

Rationale and aims:

PSHE is central to our commitment to educating the whole child, not just their academic achievement. We believe that children learn best when they feel safe, valued, understood and confident, and our PSHE curriculum plays a vital role in creating this foundation.

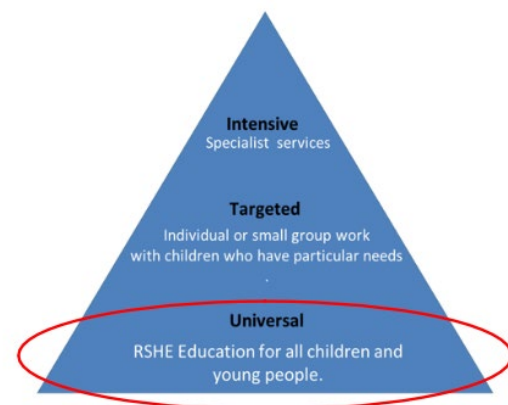
Through RSHE, we help pupils to:

- build positive, respectful relationships
- develop empathy, kindness and tolerance
- understand their own emotions and those of others
- learn how to keep themselves healthy and safe
- develop the confidence to speak up, ask for help and make informed choices

Our curriculum reflects the diverse families, backgrounds and experiences within our school community and the wider world. By teaching children about family life, friendships, health, growing up and consent in an age-appropriate and sensitive way, we equip them with the knowledge and skills they need to navigate relationships both now and in the future.

Adaptive, responsive and led by the children and our community.

Our PSHE curriculum is intentionally adaptive, responsive and continually evolving, shaped by the needs of our children and the wider community. The PSHE Lead reviews and adjusts the curriculum multiple times throughout the year in response to emerging trends. The Headteacher, SENDCO and PSHE Lead work collaboratively to monitor behaviour logs, and when patterns or spikes occur we respond swiftly through targeted teacher training, additional PSHE lessons for specific year groups, or individual interventions for pupils who need them. Children’s voices directly influence curriculum decisions through our EDI Ambassadors, pupil feedback forms and reflections gathered during PSHE lessons. We also draw on community data, such as NHS Fingertips health trends and information from the local neighbourhood policing team, to ensure our curriculum reflects local realities.



Our PSHE curriculum forms part of our universal offer for all children, ensuring every pupil receives high-quality, preventative education that supports their wellbeing and personal development. When additional needs arise, the next level of support is targeted intervention delivered by our Inclusion Team, responding to individual or group trends. In a small number of cases, some children may require more specialist support from external agencies to ensure their wellbeing needs are fully met.

How PSHE is taught at Hillsborough:

PSHE is taught weekly from Year 1 to Year 6, first thing every Monday morning, providing an important, calm and reflective start to the week. Lessons last around 45 minutes and begin with a reminder of our PSHE rules, followed by a quick-fire warm-up game to help pupils feel comfortable and ready to participate. Each session is structured around a key debate question, such as “What makes a healthy friendship?”, with pupils recording their initial thoughts on their unit outcome sheets. The main body of the lesson is highly discussion-led, with minimal writing and a strong emphasis on the teacher facilitating debate. Children explore scenarios, true-or-false statements, key information, images and videos to deepen their understanding. At the end of the lesson, pupils record their final thoughts to demonstrate progression.

Ask-it baskets are available in every classroom so children can privately ask questions or share ideas, which is especially important during sensitive topics such as periods; teachers address these either with the class or individually as appropriate.

Respect what others say; no put downs

Understand other people's views, feelings and opinions and respect differences to your own.

Let the teacher know if you want to speak to them privately.

Encourage yourself and others to get involved and engage with the sessions to get the most out of them.

Speak for yourself, using statements like "I" and don't involve other people.

