

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Healthy Lifestyles	Term/Duration: Autumn 2 / 7 Weeks	Year Group 6
<p>Health & Hygiene Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p> <p>PoS: H1, H2, H3, H6, H9</p> <p>Mental Health Strategies to respond to feelings; recognize warning signs and mental health and wellbeing and how to seek support</p>		<p>Key Vocabulary: Healthy lifestyle, nutrition, hygiene, bacteria, viruses, allergies, allergy, allergens, anaphylaxis, immune system, digestive system, emergency, vaccination, immunisation, vaccines, microbes, infections</p> <p>Mental health, physical health, wellbeing, support, sleep, sleep problems, sleepwalking, sleep terrors, teeth grinding, nightmares, snoring, bedtime routines</p> <p>Active, aerobic, balance, bones, breath, confidence, coordination, exercise, habits, inactive, mental, mind, mobility, muscles, physical, social, strengthen, weight</p> <p>activity, aspiration, balanced, barrier, benefit, challenge, feelings, healthy, lifestyle, mental, mood, physical</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • understand how I can take of my mental health • understand that mental health is not always positive • explain why sleep is important for a healthy lifestyle • explain what it means to be physically active and different types of physical activity • describe the benefits of physical activity on body (physical health) and mind (mental health) • describe what is meant by a healthy, balanced lifestyle • identify the key factors that contribute to a healthier lifestyle • highlight the top 14 allergens • understand that vaccines help prevent a range of infections, including the flu 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by the term 'mental health' • identify everyday behaviours that can help to support mental (and physical) health 			

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- know there are different forms of mental health problems
- describe bedtime routines that help improve sleep
- explain the importance of healthy habits and balancing different types of activities
- explain the benefits of living a balanced lifestyle
- identify some foods that common allergens can be found in
- learn why it's important for people with food allergies to read every ingredient label to stay safe
- understand that there are not vaccines for all infection
- name some parts of the human body, including some organs

Some pupils will be able to:

- recognise that we can take care of our mental health (as well as our physical health)
- understand there are strategies to help with mental health
- identify how sleep patterns and needs might change during puberty
- recognise some of the challenges to leading a balanced lifestyle and describe how people can manage these, including seeking support
- understand that Edward Jenner discovered vaccines
- understand that vaccines are dead or weakened microbes

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: to understand what mental health means	<p>Re-visit Ground Rules</p> <p>Openness: <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p> <p>Keep the conversation in the room: <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p>Non-judgmental approach: <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p> <p>Right to pass: <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p>Make no assumptions: <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p>	<p>Ask it Basket</p> <p>PSHE Association Mental Health (Year 5-6)</p> <p>Resource 1 worksheet - Activities for health</p> <p>Resource 2 worksheet - Helpful for Mental Health List</p>	<p>I understand how I can take of my mental health</p> <p>I can explain what is meant by the term 'mental health'</p> <p>I can identify everyday behaviours that can help to support mental (and physical) health</p>

