

St. Michael's C of E Primary School – PSHE Curriculum – Unit 4 Healthy Me
Content Overview, Skills and Knowledge Progression from EY to Year 6.

Suggested timing – Spring term possible through a whole school theme week.

<p>EY – Key Content - HM</p> <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers
<p>In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them
<p>Year 1 – Key Content – HM</p> <ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe
<p>In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean</p>	<p>Skills</p> <ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices • Realise that they are special

<p>and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p>	<ul style="list-style-type: none"> • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy
<p>Year 2 – Key Content - HM</p> <ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy
<p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends
<p>Year 3 – Key Content - HM</p> <ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line scenarios • Respect for myself and others • Healthy and safe choice 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of
<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and</p>	<p>Skills</p> <ul style="list-style-type: none"> • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe

<p>sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do
<p>Year 4 – Key Content - HM</p> <ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong
<p>In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know how to be assertive
<p>Year 5 – Key Content - HM</p> <ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types

<ul style="list-style-type: none"> • Motivation and behaviour • Strength 	<ul style="list-style-type: none"> • Know the different roles food can play in people’s lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle
<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people’s relationships with food and how this can be linked to negative body image pressures.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy
<p>Year 6 – Key Content - HM</p> <ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including ‘county lines’ and gang culture • Emotional and mental health • Managing stress 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people’s bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse
<p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people’s bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there</p>	<p>Skills</p> <ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life’s situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure

are strategies they can use when they are feeling stressed.

