



Year 1 – PSHE – Summer 2 – Fun Times

Physical health and wellbeing

Previous Knowledge and Skills	Future Learning on this skill
- Some special times in different cultures. - Different types of healthy and unhealthy foods.	- To know what special foods are eaten on special days. - To know how to keep safe in the sun

MindMate – Solving problems/making it better

Lesson Focus: Setting goals and targets: I can work and play well in a small group

Pupils will have the opportunity to:

- Learn how to play and work co-operatively with others
- Understand that people often need to play/work together to reach a shared outcome

Key Vocabulary

We want you to remember these words.

food- any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.	active- engaging or ready to engage in physically energetic pursuits.
drink – a liquid that can be swallowed as a refreshment or nourishment.	protect-keep safe from harm or injury.
celebration - the action of celebrating an important day or event.	damage- physical harm that impairs the value, usefulness, or normal function of something.
same- identical; not different.	sun- the star round which the earth orbits.
different- not the same as another or each other; unlike in nature, form, or quality.	cultures- the ideas, customs, and social behaviour of a particular people or society.
choice- an act of choosing between two or more possibilities.	special times- periods set aside to be unusual and more significant than everyday life.

Key knowledge and skills

The 'stuff' we want you to remember.

- Understand food that is associated with special times, in different cultures
- Describe how to play different active playground games
- Recognise how active playground games make them feel
- Make choices about which game to play, based on their feelings, likes and dislikes and what they are good at know about some of the effects of too much sun on the body
- Describe what people can do to protect their bodies from being damaged by the sun know what they will need and who to ask for help if they going out in strong sun

Focus question: How can I keep safe in the sun?



Year 2 – PSHE – Summer 2 – What keeps me healthy?

Physical health and wellbeing

Previous Knowledge and Skills	Future Learning on this skill
Some physically active games from different cultures.	To know what a healthy diet is and other ways I can keep myself healthy.
MindMate – Solving problems/making it better	
Lesson Focus: Not giving up/perseverance: I understand it is important to keep going when something is tricky. Pupils will have the opportunity to: - learn how to play and work co-operatively with others - understand that people often need to play / work together to reach a shared outcome - reflect on and celebrate their achievements, identify their strengths and areas for improvements	
Key Vocabulary <i>We want you to remember these words.</i>	
Healthy diet- a pattern of food choices that provides the body with the essential nutrients.	food- any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.
Oral health- the ability to eat, breathe, speak, and express yourself without pain, discomfort, or disease, encompassing the health of your teeth, gums, and the surrounding structures of the mouth.	rest- cease work or movement in order to relax, sleep, or recover strength.
Physical activity- any movement of the body that uses energy.	routines- a sequence of actions regularly followed.
sleep- a condition of body and mind that typically recurs for several hours every night.	vaccinations- treatment with a vaccine to produce immunity to a particular infectious disease or pathogen.
hygiene- conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.	
Key knowledge and skills <i>The 'stuff' we want you to remember.</i>	
- Now what a healthy diet looks like - Identify who helps them make choices about the food they eat - Know the benefits of a healthy diet (including oral health) - Describe some ways of being physically active throughout the day - Explain why it is important to rest and get enough sleep, as well as be active - Understand that an hour a day of physical activity is important for good health - Know about the roles of people who help them to stay healthy (including giving vaccinations) - Describe everyday routines to help take care of their bodies, including oral health - Understand how basic hygiene routines can stop the spread of disease	
Focus question: How can I keep myself healthy?	



Year 3 – PSHE – Summer 2 – What is important to me?

Physical health and wellbeing

Previous Knowledge and Skills	Future Learning on this skill
how to make healthy choices in relation to food and exercise.	- Y4 End Point: Know why a person choose to avoid certain foods - Y4 End Point: Know what can help people to sleep well

MindMate – Solving problems/making it better

Lesson Focus: Setting goals and targets: I can work and play well in a small group.

Pupils will have the opportunity to:

- Learn how to play and work co-operatively with others
- Understand that people often need to play/work together to reach a shared outcome

Key Vocabulary

We want you to remember these words.

religious diet - A religious diet refers to dietary practices dictated by religious beliefs, doctrines, and cultural traditions.	fair trade- trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
cultural- relating to the ideas, customs, and social behaviour of a society.	farming- the activity or business of growing crops and raising livestock.
moral- concerned with the principles of right and wrong behaviour.	seasonality- the quality or fact of varying with or depending on the season or time of year.
ethical- relating to moral principles or the branch of knowledge dealing with these.	consumers- a person who purchases goods and services for personal use.
screen time- the time allotted to or occupied by a particular subject, actor, etc., on film or television.	health- a person's mental or physical condition.
wellbeing- the state of being comfortable, healthy, or happy.	sleep- a condition of body and mind that typically recurs for several hours every night, in which the eyes are closed

Key knowledge and skills

The 'stuff' we want you to remember.