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	<p>Using appropriate language: <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p>Asking questions: <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p>Seeking help and advice: <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p>Starter: <u>What is our starting point?</u> Imagine someone, about your age who lives near you and goes to a school like yours Draw and write about the things they can do to help look after their mental health</p> <p>Main: <u>What is mental health?</u> Read the statements about mental health. Which do you feel best explains mental health? Have you got a different idea?</p> <ol style="list-style-type: none">1) Mental health means being happy all the time2) Mental health is about feelings and emotions; knowing how to take care of ourselves so that we can cope with things that happen to us3) Mental health means there is something wrong with a person and they might behave in a strange way4) Mental health means that you often feel worried, anxious or depressed5) Mental health is a bit like a continuum – people can move along it and feel better or worse at different times, just like with physical health <p>Our mental health is about our feelings and emotions. People’s mental health can feel better or worse at different times, just like physical health. It is as important to take care of our mental health (minds) as our physical health (bodies).</p> <p><u>Mental health definitions</u> There are different definitions of mental health but most agree that it is about our thoughts and feelings, and how we behave.</p>		<p>I can recognise that we can take care of our mental health (as well as our physical health)</p>
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	<p>The World Health Organisation describes mental health as: <i>'A state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'</i></p> <p>NHS England describes mental health as: <i>'How we think, feel and behave.'</i></p> <p><u>Thinking about mental health</u> Mental health can be thought of as a scale that can move up or down, a bit like a thermometer. We can move along the scale at any time, between being healthy or unwell. There are things we can do to help us stay healthy. There are things that can be put in place if someone is not feeling so good, is struggling or unwell.</p> <p><u>Activity 1: Activities for health</u> Read the Activities for health cards (Resource 1)</p> <p>Organise the activities into 3 lists:</p> <ol style="list-style-type: none"> 1. Things that support mental health 2. Things that support physical health 3. Things that support both mental and physical health <p>Show the pupils some possible answers for activities for health</p> <p><u>What did we find out?</u> Answer the next two questions:</p> <ol style="list-style-type: none"> 1. What do you notice about the lists? 2. Were there any things that did not help mental or physical health very much at all? <p>Reveal some things to think about</p> <p><u>Activity 2: Looking after ourselves</u></p>		
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		<p>Go back to the Activities for health cards This time, pupils to organize them into 4 groups Pupils could colour-code them, write them in lists or make a mind-map</p> <ul style="list-style-type: none"> A. Things someone could do everyday B. Things someone might only do sometimes. C. Things someone might do if there is a problem. D. Things someone should do only rarely or not at all <p><u>Activity 3: Reflection Time</u> Look at the Helpful for mental health list resource 2 Is there anything included that you could do to help take care of your mental health every day? What would you choose to do?</p> <p><u>Mental Health – asking for help</u> Pupils to read Sasha’s story What could help Sasha?</p> <p>Plenary: <u>Where are you now?</u> Pupils to go back to starter activity What have they learned about how people can help look after their mental health? Is there anything they would change? Is there anything they would add?</p>		
2	LO: Recognising warning signs of mental health and how to get support	<p>Re-visit Ground Rules</p> <p>Starter: Visual Breathing https://www.youtube.com/watch?reload=9&v=YFdZXwE6fRE</p> <p>Main: Tell your partner as many feeling words as you can think of</p>	Ask it Basket BBC PSHE Clips	I understand that mental health is not always positive I know there are different forms of mental health problems

