ul style="list-style-type: none"> Personal hygiene video Why do we need sleep video Toothbrushing song What does Wellbeing Mean to you? We all Have Mental Health <p>LESSON PACKS:</p> <p>Self-care - KS3 and KS4 form time activities PHE School Zone</p> <p>Mental wellbeing Overview PHE School Zone</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. that happiness is linked to being connected to others. how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

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<p>1.2 “Keeping Safe”</p> <p>Links to Preparing for Adulthood Friends, Relationships and Community in KS4+</p>	<p>Respond to stimuli about keeping physically safe.</p> <p>Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.</p> <p>Name / communicate some simple ways you can keep yourself physically safe in school.</p> <p>Respond with curiosity to stimuli about what is/ ways of keeping safe.</p>	<p>Describe some simple ways you can keep yourself safe in school and when out with your families, carers or friends.</p> <p>Explain how you know when to ask for help.</p> <p>Identify different people who are responsible for keeping you safe. Name and describe feelings associated with not feeling safe.</p> <p>Describe some simple rules for keeping safe near water, railways, roads and fire.</p> <p>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. Demonstrate ways of making it clear to others when we need help.</p> <p>Give simple reasons why it is important to help keep ourselves physically safe.</p> <p>Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.</p> <p>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.</p>	<p>Identify some different responsibilities we may have to help keep ourselves and others safe.</p> <p>Identify when someone might need First Aid because they are hurt or injured</p> <p>Explain why it is important to persist with asking for help if your initial requests are not met or understood.</p> <p>Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</p> <p>Describe some simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>Recognise when a situation is an emergency and demonstrate how to get help, including how to call 999.</p> <p>Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.</p> <p>Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</p>	<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 <p>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</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
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<p>1.3 Keeping Healthy</p> <p>“Keeping Well”</p> <p>Links to Preparing for Adulthood Good Health in KS4+</p>	<p>Communicate to someone that you are in pain.</p> <p>Recognise that when you are unwell you may need to go home/bed/doctors.</p>	<p>Explain what it means to be hurt, unwell, and uncomfortable.</p> <p>Identify medication that can help people get well.</p> <p>Identify chemicals substances you should never taste or swallow.</p> <p>Identify some symptoms you may experience when not well.</p> <p>Explain why you should never take another person’s medication.</p> <p>Begin to understand that there are cancers specific to males and females.</p>	<p>Understand that ‘Well’ and ‘Healthy’ are synonymous.</p> <p>Recognise the difference between who can and can’t give you medication.</p> <p>Describe how smoking and alcohol can affect people’s health.</p> <p>Identify simple strategies if you are offered cigarettes, alcohol or other substances.</p> <p>Identify who you can talk to if you are worried about your mental or physical health.</p> <p>Understand how to check for different types of cancer.</p>	<ul style="list-style-type: none"> • 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! <p>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</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
<p>TOPIC AREA</p>	<p>Pre-Formal</p>	<p>Semi-formal</p>	<p>Formal</p>	<p>IDEAS AND RESOURCES</p>	<p>By the end of Primary (mainstream expectations)</p>	<p>By the end of Secondary (mainstream expectations)</p>
<p>1.4 “Drugs, alcohol and tobacco”</p> <p>Links to Preparing for Adulthood Good Health in KS4+</p>	<p>Respond to stimuli about different health professionals – doctors, dentists, nurses.</p> <p>Recognise and respond to a ‘medicine’</p>	<p>Identify what the difference is between over the counter medicines and those prescribed by a doctor.</p> <p>Identify some examples of over the counter medicines.</p>	<p>Recognise the importance of taking over the counter and prescribed medication correctly.</p> <p>Explain that all drugs can have risks to health, even if they are legal or have been prescribed.</p> <p>Identify the differences and similarities between vaping and smoking traditional cigarettes.</p>	<ul style="list-style-type: none"> • Look at empty packets and brands of medications, discuss how they are used and benefit us or could be dangerous. <p>VIDEOS: What is a Medicine? Drug Facts - Labels Using Medicines Safely Harmful Effects of Tobacco on the body Stop Smoking</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

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<p>1.5 Exercise</p> <p>“Physical Activity”</p> <p>Links to Preparing for Adulthood Friends, Relationships and Community and Good Health in KS4+</p>	<p>Respond to stimuli about different kinds of physical activity and exercise.</p> <p>Identify different kinds of physical activity and exercise.</p>	<p>Identify different and favourite forms of activities and exercise.</p> <p>Describe some of the physical and mental health benefits of regular exercise.</p>	<p>Identify and challenge common stereotypes relating to physical activity.</p> <p>Explain the long-term benefits of regular physical exercise and activity.</p> <p>Describe the challenges that can prevent you from exercising and suggest ways to overcome them.</p>	<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. • Create Power Points/Posters challenging sports’ stereotypes, e.g. Paralympians, Women Footballers. • Makaton – fast, slow, football, tennis, swimming, gardening... <p>VIDEOS: BBC Teach – be active Wake up Shake up Cosmic Kids Yoga Playing sport for your body and your brain</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
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<p>1.6 “Feeling Unwell”</p> <p>Links to Preparing for Adulthood Good Health in KS4+</p>	<p>Show awareness of how to indicate to someone that you are unwell.</p>	<p>Describe the difference between being well and unwell.</p> <p>Identify how you can tell if you are unwell (including possible symptoms).</p> <p>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.</p>	<p>Identify items and routines that support personal hygiene.</p> <p>Identify ways you can increase responsibility for looking after your physical and mental health.</p> <p>Explain what is meant by vaccination and why people might be immunised.</p> <p>Explain how and why you carry out self-examination.</p>	<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 <p>VIDEOS: Topsy and Tim Hospital visit Operation Ouch - handwashing Cosmic Kids – Good choices Why do we get sick? Vaccines</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

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1.7 Eating Healthy “Healthy Eating” Links to Preparing for Adulthood Good Health in KS4+	Respond to stimuli about different kinds of food and drinks. Identify 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. Explain what a healthy balanced diet is.	Explain risks of consuming foods/drinks with high sugar or caffeine content. Describe long term benefits of a healthy diet. Describe 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	Pupils should know: <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	Pupils should know <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
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1.8 Positive self-image “Body Image” Links to Preparing for Adulthood Good Health in KS4+	Respond to stimuli, different images of young people. Identify 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). Explain 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	Pupils should know: <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 	Pupils should know: <ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.