- can explain why a person may avoid certain foods
- are able to communicate their own personal food needs
- understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons
- can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)
- are able to talk about their views and express their opinions on factors that affect food choice
- understand that consumers may have different views on the food they eat and how it is produced and farmed
- explain the importance of sleep for health and wellbeing
- know what can help people relax and sleep well
- recognise the impact that too much screen time can have on a person's health and wellbeing

Focus question: What factors can contribute to people food choices?



Year 4 – PSHE – Summer 2 – What is important to me?

Physical health and wellbeing

Previous Knowledge and Skills	Future Learning on this skill
How to make healthy choices in relation to food and exercise.	- Know why a person choose to avoid certain foods? - Know what can help people to sleep well?

MindMate – Solving problems/making it better

Lesson Focus: Difficult situations: I can cope in difficult situations

Pupils will have the opportunity to:

- recognise that, at times, they may experience conflicting emotions
- understand more about managing their emotions

Key Vocabulary

We want you to remember these words.

religious diet- a set of food restrictions and guidelines, known as dietary laws, that are directly linked to a religion's beliefs, ethics, and cultural traditions.	food- any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.
cultural diet- a pattern of eating and food practices that is shaped by the traditions, beliefs, and heritage of a particular ethnic, religious, or geographic group, going beyond mere sustenance to express identity, history, and community connection.	seasonality- the specific times of the year when certain foods are naturally ripe and ready for harvest in a particular climate zone, making them most flavourful, fresh, and affordable.
Ethical- relating to moral principles or the branch of knowledge dealing with these.	consumers- a person who purchases goods and services for personal use.
Fair trade - trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.	screen time- a term used for activities done in front of a screen, such as watching TV, working on a computer.
farming-the activity or business of growing crops and raising livestock.	health- the state of being free from illness or injury.
wellbeing- the state of being healthy, happy, and comfortable.	sleep- condition of body and mind that typically recurs for several hours every night

Key knowledge and skills

The 'stuff' we want you to remember.

- Explain why a person may avoid certain foods
- Communicate their own personal food needs
- Understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons
- Identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)
- Talk about their views and express their opinions on factors that affect food choice
- Understand that consumers may have different views on the food they eat and how it is produced and farmed
- Explain the importance of sleep for health and wellbeing
- Know what can help people relax and sleep well
- Recognise the impact that too much screen time can have on a person's health and wellbeing

Focus question: What factors can contribute to people food choices?

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Year 5 – PSHE – Summer 2 – In the media.

Physical health and wellbeing

Previous Knowledge and Skills	Future Learning on this skill
- How to make healthy choices when it comes to food and drink. - Who are our trusted adults.	- Know how marketing companies make a food product appear to be healthy. - Know why you can't always believe what you see in a magazine or newspaper?

MindMate – Solving problems/making it better

Lesson Focus: Needs and preferences: I know how about managing needs and preferences.

Pupils will have the opportunity to:

- practice being assertive while still being kind
- try to solve problems in a way that's fair to others and still takes care of my needs

Key Vocabulary

We want you to remember these words.

misleading- giving the wrong idea or impression.	media- the main means of mass communication
marketing- the activity or business of promoting and selling products or services, including market research and advertising.	reality- the state of things as they actually exist, as opposed to an idealistic or notional idea of them.
advertising- the activity or profession of producing advertisements for commercial products or services.	consumers- a person who purchases goods and services for personal use.
role model- a person looked to by others as an example to be imitated.	manipulate- control or influence (a person or situation) cleverly or unscrupulously.

Key knowledge and skills

The 'stuff' we want you to remember.

- Know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers
- Compare the health benefits of a food or drink product in comparison with an advertising campaign
- Identify advertising as one influence on people's choices about food and drink
- Analyse how the media portray celebrities
- Recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people
- Explain why we need to be cautious about things we see, hear or read about in the media
- Understand that images can be changed or manipulated by the media and how this can differ from reality
- Describe how the media portrayal might affect people's feelings about themselves
- Accept and respect that people have bodies that are different

Focus question: Why should you be cautious when it comes to the media?