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	<p>As a class, put some of these words into 2 categories: Feeling good / Feeling bad (display as a Venn diagram as some feelings may be justified as both categories)</p> <p>Today, pupils are going to learn about strategies to overcome negative or worrying thoughts which can lead to negative actions. Explain that some mental health problems can be: Anger, anxiety or panic attacks, depression, eating problems</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-when-i-worry-about-things/z7jyd6f - Ariana's story about bullying based on anger Discuss the root causes behind people's actions, particularly Ariana's This will help those displaying bullying behaviour think about the reasons behind their actions, and others to take a more sympathetic view.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382 - Jake's story about being bullied discuss how to deal with bullying, what to do if you think someone might be bullied and where to seek extra help, if needed.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ocd-and-depression/z72b47h - Annabel's story about OCD and depression Ask pupils what they could do to help someone in Annabel's situation.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-panic-attacks/zvvgxyc - Luke and Jenny's story about panic attacks Ask pupils what it means to have a panic attack, and how it might affect people. Ask pupils to discuss what to do if they think they or someone they know is having a panic attack, and what mechanisms they could use for dealing with stress and anxiety.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-anorexia-kirsty-story/zhh9wtv - Kirsty's story about anorexia Ask pupils what they think an eating disorder is, and how it could affect someone Ask pupils what they should do if they are feeling anxious or in need of help, and what to do if they suspect a classmate isn't eating properly. Discuss how to develop healthy eating plan.</p>		<p>I understand there are strategies to help with mental health</p>
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	<p><u>Who can help us?</u> Ask the pupils who can help someone when they have feelings that make them feel bad or negative towards themselves or others (friend, parent/carer, teacher/TA/member of staff at school, club leader, family member)</p> <p>Plenary: Show display:</p> <p>Ways of dealing with anger: Counselling, Anger management programmes through NHS Conversations with GP Respect Phonenumber Freedom Programme Talking to someone you trust</p> <p>Ways of dealing with anxiety or panic attacks: Breathing/meditation/yoga Positive thinking 'Talking' treatments Medication</p> <p>Ways of dealing with depression: Counselling NHS course Yoga/meditation/mindfulness Medication</p> <p>Ways of dealing with eating problems: Counselling Visiting a clinic/talking to a dietician</p>		
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3	<p>LO: To learn about the importance of good sleep</p>	<p>Re-visit Ground Rules</p> <p>Starter: It is important that pupils complete this activity individually. Do not guide or prompt their answers. Explain you will revisit this work at the end of the lesson. Look through pupils' ideas to elicit an understanding of what pupils already know about the importance of sleep and routines that promote good sleep. Draw a person getting ready for a good night's sleep — what might they be doing, thinking, feeling?</p> <p>Can you draw and write about:</p> <ul style="list-style-type: none"> • How this person will feel when they wake up? • Anything that is helping them to sleep well? • Anything that might make it hard for them to sleep well? <p>Main: <u>Why is sleep important?</u> Pin up posters: <u>Resource 1: Facts about sleep</u> around the classroom</p> <p>Pupils work in pairs, to complete <u>Resource 2: My sleep fact file</u> - moving around the room looking at the posters and hunting the 'facts' needed to answer the questions. Pupils trade and share facts with other pairs as they discover more. Pupils could be encouraged to take home their completed sleep fact file to share with parents or family members.</p> <p>Challenge: A challenge question is provided on Resource 2: My sleep fact file. Pupils can then identify 3 facts they think are most important for children their age and explain why they think this.</p> <p>Support: Pupils could be paired with a more confident reader / scribe or teaching assistant if available. Alternatively, create a bag of objects/pictures related to sleep (or that might be found in a child's bedroom) and ask them to sort into piles — things that help or things that hinder sleep (it is also helpful to include a "not sure/it depends" pile). Items might include: teddy bear, night light, mobile phone, pet, story book, eye mask, alarm clock, a fizzy drink can etc.</p>	<p>Ask it Basket</p> <p>PSHE Association – The Sleep Factor PowerPoint</p> <p>Resource 1: facts about sleep</p> <p>Resource 2: My sleep fact file</p> <p>Resource 3: sleep buster solutions</p>	<p>I can explain why sleep is important for a healthy lifestyle</p> <p>I can describe bedtime routines that help improve sleep</p> <p>I can identify how sleep patterns and needs might change during puberty</p>
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	<p><u>Sleep Busters</u> Work as a whole class to discuss different activities — for example attending after-school clubs, sports teams, hobbies, favourite TV programmes, playing with brothers/ sisters, eating dinner, chores, homework and bedtime routines (brushing teeth, washing, reading and calming down). Pupils work in pairs to complete <u>Resource 3: Sleep buster solutions</u>. For feedback, pupils could share their ideas regarding the challenges and solutions for getting to sleep with other pairs and compare similarities and differences. Invite the class to vote on the most helpful solutions. Pupils who undertook the challenge activity could present their ideas to the rest of the class — asking them to guess which solution their steps are designed to achieve. Some of the activities could then be shared with parents via the school website/newsletter and in school assemblies.</p> <p>Challenge: Pupils imagine someone their own age who needs some advice on the necessary steps to carry out their 'sleep solution'. Pupils complete the bottom section of <u>Resource 3: Sleep busters' solutions</u> giving detailed practical instructions about how to implement their solution to ensure they get enough sleep.</p> <p>Support: Pupils design a 6 box storyboard by drawing pictures to show what a person of their age might do in the evening to get ready for bed.</p> <p>Return pupils' draw and write sheets from the start of the lesson. Ask them to now use a different colour pen / pencil to make any additions or changes they can to their original drawing, as a result of their learning in today's lesson. If time allows, you could ask pupils to quietly reflect on one thing they would consider changing about their bedtime routine to help them get better sleep.</p> <p>Plenary: Important - reassure pupils that finding it hard to get to sleep/not wanting to get up in the morning are all normal experiences as part of growing up and many adults can also sometimes find it hard to get to sleep/wake up in the morning. Remind pupils who they can talk to if they are worried. In the first instance this should be their parents or a trusted adult in school. Websites such as ChildLine provide helpful advice such as '8 tips for better sleep' which you may also want to share with the class https://bit.ly/2FAk5eo</p> <p><u>Give Me 10</u> Make a list of 10 tips for a good night's sleep as a class</p>		