The PSHE Curriculum:

Our PSHE curriculum is organised into clear, progressive units designed by the Curriculum Lead and Headteacher. The curriculum is designed in mind of the needs of our pupils in our community and so we do not follow a scheme. We have incorporated a lot of high-quality resources from Learn Sheffield. The Sheffield City Council/ Learn Sheffield materials have been developed through consultation with NHS professionals, parents, faith leaders, young people, charities, schools and Sheffield City Council, ensuring they are inclusive, accurate and community-informed.

Teachers are provided with detailed planning documents, key vocabulary definitions and supporting resources for every unit, alongside regular training and ongoing support from the PSHE Lead. This ensures that PSHE is taught consistently, confidently and in a way that meets the needs of all pupils.

Our curriculum is split up into the units below:

Yearly overview for PSHE Units

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Rights and Responsibilities	Identity, society and equity	Mental Health	RSHE	Keeping safe	Physical health

Key threads:

Rights and Responsibilities	Identity, society and equality	Mental Health	RSHE	Keeping safe	Physical health
Rule of law Responsibilities Democracy Rights Money management Jobs	My identity & British Values Being a good citizen Equity Community Racism Gender Discrimination	Feelings and emotions Managing strong emotions Developing resilience What impacts our mental health Boundaries	Friendships Anti-Discrimination Family structures Health and growing up Consent and boundaries	Road Sun Water Fire First aid Train/ tram Online Feeling safe Strangers Risks outside the home	Diet Exercise Sleep Medicine Oral health and sickness Health choices including alcohol, tobacco and vaping

Monitoring and review:

Our PSHE curriculum is monitored and adapted continuously to ensure it remains relevant, inclusive and responsive to the needs of our pupils and community. Rather than an annual review cycle, the PSHE Lead evaluates the curriculum throughout the year, using trends in behaviour, safeguarding data and community information to inform updates. The PSHE Lead also conducts regular monitoring of teaching and provides ongoing staff training to ensure consistency and confidence across the school. Teachers are supported with clear planning documents, high-quality resources and guidance so that PSHE is delivered effectively and sensitively in every classroom. Governors are fully involved in the development and oversight of our RSHE curriculum, alongside parents and carers.

The PSHE Lead, Miss Harvey continually develops her expertise by attending regular training events and keeping up to date with national and local developments in PSHE. She is an active member of the Sheffield-wide PSHE Leads group, which is working towards creating a city-wide PSHE curriculum. Within the trust, she monitors PSHE provision and works closely with other PSHE Leads to share good practice, strengthen consistency and support high-quality teaching across all schools.

Support for pupils:

Support RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school: • Class teacher. • Learning Mentor.

External: • Local agencies. • National agencies such as Childline • NSPCC.

SEND and adaptations:

Our PSHE curriculum is designed to be fully accessible to all pupils, including those with special educational needs or disabilities. Key vocabulary can be supported through Communication in Print, ensuring children have visual cues to aid understanding. Ask-it baskets are available in every classroom so that pupils who feel anxious about sharing ideas publicly can contribute privately using a post-it note. Some children may benefit from pre-teach sessions, additional adult support, or social stories, particularly for sensitive topics such as hygiene and puberty. Lessons are intentionally discussion-led with minimal writing, allowing all pupils to participate verbally; where writing is required, teachers can scribe for pupils to ensure their voice is captured on written 'first thoughts' and 'final thoughts' pages. The SENDCO and Inclusion Team work closely with teachers to adapt resources, provide targeted support and ensure every child can engage safely, confidently and meaningfully with the PSHE curriculum.

EDI (Equity, Diversity and Inclusion) goal:

Our school is committed to the trust-wide Equality, Diversity and Inclusion (EDI) goal: *"In our school community we want every person to be safe, seen and supported and feel free to be themselves. We are committed to growth through listening and learning together to create a place where everyone is respected and belongs."* This statement is displayed throughout the school and underpins our approach to behaviour, curriculum and relationships. Staff receive training on how to confidently and consistently challenge discriminatory language or behaviour, ensuring a clear message across the school. We also have EDI Ambassadors who help promote inclusion, celebrate diversity and ensure pupil voice shapes our ongoing EDI work.



