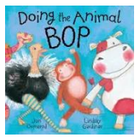
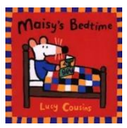
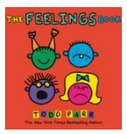
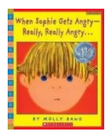
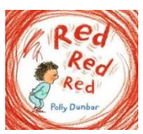
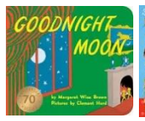
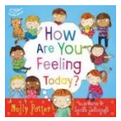
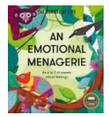
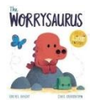
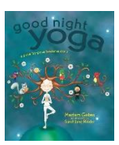
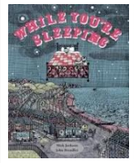
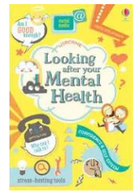
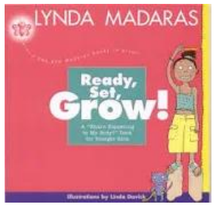
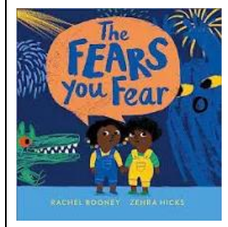
EWELL GROVE PRIMARY AND NURSERY SCHOOL
PHSE – Autumn 1b
Healthy Body and Mind

Nursery / Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
FBV: Individual Liberty In the EYFS, 'Individual Liberty' involves providing children with opportunities to develop self-confidence and self-awareness, allowing them to express their feelings and beliefs, and encouraging child-led play where they can explore their own interests and make choices, such as selecting books or activities, to build a positive sense of themselves. **Individual Liberty can be shown by:** ➢ Promoting Self-Confidence and Self-Awareness ➢ Encouraging Child-Led Exploration ➢ Supporting Risk-Taking e.g. navigating an obstacle course ➢ Fostering Expressing Opinions ➢ Allowing for Choice e.g. promoting their ability to think for themselves and make decisions. ➢ Providing Opportunities for Self-Expression	**FBV: Individual Liberty** In Key Stage 1, 'Individual Liberty' is not about total freedom but is taught by creating a safe environment where young children can make choices, develop their independence, and understand themselves as valuable individuals. It is the freedom to do what you want "within reason," so long as it does not harm or disrespect others. **Individual Liberty can be shown by:** ➢ Encouraging children to make choices: Schools provide structured opportunities for children to make informed decisions and experience the consequences in a safe environment. ➢ Developing self-awareness and self-confidence - help children to have a positive sense of themselves and their abilities. This builds the confidence to share their own views and opinions. ➢ Understanding personal freedoms – learning about their rights and the importance of being able to respectful exercise them. ➢ Expressing feelings and opinions – create a climate where every child feels valued and able to express their personal views without fear of judgement.	**FBV: Individual Liberty** In Years 3 and 4, 'Individual Liberty' is all about making safe, independent choices within established boundaries, understanding personal freedoms, and expressing their views respectfully. This is fostered by encouraging personal confidence, self-awareness, and providing opportunities for children to make choices in their learning and daily activities, such as choosing tasks or participating in school council elections. The aim is to build a positive sense of self while respecting the rights and freedom of others. Individual Liberty can be shown by: ➢ **Choice in Learning:** Children are given freedom to choose how they record their work or which enrichment activities to participate in. ➢ **Expressing Opinions:** They learn to respectfully express their views and beliefs, for example, through class discussions or by voting in school elections. ➢ **Making Independent Decisions:** Children are encouraged to become as independent as possible, with opportunities to make choices in a safe and supported environment. ➢ **Understanding Rights and Freedoms:** Through lessons on PSHE and online safety, they are taught to understand and exercise their rights and freedoms safely. ➢ **Developing Self-Confidence:** Activities that boost self-confidence, such as sharing a favourite book or participating in activities like painting, help children develop a positive sense of self.	