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4	<p>LO: To learn about the importance of regular, physical activity</p>	<p>Remember to keep in mind that some pupils may find some discussions about physical activity particularly sensitive. Pupils may have limited choices, depending on their family lifestyle, availability of activities, cost, the environment in which they live and varying accessibility to outside spaces. It is important to be aware that some pupils may have physical disabilities or long-term health conditions that may affect their engagement in physical activity. Lack of physical activity can also be an indication of neglect and any concerns that arise during the lessons should be reported to the Designated Safeguarding Lead.</p> <p>Re-visit Ground Rules</p> <p>Starter: <u>Baseline Assessment</u> Before teaching, establish and remind pupils of the ground rules for PSHE education lessons, highlighting any that are particularly pertinent for this lesson, such as not making assumptions about other people and their levels of physical activity and that they do not need to share personal information (such as how active they, their families or anyone they know are).</p> <p>Introduce the lesson objective, then ask pupils to use a blank page in their exercise books to write any key words and phrases they can think of on the theme of 'being physically active' to make a 'graffiti page'. As they do so, circulate and note pupils' levels of understanding, common beliefs, any misconceptions, or omissions to be later covered in the lesson. Use information gathered to pitch the lesson appropriately. Pupils will return to this activity at the end of the lesson to demonstrate their new learning.</p> <p>Main: <u>Activity 1: Introduction: Fact hunt</u> Display Resource 1: Fact finder posters around the classroom. Ask pupils to work in pairs to walk around the room, finding facts they think are interesting or did not know before, about the importance and benefits of physical activity; the types of physical activity children need and how much physical activity children need, and record them in their exercise books.</p>	<p>Ask It Basket</p> <p>PSHE Association Health Education Lesson 4</p> <p>Resource 1: Fact finder posters (enlarged and displayed around the classroom)</p> <p>Resource 2: Physical activity diagram [one for each pair - optional]</p> <p>Resource 3: Uma's day [enlarged and displayed]</p> <p>Resource 4: Uma's active day [one for each pupil or pair]</p> <p>Resource 5a: Let's get active! daily planner [one for individuals, pairs or groups] – for extension activity</p> <p>Resource 5b: Let's get active! weekly planner</p>	<p>I can explain what it means to be physically active and different types of physical activity</p> <p>I can describe the benefits of physical activity on body (physical health) and mind (mental health)</p> <p>I can explain the importance of healthy habits and balancing different types of activities</p> <p>I can identify opportunities to be physically active throughout the day and week</p> <p>I can explain how to seek support and advice in relation to physical activity</p>
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	<p>Bring the class back together to discuss any new facts they found out or facts that surprised or interested them. Reiterate the importance of physical activity and its effect on the body.</p> <p><i>For example: getting enough physical activity can mean people are at lower risk of developing health problems (including obesity, and bone and joint difficulties). They move better, sleep better and learn better. It can also mean they have better control over their emotions and feelings. So, it is important to find time and ways to be physically active when we can.</i></p> <p>Discuss reasons why children and young people might not get enough physical activity or why some people might find this more difficult.</p> <p><i>Pupil responses might include: More time spent watching TV, playing computer games, using social media; some people don't like it; some people may feel less able to join in; where they live (may not have outdoor space, for example); families mostly travelling by car/bus; family lifestyle and influence (other family members may not be very active); physical disabilities or extra responsibilities that mean there is not much time for exercise (such as being a young carer).</i></p> <p>Note: Information Resource 1: Fact finder posters has been written at a level appropriate for pupils to access and is taken from the following sources:</p> <ul style="list-style-type: none"> • www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people UK Chief Medical Officer's, Physical activity guidelines (2019) • Public Health England, Everybody active, everyday (2014) <p><u>Activity 2: Diagram of physical activity</u> Pupils copy the diagram into their exercise books or give pupils working in pairs or small groups of about three, copies of Resource 2. Physical activity diagram. Display a list of different activities on the whiteboard (such as those in the 'key learning' below). Ask the pupils to decide how active the examples are and write them on the physical activity diagram. Pupils can add additional examples if they want to. Once they have completed the task, go through the answers with the class.</p> <p>Draw out that the majority of the physical activity they do should be moderate to vigorous, so 'more active' – it should make them out of breath and feel warm and they need to aim for 60</p>	<p>[one for individuals, pairs or groups] – for extension activity</p>	
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	<p>minutes every day, spread out over the day, if possible. Remind pupils that opportunities for being physically active can be found through different activities throughout the day and that even if they do not always achieve 60 minutes a day, doing something is better than doing nothing.</p> <p><i>Key learning:</i></p> <ul style="list-style-type: none"> • <i>More active examples should make children breathe faster and feel warmer, these include aerobic exercise and may also help strengthen bones and muscles.</i> ◊ <i>Examples include: running, jogging, skipping with a rope, cycling up hill, brisk (fast) walking, dancing, swimming, climbing, gymnastics, rollerblading, scooting, skateboarding, tennis, team games such as football, hockey, basketball or Boccia, active playground games, trampolining, horse-riding, surfing, sit ups or push ups.</i> • <i>Less-active examples such as those listed below, are still important as some physical activity is better than no activity. Some of these examples are very helpful to bodies as they help build strength in bones and muscles such as swinging on climbing bars, pulling on a rope (tug-of-war) gardening, ball games, stretching/yoga, carrying the shopping.</i> ◊ <i>Examples include: slow walking (stroll), gardening, playing catch with a ball, bouncing a ball, stretching, swinging on playground bars, yoga, cycling on flat ground, carrying the shopping, vacuuming, playing.</i> • <i>Being inactive means the body is not moving but there will still be some bodily activity such as breathing. Inactive examples include: Sleeping, sitting, lying down, computer games, watching TV, bus/car journeys.</i> <p>Support: Provide pupils with three example activities: inactive (e.g. car journey), less active (e.g. bouncing a ball) and more active (e.g. running) and ask them to place them correctly on the diagram. Pupils can then add in their own examples.</p> <p>Challenge: Provide pupils with examples that may be more, or less active, depending how they are performed (including swimming, dancing, cycling, walking, playing). Pupils discuss what would make the difference and why, then place the activities on the diagram with the additional caveats, such as, how or where they are carried out, e.g. walking briskly for 10-20 minutes is</p>		
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more active than a stroll around the garden for 5 minutes or cycling uphill is more active than cycling on the flat.