Roles and Responsibilities:

Headteacher (Mrs Wileman): The Headteacher has overall responsibility for ensuring PSHE is delivered in line with statutory guidance and reflects the needs of our school community. They oversee policy implementation, ensure staff are appropriately trained, and work closely with the PSHE Lead to maintain high standards of safeguarding, inclusion and curriculum quality.

PSHE Lead (Miss Harvey): The PSHE Lead coordinates the PSHE curriculum, ensuring it is well-sequenced, age-appropriate and responsive to trends within the school and wider community. They provide staff training, monitor teaching and learning, update planning and resources, and liaise with external partners such as Learn Sheffield. The PSHE Lead also identifies pupils who may benefit from additional support during sensitive units.

Personal Development Lead (Mrs King) Mrs King oversees the wider Personal Development offer across the school, ensuring that PSHE, character education, enrichment and wider opportunities work together to support pupils' wellbeing, confidence and personal growth.


Class Teachers: Teachers are responsible for delivering high-quality PSHE lessons using the school's agreed planning and resources. They create a safe, respectful classroom environment, respond sensitively to pupils' questions, and raise any safeguarding or wellbeing concerns promptly. Teachers adapt lessons where necessary to meet the needs of all learners.

SENDCO (Mrs Kay): The SENDCO ensures that pupils with SEND can access the PSHE curriculum meaningfully and safely. They advise staff on adaptations, support individual pupils who may need pre-teaching or follow-up work, and work closely with the PSHE Lead to identify additional needs or targeted interventions.

Inclusion Team: The Inclusion Team provides targeted support for pupils who may need additional help with emotional regulation, relationships, or safeguarding themes covered in PSHE. They deliver small-group or 1:1 interventions, liaise with families, and work with external agencies where specialist support is required.

The curriculum map:

Rights and responsibilities: Autumn 1

Hillsborough Primary School Rights and responsibilities Overview document 					
Y1	Y2	Y3	Y4	Y5	Y6
<p>What is fair or unfair?</p> <p>What responsibilities do I have at home (kind to siblings, care for pets, tidy room)</p> <p>Is it okay to disagree? (With friends? With a teacher? A parent? A leader?)</p> <p>What are my rights? (shelter, food, to be heard etc)</p> <p>Where does money come from?</p> <p>Why do people go to work?</p>	<p>What is right and wrong?</p> <p>What responsibilities do we have in school? (rules, ethos, 3b, behaviour, look after their belongings etc)</p> <p>How can I make my opinion heard? (school council, talking to teachers, community?)</p> <p>What are my rights in school? Right to an education?</p> <p>Money management: What are needs and wants?</p> <p>What benefits can <u>having</u> a job bring to your life?</p>	<p>Why have rules?</p> <p>What responsibilities do we have to our community?</p> <p>What is a democracy?</p> <p>What are my rights in the community? What do I not have a right to yet (can't vote or drive yet. Can own a library card etc)</p> <p>How can I keep my money safe?</p> <p>What jobs are there? Do they all pay the same money? (could have a job fair?)</p>	<p>What rules do we have in school and at home?</p> <p>What responsibilities do we have to each other? (Needs of others, peer support, playground buddy, telling a teacher)</p> <p>Has Britain always been truly democratic? (Women didn't have a vote. Could debate whether children should vote)</p> <p>What is free speech? Does everywhere, have it?</p> <p>How can I pay for things?</p> <p>How can money impact my feelings?</p> <p>What is a business? What does it mean to be self-employed? (pros/ cons?)</p>	<p>What is a rule of law?</p> <p>What responsibilities do we have to our planet?</p> <p>Is the whole world democratic? (Compare without judgement- question why we have democracy? Who doesn't)</p> <p>Just because we have free speech, should we always use it? (When is it inappropriate/ offensive.</p> <p>How can I plan a simple budget?</p> <p>How can we avoid online financial scams?</p> <p>What and who can influence your decision about your career?</p>	<p>Should laws ever be broken? (e.g. look at the past women fighting to vote or the countryside law for public footpaths)</p> <p>How can we take responsibility to be a better citizen?</p> <p>How can I make a difference?</p> <p>Has free speech always been legal?</p> <p>How can I use a bank account?</p> <p>Enterprise: How to raise money for a charity</p> <p>What steps do I need to take in the future to be able to have a job)</p>
Nursery			Reception (FS2)		
<ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community (give children their own tasks to carry out e.g. fetch milk) - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Show interest in different occupations. - What are the rules in FS? Model putting them into practice - Have money and a shop in role play- explore using money and to understand it can be used to buy things 			<ul style="list-style-type: none"> - What are children's responsibilities in FS2? Have visually in areas e.g. how to tidy up painting. Responsibility for finding their own pencil etc - What are the rules in FS? Model putting them into practice - Introduce whole school rules "be safe, be ready, be respectful" Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others - Explore "what is a job" be able to name 10 jobs - Explore what is money – what do we use it for? What does it look like? 		