**FBV: Individual Liberty** In Years 5 and 6, 'Individual Liberty' is about children making safe, informed choices about their learning and behaviour, understanding their rights within a supportive environment, and expressing their own ideas respectfully. This is achieved through opportunities to choose how to present work, decide on enrichment activities, and participate in class discussions, all while learning to take responsibility for their choices and understand the consequences of their actions. Individual Liberty can be shown by: ➢ **Personal Choices:** Children are given freedom to make choices, such as selecting books, deciding how to record their work, or picking which clubs to join, all within a safe and supportive setting. ➢ **Informed Decisions:** Learning to make informed choices that relate to their health, well-being, and safety, a skill developed through lessons on PSHE, anti-bullying, and online safety. ➢ **Voice in Learning**: Pupils are encouraged to share their views and opinions, participating in discussions where they can express their thoughts on various topics. ➢ **Presenting Work:** Opportunities are provided for children to present their work and answer questions in a way that reflects their own understanding and creativity. ➢ **Understanding Rights:** They are taught about their rights and personal freedoms, and how to exercise them safely and respectfully.
Safety Element: Firework Safety Can recall some appropriate firework safety rules. **Safety Element: Road Safety** Can understand they must stay on the pavement. Can hold hands and walk when travelling close to the road. Can stop and hold an adult's hand when crossing the road. **Safety Element: It's my body!** Can discuss the difference between appropriate (good) and inappropriate (bad) touch. Can identify an adult they trust. Can recognise that parts of their body covered by underwear are private.	**Safety Element: Firework Safety** Can discuss strategies for staying safe around fireworks. **Safety Element: Road Safety** Can demonstrate sensitivity to other pedestrians. Can recall the Green Cross Code: stop, look and listen. Can identify how to cross the road safely in different places. ✓ How to be sensitive to other pedestrians ✓ The Green Cross Code: stop, look and listen ✓ How to cross the road safely in different places Can identify how to cross the road safely in different places. Can consider and manage some risks when travelling by road. Can identify situations by the road which they may need help, and know who to ask. ✓ How to manage some risks when travelling by a road ✓ Who to ask if they need help	**Safety Element: Firework Safety** Identify the risks associated with fireworks. Manage the risks associated with fireworks. **Safety Element: Road Safety** Children need to know: How to identify situations by the road – when they might need help How to identify risks, hazards and dangers How to stay safe by the road Strategies for staying safe by the road The importance of bicycle safety (Year 4 Bikeability in Spring Term) How to identify risks that affect their personal safety **Safety Element: NSPCC – Pants Rule** Children need to be able to: ✓ Discuss how to respond if physical contact makes them feel uncomfortable ✓ Identify what to do it they feel unsafe or worried for themselves or others ✓ When is it appropriate to keep something confidential?	**Safety Element: Firework Safety** Children need to be able to: Identify the risks associated with fireworks Manage the risks associated with fireworks Respond to the risks / dangers associated with fireworks **Fire Safety Talk:** In addition, a Fire Educational Officer will visit Year 5 to explore the story of an imaginary house fire with activities to deliver key fire safety messages and enable the children to learn more about what happened and how it could have been prevented. Children will: ✓ Learn when to call 999. ✓ Identify key fire hazards at home. ✓ Learn about the importance of working smoke alarms. ✓ Understand how to make a Fire Escape Plan. ✓ Learn how to Stop, Drop and Roll. **Safety Element: Road Safety** Identify risks that impact upon their personal safety e.g. mobile phone, head phones.

