

Personal, Health and Social Education in Pathway 2



AIM

To begin to have a sense of self and other important people. To develop their independence, health and understand some of their feelings. To experience the world around them and participate in rich experiences that help them build a picture of their world.

Exit Point: Students engage with others through gestures, gaze and vocalisation. They Identify and recognise people important to them and initiate appropriate physical contact. They have developed a sense of self by interacting with others, by exploring their bodies and objects around them. They consistently use expressions, vocalisations and gestures to explore the idea of self/other. They make consistent choices and can requests more or ask for an interaction to stop.

Self-awareness

My Identity

What makes me-me? My likes/dislikes, identify people in my family or my class. Name a personal appearance. Say what is the same/not the same about you and another person/animal

My senses

Using my sense to explore a range of environments and materials, begin to understand that we use our ears to hear, eyes to see, nose to smell, mouth to taste and hands to touch

Social skills

Know how to behave at the dinner table, basic manners, using a knife and fork or spoon, clearing up, setting a table, eating and drinking. Behaviour on the yard and in and around school-teaching common routine behaviours, follow simple rules in games. rules for friendships, helping others, similarities and differences, kindness and helping others. Learning from others. Sharing with others.

Healthy lifestyles

Exercise

Movement, resilience, exercises to increase heart rate, coordination and endurance. Understanding exercise is movement and begin to enjoy exercise through a range of movement.

Being healthy

Identify some common fruits and vegetables, taste/ explore with senses. Begin to understand that there are healthy and non-healthy foods. Identify some common fruits and vegetables, taste/ explore with senses. Begin to understand that there are healthy and non-healthy foods.

Managing feelings

Use signs/symbols for basic feelings and emotions, recognition of facial expression and body language. How I express my feelings and manage my feelings. Belief that I can achieve and succeed (Spiritual) what keeps me calm, what can I do if I feel scared, sad etc Activity for well-being- walks, exercise, meditation. Experiencing achievement and success. Coming back to try again later

Self-care, support and safety

Keeping safe

Respond appropriately to fire alarm, use range of crossings, listening for traffic, walking safely on the pavement with adult support

Body Awareness

Name main parts of the body, draw a picture of me with head, body and limbs.

Anticipation of danger

Have attention drawn to dangers in classroom, school and out in the community. Working and playing safely in different areas. Know that some substances are harmful if eaten or drunk. Respond appropriately to fire alarm, use range of crossings, listening for traffic, walking safely on the pavement with adult support

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KEY VOCABULARY: Me, My, Family, Happy, sad, angry. Head, shoulder, leg, knees, feet, toes arm, tummy, fingers. Listen, look, taste, feel, smell. Walk, run, jump. Food/drink. Boy, girl, mum, dad, brother, sister. Wash, teeth, face, dry, private, danger, safe, toothbrush, brush. Clothing items, toilet, home, calm.

EXIT POINT:

Students can label basic emotions (sad, happy, angry) and know when they need support, some will be able to use known strategies to calm. They can cooperate with others during a simple game and demonstrate an awareness of rules, they work alongside others and be able to work alone. Students sort objects-healthy/not healthy, hot day clothes/cold day clothes, public/private etc. They develop independence skills in making food, dressing, eating.

<p>Independence</p>	<p>Dressing and undressing Manage a range of fastenings, backward chaining of dressing skills, coats on and off etc. Know where to find classroom materials, get what you need for an activity, where to hang your coat etc (5 Rs)</p>	<p>Personal Hygiene Cooperate with hand and face washing routines, teeth brushing and hair washing routines and toileting programmes</p>	<p>Food Have experience of cooking healthy foods, mixing ingredients, spreading, cutting and slicing skills. Gather resources using visuals. Explore different tastes and textures. Feed self independently using cutlery. (Cultural)</p>	<p>Money skills Know that money can be used as exchange, have experience of shopping for goods on a visual shopping list. Use PECS to ask for items at snack time/lunchtime.</p>
<p>My World</p>	<p>Belonging Know you belong to a family, a class, a school and a other communities- stories that include families from different cultures, diversity or places.</p>	<p>People who help us Help an adult e.g. take a message from the office, work with site team to collect recycling, work with site team to wash buses etc Participate in real world play- (builder, nurse, farmer) Take on responsibilities within the class or wider school. Internal work experience.</p>	<p>Cultural awareness Visits and access to a range of community venues as appropriate and meet people from a range of religions, cultures and ethnicity. (Social)</p>	<p>Being responsible Help take care of plant or animal, take messages, complete simple routine tasks on a daily or weekly basis (Moral) (5 Rs)</p>
<p>Well-being</p>	<p>Nature Have access to outdoors, forest, beach etc.</p>	<p>Relaxation Be able to relax through identified strategies. Know some strategies to calm self.</p>	<p>Behaviour Have basic understanding about appropriate and inappropriate touching, public and private. (Moral)</p>	<p>Life cycles Observe life cycles- chicks hatch or frogs/butterflies etc. Respond to pictures of themselves as babies.</p>