



DOWN AMPNEY PRIMARY SCHOOL

Term 5

Unit Overview: LKS2 PSHE

Being My Best

<p>Key questions</p> <p><u>Keeping Myself Healthy</u></p> <ul style="list-style-type: none"> Am I responsible for keeping myself healthy? What can I do myself to keep healthy? How do I feel when I do things to stay healthy? <p><u>Celebrating and Developing My Skills</u></p> <ul style="list-style-type: none"> What skills or talents do I have? How can a talent or skill be developed? Does goal-setting help improve skills and talents? How? What would I like to achieve when I am older? How do I achieve my goals? 	<p>Substantiative Knowledge</p> <ul style="list-style-type: none"> Recognise how different food groups work in our body. Explain how some infectious illnesses are spread from one person to another. To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. To identify my achievements and skills to work on. To explain how skills are developed. <ul style="list-style-type: none"> I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I have already done (or plan to do) to improve it. 	<p>Vocabulary</p> <p>Achieve, fruit, medicine, bones, goal-setting, muscles, skills, teeth, balanced diet, talents, improve, practise, proteins, water, sleep, healthy, starchy, carbohydrates, dairy, exercise, energy, vegetables.</p> <p>Phonics / polysyllabic words</p> <p>a/chieve car/bo/hy/drates vege/ta/bles</p>
<p>Subject skills</p> <ul style="list-style-type: none"> ❖ Role-play and drama to explore how our actions can impact others. ❖ Circle time/quality talk led by the children. ❖ Give advice to the mascot's about how they could deal with different situations. ❖ Have clear and focused discussions around topics and establish what it means to set goals and challenge ourselves. ❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own. 	<p>PSHE themes:</p> <p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy: Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way. ❖ The rule of law: Identifying right from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment. ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others' opinions when discussing different topics. ❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p>Linked texts:</p> <p>Here We Are – Olivier Jeffers The Dot – Peter Reynolds.</p> <p>Possible misconceptions</p> <p>Some children may think that all healthy food is boring and cannot be enjoyed. Children may think that when they set a goal, it cannot be changed.</p> <p>Christian Values:</p> <p>Courage: Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be able to reflect courageously on their own emotions.</p>



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		<p><u>Respect:</u> The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p><u>Trust:</u> Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we would not feel judged or criticised.</p>
<p><u>Prior learning</u></p> <p><u>Me and my relationships</u></p> <p><u>KS1</u></p> <p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p> <p><u>LKS2</u></p> <p>Solving problems</p> <p>Looking after our special people</p> <p>Special friends</p> <p>Dares</p>	<p><u>Future learning LKS2 Year B</u></p> <p><u>Keeping safe</u></p> <p>Danger, risk or hazard?</p> <p>How dare you!</p> <p>Keeping ourselves safe</p> <p>Raisin challenge</p> <p>Picture wise</p> <p>Medicines: check the label</p> <p>Know the norms</p> <p>Traffic lights</p>	