Identity, Society and Equity Autumn 2

Hillsborough Primary School Identity, Society and Equity Overview document					
Y1	Y2	Y3	Y4	Y5	Y6
<p>What does it mean to be me? (What do I like/dislike? What are my skills/ talents?)</p> <p>Who <u>is in charge of</u> my country?</p> <p>How are we the same/ different? (looks, family, hobbies)</p> <p>Who lives in my neighbourhood?</p> <p>How do we make a happy school?</p> <p>What is the difference between boys and girls? (<u>are</u> there any? Hobbies and interest focus not physical)</p>	<p>What does my identity mean? (Bring in culture, religions, different meals, family members)</p> <p>What is being a great citizen?</p> <p>Where do you think you belong? (community groups)</p> <p>Who is in my Hillsborough Primary school community?</p> <p>What can I do if I witness something I know is wrong?</p> <p>Do we have gender differences in school? (Look at who plays football, who goes to craft clubs, clothes, who does to choir etc)</p>	<p>Is everyone's identity the same?</p> <p>What is a community? How can we be a good citizen in our community?</p> <p>What different religions do we have in this school? How can we show mutual respect to friends who are different to us? (Look specifically religious difference)</p> <p>What are the different groups that people can belong to in their community?</p> <p>What does it mean to be anti-racist?</p> <p>What is sexism? (Bring in history suffragettes)</p>	<p>What are my values?</p> <p>Who in our communities needs our support? (elderly people, seeing people who are disabled in shops, charities, hospitals)</p> <p>What countries do we come from? How can we show mutual respect to friends who are different to us? (Look specifically at ethnicity/ cultural differences)</p> <p>What does it feel like to belong to our community?</p> <p>What is unconscious bias?</p> <p>What are gender stereotypes?</p>	<p>What does it mean to be British? Is it the same for everyone? (NOT about tea/ cricket. British for one is diff for another. Bring in diff cultures)</p> <p>How can I be a good citizen to people with disabilities?</p> <p>What is prejudice? What is the history of prejudice and racism?</p> <p>What is privilege?</p> <p>How can we show mutual respect to friends who are different to us? (Look specifically at gender fluidity and transgender)</p> <p>What do I do if I feel I am being discriminated against?</p>	<p>What are our British values? (Question the values- have they always been true? What do they mean to us?)</p> <p>How does anti-social behaviour affect my local community?</p> <p>Is equality or equity better for people with disabilities?</p> <p>What should I do if I encounter prejudice? How can we stop racism?</p> <p>How do we fight sexism/ misogyny?</p> <p>Who can we report discrimination to? (In school/ community/ online)</p>

