**PSHE/C Curriculum – EYFS Spring Term 2**

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| **Theme: Healthy and safer Lifestyles - My Body and Growing Up** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. -To describe their own appearance and name external body parts. and-To understand ways in which their body has changed since they were a baby.2. To understand and value what their bodies can do.3. To recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts.4. To understand ways of looking after their body and keeping it clean. (MS)5. No Outsiders – Additional Learning – Hello, Hello – To say Hello | **Keyword** | **Definition** | **Keyword** | **Definition** | Personal, Social and Emotional Development:ELG: Managing Self-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| adult | a person or animal that has grown to full size and strength | physical characteristics | the physical features of a person – how somebody looks |
| newborn | recently or only just born (newly born) baby  | seedlings | a very young plant that has grown from a seed |
| toddler | a young child who has only just learned to walk or who still walks unsteadily with small, quick steps (toddles) | humans | people – being a human being (being a person) |
| pre-schooler | a child who is old enough to talk and walk but who is too young to go to school | penis, testicles | correct anatomical names for a male/boy |
| child | someone who is under 18 years old | vulva/vagina | correct anatomical names for a female/girl |
| life cycle | series of changes and developments that it passes through from the beginning of its life | personal hygiene | keeping yourself clean and regularly washing/cleaning parts of the body (clean skin and care of the mouth, teeth, hair, ears, hands, feet and nails) |
| growing | to become larger and change from being a child to being an adult as time passes - increasing in size or quantity | germs | very tiny living things (called micro-organisms) that can make us feel poorly (bacteria and viruses) |
| **Current Learning (EYFS)**This unit of learning in EYFS will learn how to value and appreciate their own and other people’s bodies. Children will learn to recognise and name external parts of the body using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate levels of responsibility. They will continue to develop basic hygiene routines, including toileting and washing, and will also learn about the importance of good hygiene andcleanliness for preventing the spread of disease. This unit is designed to encourage children to analyse their own role in developing positive, responsible and caring attitudes. They will learn that, as they grow, they will become more independent and will take more responsibility for looking after themselves and things around them. Thechildren will examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who help them. | **Future Knowledge (Year 1)**In year 1, children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and develop an understanding of how important it is to look after their body. Children will also consider simple hygiene practices and their levels of responsibility for these. The main themes of this unitare ‘body knowledge’, ‘body functions’, ‘body awareness/image’, ‘personal hygiene’ and ‘prevention of illness and disease’. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. - What does my body look like?and- How has my body changed as it has grown? | * Use a range of words to describe how they look
* Explain how their body has some similarities and some differences to those of their peers
* Describe ways my body has changed and grown since I was a baby
* Talk positively about my body’s new capabilities
 | * sharing
* listening respectfully to others’ ideas and opinions
* turn-taking
* communicating effectively with others
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| 2. What can my body do? | * Describe some things my body can do
* Talk positively about what my body can do
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| 3. What differences and similarities are there between our bodies? | * Give some examples of body parts which both boys and girls have
* Name a part of my body that only girls/only boys have, using the “doctor” words (scientific vocabulary)
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| 4. How can I look after my body and keep it clean? (MS) | * Able to talk about why it is important to keep my body clean
* Demonstrate different ways to keep my body clean
* Wash my hands independently at school
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| **No Outsiders**5. Additional Learning – Hello, Hello – To say Hello | * I know in my class we are not all the same
* I know we are all different
* I know I can make friends with different people
* I know how to make friends
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