

# Personal, Health and Social Education in Pathway 3



## AIM

To be able to keep safe and healthy in a range of situations. To understand their own strengths and needs. To build healthy relationships. To feel part of their community and understand the roles of people within it. To be able to assert themselves and be heard. To understand their emotions and behaviours and their impact on others. To learn about the wider world and how they can make it a better place.

**Exit Point: Students can** label basic emotions (sad, happy, angry) and know when they need support. They cooperate with others during a simple game and demonstrate an awareness of rules. They put on some items of clothing independently and match clothing to activity. They can sort objects-healthy/not healthy, hot day clothes/cold day clothes, public/private etc. They develop some basic cookery skills, dressing skills and road safety skills that gives them some independence. They are able to identify people who help us.

## Self-awareness

**My Identity**-Understanding self. Know own strength and weaknesses. Be able to compare and contrast your character with others-I am chatty but Tom is quiet. talk about aspirations, and plan how to reach your goals. Begin to understand what is possible/impossible or realistic. My special needs - how it affects me and how I can overcome barriers. Understand the special needs of others.

**My Voice**-having my say, making changes, contribute to ethos and values. Know who my significant people are in home and in school. Understand my beliefs and faith. explore the difference between fact and opinion, respect the opinion of others, can my opinions change What do I stand for?

**Social skills**-take a role in a team, work cooperatively to solve a problem, support others. Take part in games and sports that require rule following. what makes a good friend, resolving arguments, showing kindness Know when a poor choice has been made and try to fix it. Explain what is meant by personal space. Describe the personal space we give a parent, a friend, a stranger.

## Healthy lifestyles

**Exercise and fitness**- Know some benefits of exercise on our bodies and minds. Suggest ways to keep fit. Participate in daily exercise.

**Being healthy**-Describe healthy routines to keep us all well and healthy. Know that some people are there to support our health and well-being-doctors, nurse. Know how to protect our own well-being and mental health.

**Medication & drugs**-Identify medication that can help us stay well, identify medicines that go in our body and those we use externally. Identify substances that might be dangerous around our home or school. Know that some drugs are good for you and others are not. Understand that there are laws about drinking, substance abuse and alcohol. Identify some substances people might swallow, drink or inhale that could be harmful to their health.

## Self-care, support and safety

**Keeping safe**-Know never to give personal details out online, or talk with people that you do not know without an adult being there. Know how to get help in an emergency-999 calls, basic first aid. Be safe around water, and know what to do in an emergency. identify rules that keep us safe-talk about school rules and home rules that keep us safe.

**Private & Public**-be able to sort actions in to private and public. Understand that others should not touch us in private areas without our consent and that we do not touch others without their consent.

**Keeping safe**-Know a trusted adult who they could approach if they were feeling sad or scared, know when it is good or not good to keep a secret. Begin to understand basic rights. Know not to touch others without permission-sort actions in to good/bad touching

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Strengths, puberty, safe, danger, Goals, drugs, medicine, consent, Opinions, relationships, Risk, barrier, Healthy, unhealthy, resolve, cooperate, scared, anxious, jealous, angry, frustrated, emotions, private, public, vagina, penis, breasts, pubic

**EXIT POINT:** Students can recognise their own strengths and needs and set simple personal goals. They understand that people have different feelings, opinions and beliefs and they might change overtime. They know what makes a good friend and demonstrates this through simple actions. They can identify dangers and risks in the home and community. They can label basic body parts and distinguish between male and females and name some changes our bodies go through as we grow. They can independently make simple healthy snack and pour drinks. They can cross the road safely with supervision at a crossing.

## Independence

**Dressing and hygiene-**be able (independently as possible) to independently wash, dress, clean teeth, brush hair etc

**Safety** -Use a range of road crossings independently. Walk simple familiar routes independently. Be able to identify dangers in the home and school. Think about how to avoid risky situations and how to mitigate risk when using potentially dangerous materials or appliances

**Food & Nutrition-**be able to classify food and understand which are healthy and which are not. Be able to cook simple healthy snacks. Be able to cut, stir, pour and chop.

**Money skills-**recognise money as exchange and understand how money is earned. Use small amounts of money in real life situation Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe.

## My World

**Belonging-** Know where you come from and understand stories from your past, how you have changed and what the future might hold. Know your family and your wider communities. Begin to understand that we all live different lives and that children across the world have very different lives to ours.

**Equality & Diversity-**Know that people have similarities and differences and that's OK -We are all unique. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).

**British Values-**Understand what is kind and unkind, recognise unfairness. Meet people from different faiths, hear stories from different faiths and their beliefs. Learn how big decisions are made in class, in our school and in our town.

**Being responsible-** know some of your rights as a child and your responsibilities, learn about how other children live around the world. Take care of animals and plants and understand some of the things we can do to care for our planet.

## Relationships and well-being

**Relationships-**Explain that two people who love and care for one another can be in a romantic relationship that this is different from a friendship. **Know that in any sexual relationship intimate touching needs consent.**

**Emotions-** be able to use a range of strategies to help to stay calm and regulated. **To understand a range of emotions and describe feelings. To reflect on how they are feeling.**

**Behaviour-**To understand that behaviours have consequences and that our behaviour impacts others. To be able to make reparations if they have upset someone or harmed them.

**Body changes-** Describe how our needs have changed since we were a baby. Describe/state the main differences between male and female bodies. **Know body parts and difference between male and female body parts.** Understand that some body parts are private and others are public. Know that our bodies change as we grow. **Understand key changes around puberty.** Begin to understand needs and wants at different stages of human life.