		Safety Element: It's my body! Can recognise parts of the body covered by underwear are private. Can name the main parts of the body including external genitalia. Can recognise that some things are private and understand the importance of respecting privacy. Can comment on the importance of not keeping adults' secrets (only happy surprises that others will find out eventually). Can discuss how to respond if physical contact makes them feel uncomfortable or unsafe. ✓ The names for the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). ✓ Parts of their body covered by underwear are private ✓ The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). ✓ How to respond if physical contact makes them feel uncomfortable or unsafe.		✓ Identify different situations when they may need to seek or give consent ✓ Re-cap the pants rule with the children and the word 'consent' – what does it mean? Share the stories **"Secrets and Surprises"and "Private Parts are Private" by Jayneen Sanders.** **All children should be able to recognise a range of emotions and feelings and know how and when to ask for help and support. Talk to children about 'trusted adults' and outside support e.g. Child line.**		Explain the importance of rules and laws for the road (introduce Highway Code). Be able to discuss their journey to school, identifying potential risks. Know current road laws and make suggestions for improvements Consider and manage risks when travelling by bicycle Year 6 Bikeability **Safety Element: NSPCC – Pants Rule** ✓ Identify different situations in which they may need to seek or give permission (consent) ✓ Discuss basic techniques for resisting pressure to do something ✓ Recognise different types of physical contact; what is acceptable? Unacceptable? ✓ Recognise when it is right to break a confidence or share a secret	
Being Active Balanced Diet Sleep My feelings Others feelings I feel angry	***Being Active Balanced Diet Sleep Feelings Anger and Frustration Sadness***	***Being Active Healthy Eating Identifying my Feelings Managing my Feelings Healthy Mind Sleep Well-being Positive Thinking***		***Physical Health Sleep Active v Inactive Lifestyle Mental Health Understand Feelings and Expressions***	***Balanced Healthy Lifestyle Importance of Sleep Exercise and Physical Health Illness Mental Wellbeing 5 Ways to Wellbeing***	***Physical Health Healthy Lifestyle Early Signs of Illness Puberty/Changing Body Emotions and Mental Health Mental Health and Wellbeing***	***Active Lifestyle Physical Health – Contributing Factors Balanced Lifestyle Mental Health and Keeping Well Feelings and Emotions Describe Feelings – Change, Range and Intensity***
Can recognise what the effects of activity are, on their bodies. Can eat a range of healthy foodstuff. Can make healthy choices about food, drink and activity. Can understand why we need sleep. Can talk about feelings using words like 'happy', 'sad', 'angry', 'worried'… Can understand gradually how others might be feeling. Can develop appropriate ways of being assertive.	Can talk about difference factors that support their overall health and wellbeing. Can make healthy food choices about food, drink and activity. Can explain the need for variety in food. Can identify food that supports good health. Can talk about difference factors that support their overall health and wellbeing. Can understand gradually how others might be feeling. Can express their feelings and consider the feelings of others. Can identify and moderate their own feelings, socially and emotionally. Can express their feelings and consider the feelings of others.	Can recognise how physical activity helps us to stay healthy. Can identify ways to be physically active every day. Can identify the need for variety in food. Can identify foods that support good health. Can identify and moderate their own feelings, socially and emotionally. Can use a range of words to describe feelings. Can explain why sleep is important. Can identify ways to rest and relax.	Can discuss different ways to keep healthy. Can explain the risks of eating too much sugar. Can identify things that help people feel good. Can recognise what others might be feeling. Can understand that not everyone feels the same at the same time, or feels the same about all things. Can identify things that help people feel good. Can discuss strategies for managing big feelings. Can explain why sleep is important. Can identify ways to rest and relax.	Can comment on growing and changing from young to old and how people's needs change. Can discuss routines that support good quality of sleep. Can discuss elements of a balanced, healthy lifestyle and the risks of an inactive lifestyle. Can discuss strategies for managing big feelings. Can identify the everyday things that can affect feelings. Can use a varied vocabulary when talking about feelings. Can understand that feelings can be expressed in different ways. Can use a varied vocabulary when talking about feelings.	Can discuss the elements of a balanced, healthy lifestyle and the risks of an inactive lifestyle. Can explain how sleep contributes to a healthy lifestyle. Can recognise how regular exercise benefits mental and physical health. Can identify good physical health and recognise early signs of physical illness. Can use a varied vocabulary when talking about feelings. Can understand that mental health, just like physical health, is a part of daily life. Can recognise the importance of taking care of mental health. Can identify strategies and behaviours that support mental health.	Can recognise how regular exercise benefits mental and physical health. Can identify good physical health and recognise early signs of physical illness. Can recognise choices that support a healthy lifestyle and what might influence these. Can comment on the physical and emotional changes that happen when approaching and during puberty. Can identify strategies and behaviours that support mental health. Can identify and use strategies for responding to intense or big feelings Can recognise that anyone can experience mental ill health.	Can recognise and explain what it means to be active and how this benefits physical health. Can identify factors that can have a positive and negative impact upon their physical health. Can discuss what it means to have a balanced lifestyle and how this supports both physical and mental wellbeing. Can describe how feelings may change over time and range in intensity. Can recognise intense or conflicting feelings: using a varied vocabulary to describe these. Can manage and respond to feelings appropriately and proportionately in different situations.