Nursery	Reception (FS2)
<p><u>Own identity:</u></p> <ul style="list-style-type: none"> - See themselves as a valuable individual. Name something that they can do well e.g. kick a ball or draw a picture - Begin to make sense of their own life-story and family's history (Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.) <p><u>Identity of others:</u></p> <ul style="list-style-type: none"> - Continue developing positive attitudes about the differences between people. Ensure that resources reflect the diversity of life in modern Britain. - Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation 	<p><u>Own identity:</u></p> <ul style="list-style-type: none"> - Value the children's culture. Invite parents in to celebrate their culture. - Complete "all about me" activities. (Children need to know who is in their family, if they have a religion or not, if they know another language or are from another country, if they have pets and name a hobby they have) - Be able to name who is in their family <p><u>Identity of others:</u></p> <ul style="list-style-type: none"> - Understand that some places are special to members of their community e.g. church or mosque. Learn the names of some places of worship in their local areas. - Recognise that people have different beliefs and celebrate special times in different ways. (see development matters for guidance) - Read Hats of faith- Children's book See themselves as a valuable individual (Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them.) - Read "the great big book of families" book

Mental Health: Spring 1



Y1	Y2	Y3	Y4	Y5	Y6
<p>Where do feelings come from? (2 lessons- 40 min total split into 2)</p> <p>Who am I? (Proud to be me)</p> <p>What makes me feel happy? 2 lessons- split into 2.</p>	<p>What different emotions do we feel?</p> <p>How can we improve self-esteem?</p> <p>How can change affect how we feel?</p> <p>How can we control our worries?</p> <p>How can a problem in my friendships affect how I feel?</p> <p>How can we set positive personal goals?</p>	<p>What is mental health?</p> <p>How can other people help us with our mental health?</p> <p>How do I manage my feelings?</p> <p>What are the different ways people express how they are feeling</p> <p>How can I positively deal with put-downs and setbacks</p> <p>How can we manage our emotions if we experience loss or sadness?</p>	<p>Does everybody have the same feelings?</p> <p>Should we be happy all the time? (Dealing with strong emotions of loss, sadness or grief)</p> <p>How can the digital world impact my mental health?</p> <p>What strategies can I learn to take care of my own mental health during periods of change? (e.g. covid, illnesses, hormonal changes, moving house, different teachers etc)</p> <p>How can the media impact on body image? <i>Why is it important that we have a healthy mind as well as a healthy body?</i></p>	<p>Why do we argue?</p> <p>Who am I? (my identity and celebrating uniqueness)</p> <p>Is it ok to feel different from the people around us? (body image and emotions)</p> <p>Who can help me control my emotions?</p> <p>How can we manage our emotions if we experience something traumatic?</p> <p>What are emotional triggers?</p>	<p>What are comfortable and uncomfortable emotions?</p> <p>How do we separate emotion from thought/ decision making?</p> <p>How can we calm down?</p> <p>How can I practice self-care and positive mental health myself? How can I set healthy mental health habits?</p> <p>How can we improve our self-esteem?</p> <p>How can we establish boundaries to help our mental health?</p>

Nursery	Reception (FS2)
<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Apply this to scenarios with dolls. Have playdough emotion faces in provision - Understand gradually how others might be feeling. Adults to model this explicitly <p>Explicitly teach self-regulation and mindful strategies such as: Belly Breathing; Mindfulness for Children</p>	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. Read <i>Rosie Revere Engineer</i> or <i>other</i> resilient story. Discuss how mistakes can be an important part of learning. Set up activities where children <u>have to</u> have multiple attempts to get something right. Celebrate 'resilience' - Identify and moderate their own feelings socially and emotionally. (See Development matters for guidance) - Emotions: First step is to understand what they are feeling and name it. Lots of modelling in provision "I can see you are

