


# Dereham Church Infant and Nursery School- PSHE

	<b>Year group: Year 1</b>	<b>Area/topic: PSHE [Healthy Me!]</b>
	<p>(objectives from NC/ELG/Development matters)</p> <p>I know the difference between healthy and unhealthy choices</p> <p>I know how to keep myself clean and healthy</p> <p>I know that germs can cause illness and disease</p> <p>I know that medicines can help me when I am poorly and how to use them safely</p> <p>I know how to be safe crossing a road</p> <p>I know which people will help me when I don't feel safe</p>	

Prior learning	Future learning
<p>Children can make controlled healthy choices for themselves and understand why they need to do this. Children can manage their own personal hygiene and explain why this is important. Children can talk about why some foods/drinks are healthier than others and the need for a balanced diet. Children can talk about how they can be a safe pedestrian.</p>	<p>I am able to explain some ways I know that will keep me healthy, I can talk about medicines that can help me when I am poorly and know that some substances around the house can be dangerous. I know how to cross a road safely and can talk about ways I can keep myself safe. I can explain adults I can turn to for help if I am not feeling safe.</p>

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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>• I can talk about ways to keep healthy</li> <li>• I know that germs cause illness and disease and that keeping clean helps me to stay healthy [discuss products used to keep clean].</li> <li>• I know that medicines can help me if I am poorly [talk about only taking medicines directed by an adult and that someone else's medicine can be dangerous to you].</li> <li>• I can talk about substances/household items that can be unsafe if not used correctly</li> <li>• I can talk about healthy food choices and can explain what a "balanced diet" means</li> <li>• I can talk about being safe when crossing a road/stranger danger</li> <li>• I know who I can talk to if I don't feel safe.</li> </ul>	<p>Observing children when faced with a challenge.</p> <p>Observing children when they are given a partner task.</p> <p>Talking to children about what might help them/how they could help themselves.</p> <p>Role play/drama</p> <p>Philosophy</p> <p>During discussion</p>
Key vocabulary	

Healthy/unhealthy  
Balanced diet  
Choices  
Germs  
Disease

#### Common misconceptions

Children may think all medicines are good for you.

#### Books linking to this area

"Get your dragon to eat healthy food" by Steve Herman  
"Good enough to eat" Lizzy Rockwell  
"The monster health book" by Edward Miller

#### Songs

"Stop, look and listen"

<p>Children may not have a clear understanding of what a stranger is.</p>	<p><a href="https://youtu.be/ffxaO8xJ7yw">https://youtu.be/ffxaO8xJ7yw</a>          "Good foods" Jack Hartman  <a href="https://youtu.be/5dR22hbln6w">https://youtu.be/5dR22hbln6w</a>          "Keep bad germs away" Jack Hartman  <a href="https://youtu.be/2uOqhSOry0I">https://youtu.be/2uOqhSOry0I</a>          "Stranger Danger" song  <a href="https://youtu.be/92HCKfYakLU">https://youtu.be/92HCKfYakLU</a></p>
Memorable first hand experiences	Opportunities for communication
<p>Visit by dentist/road safely [Olly Day]          Making healthy fruit smoothies</p>	<ul style="list-style-type: none"> <li>• During discussion [whole class or small group]</li> <li>• During "Philosophy"</li> <li>• During drama</li> <li>• When planning and working in teams</li> <li>• Planning and working with a partner</li> </ul>

*DCINS Reasonable adjustments for pupils with SEND*

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<i>simplified steps songs/videos smaller groups using puppets</i>	<i>social stories real life experiences drawing on their own experiences visual prompt pictures/lists to help with remembering tasks talking tiles</i>

### *Social, Emotional and Mental health*

*allowing time for thoughts/ideas  
having an awareness of home life/experiences  
specific to that child  
a trusted adult to talk to  
awareness of how other children may impact on  
another child's ability to cope/contribute to a  
group*

### *Sensory and Physical*

*allow processing time  
allow time for calming down if needed  
allow ideas to be communicated through  
videos/pictures rather than just spoken words or  
writing.*