

Medium Term Plan Subject PSHE Year: 1 Spring Term 2 Title: Healthy Me

Progressive Objectives:

- To be able to explain why your body is amazing and can identify a range of ways to keep it safe and healthy.

Key Concepts Covered in this unit (taught knowledge):

- Know the difference between being healthy and unhealthy
- Know how to make healthy lifestyle choices
- Know that all household products, including medicines, can be harmful if not used properly
- Know how to keep safe when crossing the road

Second Order Concepts (social and emotional skills)

- Keep themselves safe
- Recognise how being healthy helps them to feel happy
- Recognise ways to look after themselves if they feel poorly
- Recognise when they feel frightened and know how to ask for help

Prior Learning:

In EYFS, children learnt about their bodies: the names of some key parts as well as how to stay healthy. They talked about food and that some foods are healthier than others. They discussed the importance of sleep and what they can do to help themselves get to sleep. They talked about hand washing and why it is important. The class also discussed 'stranger danger' and what they should do if approached by someone they don't know.

Vocabulary: Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait

Assessment: Lesson 6. The worksheet for this lesson assesses the child's understanding of the puzzle. For additional clarity and to extend the pupils understanding ask the following questions to determine whether pupils are working at or working below

Can you think of any unhealthy choices that might be harmful to a person's body?

Why do healthy choices help us to be happy?

Why might unhealthy choices make us feel unhappy?

Suggested outcome for this unit: Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 6: Keeping clean and health)

By the end of this unit: the children will learn about healthy and less healthy choices and how these choices make them feel. They will explore the subjects of hygiene, keeping themselves clean and learn that germs can make you unwell. The children will learn about road safety, and about people who can help them to stay safe.

Lesson 1

- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
- I feel good about myself when I make healthy choices

Vocab: Healthy, Unhealthy, Balanced, Exercise, Sleep

Explain to the children that there are lots of ways to keep ourselves healthy. Ask them to tell you some of the ways they know and emphasise that the ones in the song are very important. Show the PowerPoint slides again and ask the children to mime actions for each of the main healthy lifestyle messages shown. Ask them how they might feel if they were really healthy and take feedback from as many children as possible.

Lesson 2

- I know how to make healthy lifestyle choices
- I feel good about myself when I make healthy choice

Vocab: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices

Use the PowerPoint slides from the previous Piece. Display each picture in turn and ask the children for their ideas about how they can make healthy choices in response to each picture. In pairs, children identify as many healthy choices as they can. Give each pair a template of a child and ask them to draw or write around the picture all their healthy choices. Take feedback from the children about their healthy choices. Add these to the children's Jigsaw Journals. Do the Healthy Balance Sum from the previous Piece. Ask if anyone remembers the actions from last time. Act this out with the children several times together, and then ask them to do it without instructions from the teacher.

Lesson 3

- I know how to keep myself clean and healthy, and understand how germs cause disease/illness
- I know that all household products including medicines can be harmful if not used properly
- I recognise that I am special so I keep myself safe
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Vocab: Healthy, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe

One at a time, show children the empty containers of bathroom and kitchen cleaning products. Ask children where each should be kept in relation to whether it is safe, unsafe or needs to be kept safe in a certain way, e.g. medicines out of reach of small children in locked cupboard. Discuss how some cleaning products have ingredients in them that can be harmful if used in the wrong way. Working in small groups, children sort pictures of household items/products into the rooms where they would be found, either kitchen or bathroom; then each pair takes, for instance, the kitchen pictures and sorts those into items safe for them to use/not safe for them to use. Debrief reasons why some items are safe/unsafe for them at this age.

Lesson 4

- I understand that medicines can help me if I feel poorly and I know how to use them safely
- I know some ways to help myself when I feel poorly

Vocab: Medicines, Healthy, Unhealthy, Trust, Safe

Show the children some empty medicine packaging. Try to include at least one with the instruction leaflet inside. Ask the children why medicines have instructions. Discuss with the children the dangers of taking too much medicine, and who should give medicine to them. Working in groups of 3 or 4, children look at the picture cards of things we put into our bodies and decide whether they go into the 'always healthy/safe' pile, the 'never healthy/safe' pile or the 'OK sometimes' pile. Children feedback their responses and ask whether everyone in the group agreed where to put each picture. Discuss some of the answers about which the children disagreed: why was this?

Lesson 5

- I know how to keep safe when crossing the road, and about people who can help me to stay safe
- I recognise when I feel frightened and know who to ask for help

Vocab: Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait

Using the PowerPoint slide about crossing the road, teach the children the steps with Jigsaw Jack. Take a child through the 6 steps while the other children tell him what to do next to stay safe. Ask the children who they could ask to help them if they didn't feel safe crossing the road. Draw out from them that it is OK to feel frightened doing things like crossing the road and that there are people to help you.

Lesson 6 (assessment)

- I tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
- I can recognise how being healthy helps me to feel happy

Vocab: Keeping clean, Healthy

Show the children the Keeping Clean and Healthy Timeline template and explain how they can complete each box using writing or drawing. Children create their own individual templates, writing or drawing in each box as necessary. The children could be encouraged to record their responses onto their template or an adult may wish to scribe their ideas. The completed templates can also be used as part of the End of Puzzle Outcome