RSHE: Spring 2

RSHE Overview document (focus on 2 strands: 1. relationships with friends, family and those around us. 2. Health/ growing up/ consent)					
Y1	Y2	Y3	Y4	Y5	Y6
<p>Who is in your family? Who is special in my life? Who do I want to make a friendship with? What makes a good friend? How can I solve a friendship problem? How can we manage our emotions if a friendship breaks down? What is the PANTS rule?</p>	<p>Do families always stay the same? (Separation and stepparent introduced.) How should families treat each other? What makes a healthy friendship? What is bullying? How can we understand and respect similarities and differences between people? (Different ethnicities and physical differences) Who owns my body? I do! (consent)</p>	<p>What is a "normal" family? (look at same-sex parents. Introduce adoption and fostering) Are families ever perfect? What can I do if a friendship is making me unhappy? Can a relationship be positive and negative? How can we fight bullying? What is consent?</p>	<p>How can our family traditions be different dependant on our religion? What are young careers? Are boys and girls the same? (gender fluidity, transgender + non-binary introduced) What is a period? How can I keep myself clean? How can we practice consent?</p>	<p>How can families be different culturally? Why do some people get married? (+ civil partnerships) How can I tolerate and be respectful to my friends for who they are? (Gender Identity and sexuality) How will my body change as I get older? (puberty) How can we voice our boundaries? (+ consent)</p>	<p>What is appropriate or inappropriate physical contact? What images should I share? What are protected characteristics? What is manipulation? How are babies made? (Parents can withdraw) NOTE: Ensure children fully understand puberty from y5-if not an extra lesson may be done. What is consent for a friendship and relationship?</p>
<p>Nursery</p> <p>Relationships Children learn about kind hands, build confidence with new people, and play cooperatively with others. They practise solving simple conflicts, use persona dolls to explore feelings and solutions, and take turns using language like "my turn" and "your turn."</p> <p>Families Children draw and talk about who is in their family, naming each member and their relationship (e.g., mum, brother, nana).</p> <p>Consent Using Pantosaurus and NSPCC <i>Talk PANTS</i> resources, children learn that privates are private, their body belongs to them, no means no, and that they should talk to an adult if a secret or situation makes them feel worried. They are encouraged to speak up and seek help from trusted adults. Body language: Privates, bottom</p>			<p>Reception (FS2)</p> <p>Relationships Children build respectful relationships by expressing their feelings and beginning to understand the feelings of others. They learn what "sorry" means and how to put things right when friendships break down. Adults model positive conflict resolution and explore the idea of "kind hands." Peer massage is introduced to promote calm, consent-based touch.</p> <p>Families Children talk about who is in their family, name important people in their lives, and share family photos or drawings. Through stories and discussion, they learn that families can look different but all provide love and care.</p> <p>Consent Using Pantosaurus and NSPCC <i>Talk PANTS</i> resources, children learn that privates are private, their body belongs to them, and no means no. They explore the difference between safe and unsafe secrets and identify trusted adults they can talk to if they feel worried. Childline is introduced and posters are displayed to reinforce help-seeking. Body language: Privates, bottom</p>		

Keeping Safe: Summer 1



Y1	Y2	Y3	Y4	Y5	Y6
<p>Who keeps me safe? -In school -At home?</p> <p>What is road safety?</p> <p>Do strangers always mean danger?</p> <p>What should I do if I get lost? (+ to know their address)</p>	<p>How can we be safe in the sun?</p> <p>Who are the emergency services and how can they help me? (+ learn an emergency contact number)</p> <p>What does it mean to be safe?</p> <p>How might my emotions and behaviour change if I don't feel safe?</p> <p>What should I do if I don't feel safe at home or at school?</p>	<p>What does the school rule: "to be safe" mean?</p> <p>How can we be safe near water in our local area?</p> <p>What is fire safety?</p> <ul style="list-style-type: none"> - School - Home - Preventative - Fire fighter in school 	<p>How can we be safe around household electricals?</p> <p>What is water safety? (swimming pools)</p>	<p>How do I keep myself around the railway tracks and trams?</p> <p>What first aid can I learn? How can I help someone who is hurt?</p> <p>How do I keep safe when I am out by myself?</p>	<p>Can I be held accountable for my behaviour online and in person? Compare physically hitting someone and threatening online. Bring in law.</p> <p>Is it safe to carry a knife?</p> <p>What is a 'gang'?</p>
<p>Online:</p> <ul style="list-style-type: none"> - What information should we share online or in gaming? - Who should I tell if I feel unsafe or worried online? 	<p>What information should I not post online?</p>	<p>What are age restrictions and why are they needed?</p> <p>What are privacy settings?</p> <p>How can the internet be used to benefit your life? (Away from social media and games, job applications etc)</p>	<p>What is a healthy amount of screen time?</p> <p>What is consent online? Gaming and social media consent – do you have to say "yes" to a "friend?" sharing images</p> <p>Is it possible to really tell who someone is online?</p> <p>Online gaming: What behaviours are appropriate to stay safe and be respectful?</p>	<p>What are the legal age limits for different social media apps?</p> <p>Where can I go for support if I am being bullied online or believe that mental health is being affected online?</p> <p>What is a digital footprint?</p>	<p>What is an online scam?</p> <p>What is a "troll"? What effect can online bullying have a person's life? (body image)</p> <p>Can I meet a "friend" that I met online? If you are going to do that- how to do it safely</p>

