


# Dereham Church Infant and Nursery School- PSHE

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|  | <p>Year group: Year 1</p> | <p>Area/topic: PSHE [Healthy me]</p> <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 when I am stressed and anxious and know how this can make me feel</p> <p>I can suggest ways I can help myself to feel calmer and know which adults can help me.</p> |
|---|---------------------------|--|

| Prior learning  | Future learning   |
|---|---|
| <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> | <p>I can explain that a "balanced diet" means having all the food groups represented [protein, carbohydrates, vegetables and fruit]. I understand that some snack foods are healthier than others. I can explain what I need to do to keep my body healthy and understand that having a healthy mind is important too, I know that when I am feeling anxious/stressed, I may have physical symptoms [ie; feeling sick, racing heart, sweaty etc]. I can talk about how I can calm myself down and who I can talk to if I am anxious. I can explain how medicines work in my body and understand that medicines must be used safely.</p> |

| What pupils need to know or do to be secure  |  |
|--|--|
| Key knowledge and skills   | Possible evidence  |
| <p>I know how to keep my body healthy and I know that having a healthy mind is important too.</p> <p>I can explain how it feels when I am stressed and anxious and ways I can use to make myself calm down,</p> <p>I can talk about the different food groups needed to make a balanced diet,</p> <p>I can talk about how medicines work in my body and know that medicines can be dangerous if they are not used correctly.</p> <p>I know which foods are good when my body needs energy,</p> <p>I can choose and make a healthy snack.</p> | <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> |
| Key vocabulary   | Role play/drama  |
|  | Philosophy   |

|  |   |
|--|---|
| Protein, carbohydrates, fruit, vegetables, fibre<br>vitamins<br>Balanced diet<br>Medicines<br>Germs<br>Disease | During discussion   |
| Common misconceptions  | Books linking to this area  |
| Children may think you can never eat "unhealthy" foods and not understand the concept of a balanced diet.      | <p>           "Danny eats a balanced diet" by Preethi<br/>           "Be good to your body" Roz Fulcher<br/>           "The monster health book" Edward Miller<br/>           "What are germs?" Katie Daynes<br/>           "Germs -the invisible fight" Kate Savi<br/>           "George and the germ" Sadie Gardener         </p> <p> <u>Songs</u><br/>           "Food groups" <a href="https://youtu.be/nUfke4MYE7">https://youtu.be/nUfke4MYE7</a><br/>           "Food group song"<br/> <a href="https://youtu.be/Qd45QhG-gRM">https://youtu.be/Qd45QhG-gRM</a><br/>           "Healthy food V junk food"<br/> <a href="https://youtu.be/fE8lezHs19s">https://youtu.be/fE8lezHs19s</a><br/>           Jack Hartman "keep bad germs away"<br/> <a href="https://youtu.be/2uOqhSOryOI">https://youtu.be/2uOqhSOryOI</a><br/>           "Calm down song"<br/> <a href="https://youtu.be/jjYkInQTd0">https://youtu.be/jjYkInQTd0</a> </p> |
| Memorable first hand experiences   | Opportunities for communication   |
| Making healthy snacks to try   |   |

Creating their own "calm down" songs or activities

- During discussion [whole class or small group]
- During "Philosophy"
- During drama
- When planning and working in teams
- Planning and working with a partner

*DCINS Reasonable adjustments for pupils with SEND*

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