Activity 3: A day in the life

Display and read aloud Resource 3: Uma's day, asking pupils to note all the activities Uma takes part in throughout the day. Then, discuss:

- How much is Uma physically active?
- Is Uma getting enough physical activity?
- Is there a balance of activities to help her body?
- What might be a positive, or negative effect if most of Uma's days are like this?
- Could Uma change anything to develop healthier habits?

Key learning:

- *Uma is physically active for approximately 35 minutes throughout the day. This is just over half the suggested amount (60 minutes). Therefore, Uma should include a bit more physical activity in her day.*
- *There is a fairly good balance of different activities but she should aim to make some of these more active.*
- *Balancing points of physical activity and lots of energy with periods of calm and rest during the day is important.*
- *Some healthier habits could include getting to school in a more active way; participating in more active games at playtime; after school activities; doing Yoga with mum in the evening.*

Pupils discuss some different ways people can be active at key times during the day, including waking up, before school, playtimes and after school. Take feedback, discussing their suggestions and reinforcing the need for variety and balance across the day. Point out that it is a good idea to do calmer activities before bedtime, to help our bodies prepare for sleep.

Discuss how sometimes making a small change can make a big difference and that when practised over time, activities become part of our everyday habits – we do them without thinking about it.

Pupil responses might include:

- *Waking up – jumping jacks, stretches (10 mins)*
- *Before school – walk, scoot or cycle to school (15 mins)*

