**PSHE/C Curriculum – Year 1 Summer Term 2**

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| **Theme: Healthy and Safer Lifestyles: Healthy Lifestyles** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1 -To know about the range of things that help to keep them healthy, and how it feels when we are healthy. (HP) and  - To understand that we need food to grow, be active and maintain health.  2. To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise. (PHF)  3. - To recognise how foods fit within the basic food groups in the Eatwell Guide, and what constitutes a balanced meal. (HE) and - - To know that everyone should eat at least 5 portions of fruit and vegetables every day. (HE)  4. - To be able to make healthy eating choices and know how to prepare simple healthy foods. and  - To know how to make choices which promote healthy living.  5. No Outsiders – Errol’s Garden – To work together | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Health Education  Mental Wellbeing  • the benefits of physical exercise, time outdoors, community participation, voluntary and  service-based activity on mental wellbeing and happiness.  Physical Health and Fitness  • the characteristics and mental & 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.  Healthy Eating  • what constitutes a healthy diet (including understanding calories, and 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).  Health and Prevention  • how to recognise early signs of physical illness, such as weight loss,  or unexplained changes to the body.  • 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 visits to the dentist. | |
| personal hygiene | looking after your body and keeping clean – making sure you are in good health | community | people living together in one particular area or the people who are similar because of their interests | |
| exercise | physical activity that you do to make your body strong and healthy | food groups | the five food groups that make up a healthy diet (Fruit and Vegetables, Carbohydrates, Proteins, Dairy, Fats and Oils) | |
| rewarding | giving a reward, especially by making you feel satisfied that you have done something important and useful or done something well | portion-size | the amount of food that you eat at one time or in one serving (e.g. during one snack or one meal) | |
| physical health | keeping yourself in good health and being active. Physical health describes the condition of the body | palm | the inside part of your hand from your wrist to the base of your fingers | |
| mental health | our mental health is how we’re feeling inside, or how we are emotionally. It is the ability to feel, express and manage a range of positive and negative emotions | ingredients | foods that you add together in a recipe or the foods that make up a final product | |
| hungry/hunger | wanting or needing food | appealing | making something attractive or interesting | |
| active/inactive | busy with a particular activity e.g. keeping your body moving physically/not moving and staying still | persuade | to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it | |
| relaxation | the feeling of being relaxed and calm with less worry | knowledge | understand of or information about a subject that you get by experience or study | |
| screentime | the length of time that a person spends watching television or playing on electronics | dental hygiene | looking after teeth and gums and keeping them in a healthy condition (brushing twice a day and visiting a dentist regularly) | |
| bedtime routine | a set of calm and relaxing activities that are followed in the same order every night to help prepare someone for sleep | milk teeth/baby teeth | the first set of teeth that you grow when you’re a baby – these then wobble and fall out to make room for your set of adult teeth to grow | |
| **Prior Learning (EYFS)**  The children in EYFS looked at the importance of understanding what our bodies need to be healthy and what activities children need to do to maintain a healthy body. Children looked at making healthy choices which and why these are important. The children learnt through a variety of activities, how to keep healthy. This included understanding the need for a balanced diet, rest, sleep and regular exercise. | | | | **Future Knowledge (Year 2)**  In year 2, the children will look at the theme of Healthy and Safer Lifestyles: E-safety - Me and My Online Identity. In this unit children will explore what being safe online means and will learn ways to protect their identity and their privacy. They will review their understanding of information as being precious or special because it applies just to them, and learn that private information is as valuable online as it is off-line, and should therefore not be shared. