

PHSE Curriculum Plan (3 weeks) & RSE Curriculum Plan (3 weeks)

Spring 1 2025

Year 2



Spring 1 2025	PHSE – Healthy Lifestyles - How can I prevent diseases spreading	Session length
6/1/25- Why should we keep clean?	<p>Learning Objective: To learn that keeping clean can help to stop the spread of germs/bacteria.</p> <p>Learning Outcomes: Identify some of the ways in which germs are spread including; through not washing hands, through sneezing, not cleaning teeth etc. Describe how germs are able to enter the body (through the skin, nose or mouth) which can make us unwell. Explain how we can keep ourselves clean by:</p> <ul style="list-style-type: none">○ Washing our hands before we eat and after using the toilet○ Taking a bath or shower regularly○ Brushing our teeth twice a day○ Using a tissue to blow our nose or when we sneeze <p>LESSON Setting the Scene Teacher's note <i>This could be a potentially sensitive lesson in the sense that not all families have the same standards of hygiene. Be mindful of this when delivering this lesson.</i> Why should we keep clean? <i>Talk to talk partners and share ideas. Keeping clean isn't just about how we look. Keeping clean can help us to feel better about ourselves and it's also important to stop the spread of germs and help us to stay healthy.</i> How can we keep clean? <i>What are the ways we keep clean? Having a bath or a shower, washing our hands regularly, cleaning our teeth, changing our clothes often etc.</i></p> <p>TASK <i>-Children to write a list of the different ways they can keep clean.</i></p>	30 minutes

<p>13/1/25- What are germs?</p>	<p>Learning Objective: To learn that keeping clean can help to stop the spread of germs/bacteria.</p> <p>Learning Outcomes: Identify some of the ways in which germs are spread including; through not washing hands, through sneezing, not cleaning teeth etc. Describe how germs are able to enter the body (through the skin, nose or mouth) which can make us unwell. Explain how we can keep ourselves clean by:</p> <ul style="list-style-type: none"> ○ Washing our hands before we eat and after using the toilet ○ Taking a bath or shower regularly ○ Brushing our teeth twice a day ○ Using a tissue to blow our nose or when we sneeze <p>What are germs? <i>Ask children to draw what they think a germ looks like on their whiteboard. Show your partner. Did you have similar ideas or were your pictures very different. Here are some real ‘germs’. They have been made much bigger so we can see them. In real life they are so small that we can’t see them at all so it is hard to know where they are living.</i></p> <p>Where do germs live? <i>Germs live all over us and many of them don’t bother us at all. Some germs like to live in warm, damp places which make our hands, mouths and feet perfect places for germs to live and grow. If germs get inside our bodies, they can sometimes make us poorly.</i></p> <p>Protect yourself and others <i>Think about the things you do every day that help you to keep clean. Remind your partner what they are.</i></p> <p>Task 1 – Keeping clean <i>Show the children worksheet HL 2.5, Keeping Clean. Ask the children to complete worksheet 1, thinking about the ways we can keep clean and how often we do them. *Be sensitive to the fact that different families might have different standards of hygiene*</i></p>	<p>30 minutes</p>
<p>20/1/25 – How are germs spread?</p>	<p>Learning Objective: To learn that keeping clean can help to stop the spread of germs/bacteria.</p> <p>Learning Outcomes: Identify some of the ways in which germs are spread including; through not washing hands, through sneezing, not cleaning teeth etc. Describe how germs are able to enter the body (through the skin, nose or mouth) which can make us unwell. Explain how we can keep ourselves clean by:</p> <ul style="list-style-type: none"> ○ Washing our hands before we eat and after using the toilet ○ Taking a bath or shower regularly ○ Brushing our teeth twice a day 	<p>30 mins</p>

	<p>○ Using a tissue to blow our nose or when we sneeze</p> <p>Task 2 – Germ glitter <i>Ask children to discuss with their talk partners why it is important to wash our hands regularly and how to wash our hands properly.</i> <i>Show children NHS hand washing video (recap from year 1) NHS hand washing demonstration video</i></p> <p>Glitter demonstration <i>Tell the children we are going to find out how important it is to wash our hands properly, as per the video, in order to remove as many germs as possible. In pairs, ask partner 1 to dip their hands in glitter, explaining that the glitter is going to represent the ‘germs’ we can’t see. Make sure their hands are well covered.</i> <i>Partner 2 draws the hands covered in glitter on the recording sheet HL 2.6 (slide14).</i> <i>Partner 1 then goes to the sink and rinses their hands quickly under cold water with no soap. Partner 2 draws the hands again, showing clearly how much glitter is left on.</i> <i>Partner 1 then goes to the sink again, this time to wash their hands thoroughly, as per the NHS video using warm water and soap.</i> <i>Partner 2 draws the hands again, showing how much glitter is now left on partner 1’s hands.</i> <i>Children can swap over so partner 2 gets a chance to use the glitter and partner 1 gets the chance to record.</i></p> <p><i>In pairs, what can children conclude? Ask them to come up with a sentence to say what they have found out from the experiment and write it on their recording sheet (slide 14).</i></p> <p>How are germs spread? <i>Use the glitter again to represent the spread of germs. Cover your own, or a child’s hands in glitter then ask them to go round pretending to do some everyday tasks such as giving some books out, opening the door handle, holding their friends hand. What do children notice about the ‘germ glitter’?</i></p> <p>Extension <i>The story book, Dirty Bertie by David Roberts could be read here if available.</i></p>	
	<p>RSE – KS1- Unit 3- Emotional Well- being</p>	
<p>27/1/25- Lesson 1-Feelings, likes and dislikes</p>	<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-3/ks1_1-3_emotional-well-being/s-1/feelings-likes-and-dislikes/</p> <p><u>Learning Objectives</u> Children will learn: That it is natural for us to relate to and trust one another That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) A language to describe our feelings</p>	<p>30 minutes</p>

	<p><u>Success Criteria</u> Children will: Interact with teacher-led discussion questions Be given the opportunity to reflect on and articulate their own feelings about given scenarios and their own experiences Contribute to a word bank to describe feelings</p>	
<p>3/2/25- Lesson 2- Feelings inside out</p>	<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-3/ks1_1-3_emotional-well-being/s-2/feeling-inside-out/</p> <p><u>Learning Objectives</u> Children will: Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p> <p><u>Success Criteria</u> Children will: Engage with discussion questions throughout the film Be given the opportunity to reflect on and articulate their own feelings about given scenarios and their own experiences Contribute to a word bank to describe feelings</p>	<p>30 mins</p>
<p>10/2/25- Lesson 3- Super Susie gets angry</p>	<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-3/ks1_1-3_emotional-well-being/s-3/super-susie-gets-angry/</p> <p><u>Learning Objectives</u> Children will learn: Simple strategies for managing feelings and maintaining good behaviour That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes That Jesus died on the cross so that we would be forgiven</p> <p><u>Success Criteria</u> Children will: Engage with discussion questions and/or role play activities throughout the film Be given the opportunity to reflect on their own experiences of extreme feelings, how they acted and what they could have done differently Contribute to a word bank to describe feelings</p>	<p>30 minutes</p>