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	<ul style="list-style-type: none">• <i>Playtimes – skipping, running or team games (20mins)</i>• <i>After school – park, club or activities, dancing (15 mins)</i> <p>Pupils work individually in their exercise books or in pairs, using copies of Resource 4: Uma’s active day to record suggestions for how she can make her day more physically active.</p> <p>Plenary: <u>Signposting support</u> Discuss where Uma could get more help or ideas for keeping physically active throughout the day. This might include:</p> <ul style="list-style-type: none">• Change4life is a website for families to help them make healthy choices and includes ideas to get our bodies moving. Show the pupils how to access this page: www.nhs.uk/change4life/activities• Guidelines for children aged 5-18 years: www.nhs.uk/live-well/exercise/physical-activity-guidelineschildren-and-young-people/ <ul style="list-style-type: none">• Posters around school and community places, such as pharmacies and community centres• Teachers and sports coaches at school or after-school clubs <p>Explain that if someone were worried that they were not getting enough physical activity, they feel unable to be physically active, or they don’t enjoy being physically active, they should always talk to a trusted adult (parent at home or teacher at school) as they will be able to help. For example, Uma might want some help thinking about how she could be more active during the day and she might want to chat to her mum about some of the things she could do.</p> <p><u>Endpoint Assessment</u> Pupils reflect on one thing they might try for themselves in the future, following the lesson and write this down in their exercise books. Pupils return to the baseline assessment activity ‘being physically active’ graffiti page, and using a different colour pen or pencil, add to their initial ideas to demonstrate new learning from the lesson.</p>		
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5	<p>LO: To learn about strategies to maintain a balanced lifestyle</p>	<p>Re-visit Ground Rules</p> <p>Starter: <u>Baseline Assessment</u> Before teaching, establish and remind pupils of the ground rules, highlighting any that are particularly pertinent for this lesson, such as working collaboratively on the lesson activities, sharing and accepting each other's ideas openly. Without giving any additional prompts or examples (as this is a baseline assessment), ask pupils to draw a person "who has a healthy, balanced lifestyle". They should label the drawing, giving the person an age and explaining the different factors that make up their healthy lifestyle. Pupils can also explain anything that makes being healthy easier or more difficult for them and what might help.</p> <p>Collect in their work and note common knowledge, strategies, beliefs and attitudes and/or any misconceptions to be covered later in the lesson and use this information to pitch the lesson appropriately or notice any emerging sensitivities. Pupils will return to this activity at the end of the lesson to demonstrate their new learning.</p> <p><u>Introduction</u> Introduce the learning objective and outcomes. Explain that Uma and Ahil have been interviewing some other young people about the factors that make up their healthy, balanced lifestyles. This lesson is based on what they found out. Explain that balance is an important part of people's lives and that to get good balance across different aspects of our lives, we need, for example, both rest and physical activity in our day.</p> <p>Discuss features of a balanced lifestyle by presenting pupils with the following words: rest, work, indoors, spending money, on-screen, time alone and asking them to suggest words that would 'balance' these. For example, suggestions might include; rest: exercise/activity, work: play, indoors: outdoors, spending money: saving money, on-screen: off-screen, time alone: time spent with others.</p> <p>Main: <u>Activity 1: Healthy lifestyle profiles</u></p>	<p>Ask It Basket</p> <p>PSHE Association Health Education Lesson 5</p> <p>Resource 1: Character profiles – part 1 [one for each pair or group]</p> <p>Character profiles – part 2: [one for each pair or group, or one for teacher]</p> <p>Resource 2: Healthy lifestyles charts [one for each pair or group]</p>	<p>I can describe what is meant by a healthy, balanced lifestyle</p> <p>I can identify the key factors that contribute to a healthier lifestyle</p> <p>I can explain the benefits of living a balanced lifestyle</p> <p>I can recognise some of the challenges to leading a balanced lifestyle and describe how people can manage these, including seeking support</p>
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	<p>Working in pairs or groups of three or four, assign each group a character from Resource 1: Character profiles – part 1.</p> <p>Pupils read the profile and identify features of a healthy, balanced lifestyle plus any benefits the characters mention.</p> <p>Pupils complete Resource 2: Healthy lifestyles chart, to record their findings.</p> <p>Pupils can compare their charts with each other by pairing up with another pair or group who have looked at a different character and discuss their different approaches.</p> <p>What features contribute to their healthy, balanced lifestyle? Are they similar or different?</p> <p>Discuss that healthy habits are not just one-off activities but things the characters do every day, most days or often. Also, that lots of different elements make up a healthy lifestyle – not just food or physical activity.</p> <p>There are simple, free and easy things that we can all try to do. Discuss why it is important for everyone, no matter their age, to live a healthy lifestyle. What sorts of benefits did the characters mention?</p> <p>Suggestions might include:</p> <ul style="list-style-type: none">• feeling happier – improving mood and keeping a balanced mood• feeling awake, alert and energetic• feeling more confident or able to do things• feeling proud of achievements and able to set goals and targets• making friends or spending time with friends and family• less risk of becoming ill, developing health problems or serious disease• more able to learn/work and concentrate• saving money that might have been spent on less healthy snacks our bodies don't really need, such as junk food or sugary drinks. <p>Support: Pupils can tick the correct sections of Resource 2: Healthy lifestyles chart rather than writing notes.</p> <p>Challenge: Pupils discuss what the characters are doing well or not so well and what else they could be doing to develop a healthier lifestyle.</p> <p><u>Activity 2: Barriers and levers</u></p>		
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	<p>Explain that whilst most people want to live healthier, and more balanced lifestyles, this is not always easy, and people can face barriers that prevent them from doing so. Uma and Ahil asked their interviewees about any barriers they come up against.</p> <p>Give pupils Resource 1. Character profiles – part 2: healthy lifestyle barriers and if you like, use teaching-inrole to act in role as each character to introduce these. Note: If teaching-in-role, remember to signify when you are stepping in and out of role.</p> <p>Ask pupils to discuss the potential barriers, then work together, in groups of three or four, to come up with some ideas to help each character overcome the barrier. Each group should come up with at least one idea for each character. Pupils share their ideas with the class.</p> <p>Suggestions to support pupils' learning: Nicki – Set up some athletics-style activities in the garden or park; ask her teacher for ideas of what to do; time or keep score to track improvements; do them with friends. Marc – aim to try a new fruit or vegetable each week; add fruit to desserts; choose fruit or vegetables (like carrot sticks) for a snack; include more vegetables in home-cooked dishes, such as his favourite spaghetti bolognaise. Rene – Avoid going to the sweet shop; explain to her friends what she is saving for and therefore why she is not buying sweets; remember that sweets are not good for keeping healthy teeth as the sugar makes them decay – take a healthier snack from home instead; limit buying sweets to just once a month. Zain – Persuade Dad to go to the park once a week for a kick about; go for a short walk with Dad every day before they put the TV on in the evening; talk to Dad about how important it is for the whole family to have a healthy lifestyle; think about what activities can be done indoors that will mean they get their bodies moving more; join a club with Dad or get together with some other families for a team game in the park.</p> <p><u>Signposting support</u> Remind pupils where someone can ask for help and advice about living a healthier lifestyle, or what they can do if they are worried for themselves or someone else. This can include:</p> <ul style="list-style-type: none">• Talking to a trusted adult at home or school• Encouraging their family to join change4life: www.nhs.uk/change4life		
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		<ul style="list-style-type: none"> • ChildLine have advice for young people: www.childline.org.uk/info-advice/you-your-body/my-body/staying-healthy/ • Talking to ChildLine Tel: 0800 1111 <p>Plenary: <u>Endpoint assessment</u> In groups, on a piece of flipchart paper, pupils write a sentence that describes a healthy, balanced lifestyle and why this is important (the benefits) and share these with the class. Pupils then return to their individual baseline assessment activity (draw and write) and add in any additional factors that help make a healthy, balanced lifestyle. They also suggest a solution for a challenge to living a healthier, more balanced lifestyle and how this could be overcome.</p>		
6	LO: To discover common allergens, where they can be found and learn why it's important for people with food allergies to stay safe	<p>Re-visit Ground Rules</p> <p>Starter: <u>Class Q&A</u> Why do people have different diets? (religion (Muslim), beliefs (vegan), health (diabetes), determined by job (athletes)) Who knows what a food allergy is? Can you name some allergens? Display slide Top 14 food allergens Next slide explains the basic role of the immune system and the digestive system to highlight the difference between allergies, intolerance and coeliac disease</p> <p>Main: Video – highlights the top common allergens http://allergyadventures.com/for-schools/lesson-videos.aspx A mini adventure inside a supermarket explains how allergens can appear in unusual places Explains why it's important to always read the ingredients labels first, to make sure food is safe to eat</p> <p><u>Activity – Worksheet</u> Display slide that explains how allergens are highlighted on food ingredient labels Revert back to slide that shows 14 allergens to help aid activity</p>	<p>Ask It Basket</p> <p>Online video</p> <p>Food packs resource</p> <p>Allergens Worksheet</p>	<p>I can highlight the top 14 allergens</p> <p>I can identify some foods that common allergens can be found in</p> <p>I can learn why it's important for people with food allergies to read every ingredient label to stay safe</p>