	Can identify and moderate their own feelings, socially and emotionally.					Can recognise warning signs about mental health and wellbeing. Can describe how feelings may change over time and range in intensity.	

A Love of Reading

'Doing the Animal Bop' Jan Omerod   Rah, Rah, Radishes!' April Pulley Sayre Spot loves bedtime' Eric Hill   Maisey's bedtime' Lucy Cousins. The Feelings Book' Todd Parr   When Sophie gets Angry' Molly Bang 'I really want to shout!' Simon Philip   'Red, Red, Red' Polly Dunbar	'Kangaroos guide to keeping fit' Lisa Edwards   'The Very Hungry Caterpillar' Eric Carle 'Goodnight Moon' Margaret Wise Brown   'How are you feeling today?' Molly Potter Ravi's Roar' Tom Percival   'The Rabbit Listened' Cori Doerrfeld	'Couch Potato' Jory John  'Supertato' Paul Linnet  'Ruby's Worry' Tom Percival 'Where the Wild Things Are' Maurice Sendak 'Can't You Sleep Little Bear?' Martin Waddell	'The Busy Body Book' Lizzy Rockwell  'Deconstructed diets Pull Apart a Pizza' Shalini Vallepur   'An Emotional Menagerie' The School of Life   'Bea and Brodie's Mindful Journey' Heather Mcleannon 'The Worrysaurus' Rachel Bright 'Goodnight Yoga' Mariam Gates 	While You're Sleeping by Mick Jackson and John Broadley   Usborne Lift-the-flap, Questions and Answers about feelings book Daisy's Dragons by Frances Stickley   Where happiness begins by Eva Eland	Looking after your mental health by Alice James and Louie Stowell   All About Feelings by Felicity Brooks and Frankie Allen  5 Ways to Wellbeing	Usborne Books – What's happening to me?   Ready, Set, Grow! By Linda Madaras  Hair in funny places by Babette Cole Stinky Jack and the Beanstalk Rapunzel, Rapunzel wash your hair!	The Fears you Fear by Rachel Rooney and Zehra Hicks 

Key Vocabulary

Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy: benefits good mental or physical health **Unhealthy:** does not benefit good health **Rest:** freedom from activity or work	**Active Lifestyle:** any activity that gets you up and moving throughout the day	**Consent:** giving someone a choice about touch or actions and respecting their answer.	**Physical Health:** promotes proper care of our bodies for optimal health and functioning.	**Balanced Diet:** a diet consisting of a variety of different types of food **Physical Health:** promotes proper care of	**Balanced Diet:** a diet consisting of a variety of different types of food **Physical Health:** promotes proper care of	**Physical Health:** promotes proper care of our bodies for optimal health and functioning.

Exercise: playing and being physically active **Recognise and discuss these feelings:** Happy, sad/ unhappy, angry/ cross, scared, worried, frustrated, bored, thirsty, hungry, tired, shocked/ surprised and disgusted.	**Wellbeing:** being happy, healthy and safe **Mindfulness:** paying attention to what is happening in the moment **Name, describe and recognise a range of feelings vocabulary such as;** thrilled, upset, angry, grumpy, worried, embarrassed, frightened, astonished, confused, content, glad, overjoyed, tired, frustrated … etc. *(The following is introduced in year 1; re-capped in year 2)* **Vulva:** The parts of the female genital organs that are outside the body. **Vagina:** This part of the body is one of the three holes between a girl's legs. The vagina leads to the womb where babies are made. **Penis:** boys have a penis. It hangs down between their legs in front of their scrotum. There is a little hole in the tip where the urine comes out. **Scrotum:** a pouch of skin, containing the testicles.	**Appropriate Touch:** feels safe and caring. This may be a wanted hug or a pat on the back **Excessive:** more than what is needed or acceptable **Emotion:** the name given to what you feel inside. For example; boredom, envy, excitement, fear. **Extend the range of vocabulary used to describe their own and others feelings.** Recognise and discuss; *Pride, shame, dismay, jealousy, embarrassment, empathy.* **Self-Regulation:** understanding and managing, your feelings and behaviour *(Re-cap – taught in Year 1)* **Vulva:** The parts of the female genital organs that are outside the body. **Vagina:** This part of the body is one of the three holes between a girl's legs. The vagina leads to the womb where babies are made. **Penis:** boys have a penis. It hangs down between their legs in front of their scrotum. There is a little hole in the tip where the urine comes out. **Scrotum:** a pouch of skin, containing the testicles.	**Balanced Diet:** a diet consisting of a variety of different types of food. **Mental Health:** includes our emotional, psychological, and social well-being. **Wellbeing:** the state of being comfortable, healthy, or happy.	our bodies for optimal health and functioning. **Illness:** an unhealthy condition of the body or mind **Mental Health:** includes our emotional, psychological, and social well-being. **Wellbeing:** the state of being comfortable, healthy, or happy.	our bodies for optimal health and functioning. **Wellbeing:** the state of being comfortable, healthy, or happy. **Puberty:** the period during which adolescent reach sexual maturity and become capable of reproduction. **Conflicting feelings:** being in a state of emotional confusion. **Mental Health:** includes our emotional, psychological, and social well-being.	**Wellbeing:** the state of being comfortable, healthy, or happy. **Balanced Diet:** a diet consisting of a variety of different types of food. **Mental well-being**: mental wellbeing concerns your thoughts and feelings, and how you manage the ups and downs of daily life **Mental health:** mental health is a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment. Everybody has mental health, and it can be better, worse or fluctuate depending on what is happening in that person's life.