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How can I stay as healthy as possible? (HP) What does it feel like to be healthy? (MW) 1.1 – 1.4  and  Why do we need food? 6.1 and 6.2 | * Understand what ‘being healthy’ means to them * Able to recall some simple ways to stay healthy * Recognise how it feels to be healthy and also how it might feel to be unhealthy. * Understand what ‘personal hygiene’ means * Recognise the need for good personal hygiene and staying clean * Know why it is important to keep themselves clean * Understand why it is important to get a sensible amount of sleep * Know some routines and activities they do to keep healthy – e.g. eat breakfast in the morning; brush their teeth before they come to school; drink water at school and home; go to bed before 8.00 last night; walk or cycle to school. * Recognise ways that others stay healthy – as a class using a bar chart- e.g. eating fruit and vegetables; playing with my friends. * Identify how their body feels after exercise (playing a 10 minute shake up game) * Understand that taking part in games/physical activity with others can be rewarding and enjoyable – (prompt with did they smile or laugh during it? Were they disappointed when it finished?) * Able to talk about a physical activity which they enjoy and give reasons why they enjoy it – e.g. playing a running game, playing football, going on a bike ride * Understand which emotions they feel when they take part in a physical activity which they enjoy - How did they feel/what emotions did they experience? * Recognise how their bodies might feel after taking part in physical activity * Recognise that being physically active can make you feel happy and good about yourself * Able to make a link between being physically active and feeling good * Understand that physical health can also support their mental health - e.g. think about how they feel when they haven’t had enough sleep/have not eaten a balanced lunch or dinner * Recognise that by taking care of ourselves and making healthy choices we can feel better and happier * Understand what ‘being hungry’ means * Recognise how being hungry might make their body feel (When I feel hungry... e.g. my tummy rumbles, I feel grumpy, my body feels shaky.) * Understand why we get these feelings of ‘hunger’ (because our bodies need food, our body is asking us for food and reminding us to eat). * Able to give some reasons why we need food e.g. So we can grow bigger, to make us strong, to give us energy. * Identify the three reasons why we need food - to grow, to be active and to stay healthy. * Understand the benefits of eating a healthy lunch (better mood, more energy etc) * Understand the importance of eating breakfast – using the the poem What shall we do about poor little Tigger? Or the story in Chapter 2 of The House at Pooh Corner. * Able to give suggestions of healthy breakfasts – using Breakfast section of the Change4Life website. * Able to choose a healthy breakfast idea (recipe) which they would enjoy * Understand the importance of eating breakfast – using roleplay partners (encouraging and persuading Tigger to eat breakfast) | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Why is it important to be active, and what are the opportunities for physical activity? (PHF) What does it feel like to be healthy? (MW) | * Able to identify two things they like to do after school. * Understand if their body is active/moving (e.g. playing football) or inactive/not moving (e.g. watching television). – using above activity * Able to recall one active activity that they like doing – shared on a class display – (challenge the class to do their chosen activity once or twice more than usual after school each week) * Understand how they feel when doing their chosen physical activity – include what changes in their body e.g. faster heartbeat, red/hot face and their emotions e.g. I feel excited; I feel happy; I feel proud of myself. * Understand the benefits of doing more physical activity on their emotions - using Feelings Faces * Understand what would happen if they did their chosen activity most days, e.g. I would be able to swim a long way, I would be able to run faster, I would be much stronger in gymnastics, I would be fitter. * Understand what ‘screentime’ is * Able to recall and record how much time they spend on a screen activity each day (e.g. on an electronic device; computer, tablet, PlayStation, TV) * Able to recall and record how much time they spend doing a physical activity each day (e.g. playing in the garden, trampolining, walking the dog). * Understand the positives of changing from a screen activity to a physical activity. * Able to talk about a change that they made to do less screen activities and instead try to do more physical activities instead – can say what they are proud of or enjoyed (e.g. On Tuesday I walked to the shops and I played in the garden, This week I did ten hours of active time, I enjoyed going for a bike ride with my brother instead of sitting in my bedroom on my iPad) * Recognise the difference between a physical activity and an activity when they are still. (comparing being physically active in PE and being still in the classroom) * Understand that being physically active can help them feel happier, stronger and proud of themselves (if taking part in team games – they may feel more connected to others and that they are a part of a community) | | | | |