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		<p>Hand out the allergens – group or individual activity Food packs resource Worksheet – pupils to follow instructions and complete Step 1: Place a selection of food packet printouts on each table (only show the front of packs). Pupils to guess what allergens are in each product by only looking at the front of each pack Step 2: Turn sheets over to reveal ingredient labels. Pupils read labels and note down the actual allergens highlighted, and make some surprising discoveries. Step 3 & 4: Pupils continue to complete worksheet</p> <p>Plenary Share and discuss allergen discoveries, what was the most surprising find? What is a food allergy? (When certain foods cause the body to react when they are eaten) What are the top 14 allergens that have to be highlighted on food ingredient labels? (milk, eggs, nuts, peanut, wheat, soya, fish, sesame, crustaceans, mustard, lupin, celery, molluscs, sulphites) Why is it important to read every food ingredient label if you have a food allergy? (to check that the food is safe to eat. Allergens can pop up in unusual places)</p> <p>What symptoms can an allergic reaction cause? Allergic reactions can range from mild to severe (see supporting notes for symptoms). Tell an adult immediately if you see a friend have any of the symptoms listed. A severe allergic reaction (anaphylaxis) needs to be treated quickly with emergency medicine.</p> <p>Stress that only people with food allergies will have a reaction to certain foods. If you don't have an allergy, then food is completely safe for you to eat. If you have an allergy, always read EVERY ingredient label before you eat, or check it's safe to eat with a grown-up first.</p>		
7	LO: To understand that vaccines help prevent a range of	<p>Re-visit Ground Rules</p> <p>Starter: Play the Quiz to assess pupil understanding prior to lesson</p>	<p>Ask It Basket</p> <p>Quiz Resource & Answers sheets</p>	<p>I understand that vaccines help prevent a range of infections, including the flu</p>

