

SUBJECT: PSHE

UNIT: Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe

TERM: 2 YEAR GROUP: 2

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1 Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices.	To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences	Identify recent choices they have made Describe the consequences of their choices, both good and not so good Talk about what influenced their choices Describe their feelings after they had made their choices <i>NB An informed choice means using what the pupils already knows to form their choice or decision.</i>	Active listening Make decisions and choices Drawing conclusions	What does being healthy mean to us? Who tells us what choices we have? When can we choose for ourselves? What helps us to choose? What do we need to know to help us to make a choice? What/who helps us to keep to our decisions or change our minds?	Stories with morals or where the young characters make choices that lead to consequences, e.g.: Goldilocks

<p>SESSION 2</p>	<p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>Describe different feelings both good and not so good</p> <p>Identify strategies they can use and practise to manage their feelings</p> <p>Give reasons for managing their feelings and explain the responsibility they have toward others who may be affected</p> <p>Talk about how they can help others who may have not so good feelings</p>	<p>Self-manage feelings</p> <p>Self-reflection</p>	<p>What feelings do we all share?</p> <p>Where in our bodies do we feel these feelings?</p> <p>How do people know how we are feeling?</p> <p>How do these feelings affect our behaviour?</p> <p>What can we do to cope with these feelings?</p> <p>How can we tell people how we feel?</p> <p>How can we help others who may have not so good feelings?</p>	<p>Stories where young characters encounter a range of different feelings.</p> <p>Talk about alternative endings or use Fast Forward or Wind Back strategies.</p>
<p>Session 3</p>	<p>To understand the importance of, and how to maintain, personal hygiene</p>	<p>Re-cap basic personal hygiene routines</p> <p>Explain what happens if they don't take care of personal hygiene</p> <p>Describe how personal hygiene can be maintained and the benefits of taking care of their bodies</p> <p>Describe how to keep good oral health</p> <p>Describe how some diseases are spread</p> <p>Explain how the spread of some diseases can be controlled by personal hygiene practices</p> <p>Identify some diseases, e.g. 'flu, that are controlled through vaccination and medication</p> <p>Explain how they are responsible for their own health and that of others</p>	<p>Self- organisation</p> <p>Make decisions and choices</p> <p>Managing risk</p>	<p>What do we do to keep our bodies healthy and clean each day? Each week?</p> <p>How do healthy people feel?</p> <p>How will keeping clean and healthy help us as we grow up?</p>	<p>https://www.youtube.com/watch?v=CG8F-6dZk8k The Bath Song</p> <p>Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole</p>

<p>Session 4</p>	<p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Describe changes and losses that have happened to them or others since they started school</p> <p>Identify feelings they or others may have had about change or loss</p> <p>Identify strategies they can use to manage sad/unhappy feelings</p> <p>Talk about what it means to lose something/someone special</p> <p>Identify ways they can comfort or be sensitive to the needs of others who have experienced change or loss</p>	<p>Empathy, Self-reflection</p> <p>Communication of ideas and views to others</p> <p>Resilience</p>	<p>What are the things that we treasure most?</p> <p>How do we feel when things get broken or lost?</p> <p>How have things changed in our lives since we started school?</p> <p>How do we feel when friendships are broken?</p> <p>How do we feel if we lose something or if someone leaves our family?</p>	<p>Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other.</p>
<p>Session 5</p>	<p>To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p>Describe ways they have grown and changed (emotionally, physically and socially)</p> <p>Identify ways they are independent now from when they were younger</p> <p>Describe additional responsibilities they have in class, school and at home</p> <p>Identify new opportunities that increasing independence brings to them</p>	<p>Self-reflection</p> <p>Affirm self and others</p> <p>Reviewing own progress</p>	<p>What things can we do on our own? With help?</p> <p>Why do we grow up so slowly?</p> <p>What new responsibilities do we have in school or at home that we didn't have before?</p> <p>Why do we have to have new responsibilities?</p>	<p>Stories about growing up and how needs have changed.</p> <p><i>Pupils could bring in photographs showing the changes that have occurred since their birth (being sensitive to those who may not have photos of them as babies – adapt as necessary).</i></p>

<p>Session 6</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p>	<p>Describe what they are good at and what they need help with</p> <p>Recognise that it is ok to make mistakes and that they are part of learning</p> <p>Review their own targets and set themselves realistic but challenging personal goals</p> <p>Use Growth/fixed mindset posters – saved in Health and Wellbeing folder</p> <p>Children to sort growth and fixed mindset statements – saved in folder</p> <p><i>NB It is important to foster a growth mind set approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.</i></p>	<p>Active listening</p> <p>Set challenging goals for self</p> <p>Recognise distorted thinking</p> <p>Affirm self and others</p>	<p>Who are we?</p> <p>What makes us feel good about ourselves?</p> <p>How do our special people show us that we are special?</p> <p>How does it feel when we do something new?</p> <p>How does it feel when we do something difficult?</p> <p>How does it feel when we make a mistake?</p> <p>How does it feel when we overcome a problem or achieve something?</p>	<p>Stories where characters achieve a goal; have their own special strength or attributes, learn from mistakes</p> <p>Growth and fixed mindset statements – saved in Health and Wellbeing folder</p>
-------------------------	--	--	---	---	--