Nursery	Reception (FS2)
<ul style="list-style-type: none"> - To know how to be a safe pedestrian - To know their parents' names - To be able to spot some dangers in the kitchen e.g. the oven, the kettle - To know not to hold hot drinks or use knives unsupervised - To know how to hold scissors safely in school - To know not to run indoors - Use Smartie Penguin online safety resources Smartie the Penguin Childnet - To know that adults are there to keep them safe in school - 	<ul style="list-style-type: none"> - To be able to describe where they live. - To know to go to a police officer/ shop keeper/ mother with children if they get lost - To know how to cross a road with a pedestrian crossing - To know to not go in water without an adult - Use Smartie Penguin online safety resources Smartie the Penguin Childnet - To know how to hold scissors safely in school - To know that school rules keep them safe in school - To know they need to tell an adult where they are going so they can be safe in school

Physical Health: Summer 2



Y1	Y2	Y3	Y4	Y5	Y6
<p>What is physical health?</p> <p>What are healthy foods? (include healthy food across different cultures)</p> <p>What is exercise?</p> <p>Why do I have to go to bed earlier than my big brother?</p> <p>What can we take to help make us feel better? (calpol, water for headaches etc)</p> <p>What is oral hygiene?</p>	<p>How can you make healthy choices about food and drink? What is out of your control (parents buy food. Choice at school)</p> <p>What is the importance of physical activity?</p> <p>How much sleep do I need? How can I rest and when should I rest?</p> <p>Who keeps us healthy?</p> <p>What decisions do we make can impact their oral hygiene?</p>	<p>Is a chocolate bar always “unhealthy”? (look at a eat well food guide, what are the food groups?)</p> <p>How can branding affect the food you buy?</p> <p>What physical exercises can we do at playtime (learn new games)</p> <p>Why is sleep important?</p> <p>What is medicine? Where should these be stored at home?</p> <p>How can I avoid getting ill?</p>	<p>How can health, religion, culture and moral views affect food choices? (Remind of food groups)</p> <p>What is fair trade and how it can be used as a food choice factor?</p> <p>How can we add more exercise into our daily routines?</p> <p>How can poor sleep impact our mental health?</p> <p>What are the daily drugs that people might take?</p> <p>Where should I get my health information?</p>	<p>How can food adverts be misleading?</p> <p>When can exercise become <u>unhealthy</u> ?</p> <p>What factors can affect our sleep? (stress/ electronics/ noise)</p> <p>Why do people smoke or vape?</p>	<p>Can I budget for a full day of meals for 4 people for £20?</p> <p>Can the way someone looks always show how good they are at exercise?</p> <p>How can lack of sleep affect our physical health?</p> <p>What are the 4 types of drugs?</p> <p>What happens when you drink alcohol?</p>

<p>Nursery</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Explicitly teach how to wash hands Social stories to model toilet routine.</p>	<p>Reception (FS2)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine Read the couch potato and discuss what makes a healthy lifestyle</p>
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