| 3. What does healthy eating mean and why is it important? (HE) What can help us eat healthily? (HE) 5.1 – 5.3 and 7.1 -7.3 | * Able to recall what they had for dinner last night * Understand that there are different food groups – using the Eatwell Guide from the Food a fact of life website. * Able to describe the five food groups and give examples of foods which might be in each group. * Identify foods that they have eaten (for dinner last night) and sort them into food groups on the Eatwell guide * Understand that we need a range of foods from the four main groups to stay healthy * Understand that we may choose to eat foods from the left-hand corner (Foods and drinks high in fat and / or sugar), but these should be less often and in small portions. * Identify what kind of drinks are good for us (top right-hand corner) * Able to create their own balanced plate of food (drawing) using the Eatwell guide * Understand that a well-balanced healthy meal needs food from the different food groups * Able to categorise a selection of foods into the correct food groups – using the story The Very Hungry Caterpillar (Saturday) * Understand what the hungry caterpillar needs to make a healthy well-balanced meal * Know how many portions of fruit and vegetables they should eat every day (5) * Understand that a portion-size should be the size of their palm (using their hand) * Recognise that there are different types of fruit and vegetables: fresh (e.g. apples), frozen (e.g. peas), dried (e.g. raisins), tinned (e.g. sweetcorn, carrots, pineapple) and juice (e.g. orange juice). * Able to choose what they might eat tomorrow and planning in at least five portions of fruit and vegetables (using Meal Planner) * Identify some new vegetables that the little boy (Oliver) tries in the story Oliver’s Vegetables * Identify some of the less well-known fruits and vegetables. * Able to recall five different vegetables that could be used to create a soup recipe * Identify as many fruits as possible from the story Oliver’s Fruit Salad * Identify some ingredients on different smoothie cartons – looking at how many of each fruit has been used. * Estimate how many pieces of fruit would be used in a carton of smoothie * Able to use their understanding to create a smoothie recipe e.g. 20 grapes, 2 apples, 10 raspberries. * Understand how to make the smoothie carton (packaging) appealing to persuade other children to drink it | | | | |
| 4. What healthy choices can I make? 8.1 – 9.5 | * To Identify foods they like from the story You Choose * Understand that you might need different foods at different times of the day * Understand that some foods are eaten to celebrate special days or for different occasions * Sort some foods from the story You Choose into food groups using the Eatwell Guide e.g. I can see a watermelon which belongs in the fruit and vegetables group; I can see some spaghetti from the bread, rice, potatoes and pasta group. * Able to select a healthy food from the picture from the book You Choose - e.g. I choose some salad; I choose a sandwich etc * Understand that sometimes we have choices about our food but not always – e.g. where we eat; when we eat; who we eat with. * Understand that although some of their choices about food will be made by adults at this age, they can try to make healthy choices where possible. * Able to select their preferred eating situation if they could choose (what, where, when and who with) * Understand that we all have different eating preferences when we are able to make decisions about food – (some differences and some similarities) * Able to prepare some simple healthy snacks e.g. fruit kebabs or a smoothie * Recognise ways to stay healthy – as explained in the story Dr Dog. * Able to give examples of ways the patients could have taken better care of themselves – identify better choices that these characters could have made to keep themselves healthy while Dr Dog was away, e.g. Kev Gumboyle   should have chosen not to share his comb with a friend; Gerty Gumboyle should have chosen to wear her raincoat and hat etc.   * Understand that being able to make choices is important because it is teaching us to be independent and helping us to do things for ourselves. * Recognise that as we grow up, we learn to make more and safer choices and our knowledge and understanding grows. Some of this understanding and these choices are about keeping healthy. * Able to explain a choice that they could make to keep themselves healthy – using the sentence stem: A choice I can make to keep myself healthy is... * Understand that there are times when they need a bit of help from an adult to make a choice about something, e.g. which programmes they can watch; which foods they can eat; which clothes they can wear. * Identify times when they may need an adult with particular training to help them with their health, for example a doctor, nurse, optician, dentist, paramedic. * Understand the importance of looking after their teeth – using the story I want my tooth. * Understand ways to look after their teeth (having good dental hygiene) e.g. brushing twice a day, and visiting the dentist regularly. * Understand why milk/baby teeth fall out while they are young – so that they can make way for adult teeth * Able to recall some ways they help prepare themselves for sleep (bedtime routines) – using the stem sentence ‘Before I go to bed (or sleep), I usually...’ * Understand what a ‘bedtime routines’ is * Able to give some examples of things they do to prepare themselves for sleep * Understand that ‘bedtime routines’ and can help us to sleep well, for example listening to a story, having bath, having a milky drink. * Understand the importance of relaxation and sleeping well at night. * Identify things they do every day which help keep them healthy (in addition to eating healthily and being active), such as washing/bathing, brushing teeth and getting a good night’s sleep. | | | | |
| **No Outsiders**  5. Additional Learning- Errol’s Garden | * I know I can ask for help with my ideas * I know how to ask for help * I can work with different people | | | | |