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<p>infections, including the flu</p>	<p>Main: Begin the lesson by explaining to the class that although there are many harmful microbes that can make us ill, in some cases, there are things we can do to prevent this happening.</p> <p>Explain to the class that vaccinations are a harmless small amount of the microbe/disease markings/outer coat which teaches our body how to fight the bad microbe when or if we get attacked by the disease. Discuss with the class their experiences of vaccinations, which vaccinations they remember getting and when they got them.</p> <p>Show the class images of the disease and bacteria/virus which they have been immunised against. (www.e-bug.eu) Emphasise to the class that in the 1700s these diseases were extremely common.</p> <p>Highlight to the class that without their vaccinations, many of the class would not have survived past 5 years of age. Explain that things like whooping cough, polio and TB are now extremely rare due to vaccinations.</p> <p>Remind pupils that some microbes change their outer coats like we change our clothes. Some microbes change their markings/coats so quickly that scientists cannot create vaccines for many infections or they have to make a new vaccine every year, like the flu vaccine.</p> <p><u>Activity</u> Provide each pupil with a copy of Historic Heroes Worksheet</p> <p>Read the story of Edward Jenner (Historic Heroes – The Jenner Story) to the class, either show the story to the class on the whiteboard or provide each student with a copy.</p> <p>After reading the story, ask the class to fill in the spaces on their worksheet.</p> <p>Pupils should also answer the questions at the bottom of the worksheet.</p> <p><u>Extension Activity</u> After reading the story of Edward Jenner, pupils should recreate the story into a play to present to the class. An example play can be viewed at www.e-bug.eu.</p>	<p>Edward Jenner PowerPoint</p> <p>Historic Heroes sheet</p> <p>Vaccinations script</p> <p>The story of Edward Jenner worksheet</p>	<p>I understand that there are not vaccines for all infection</p> <p>I understand that Edward Jenner discovered vaccines</p> <p>I understand that vaccines are dead or weakened microbes</p>
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	Plenary Reveal answers to starter quiz Pupils can check how much they understand about vaccines now		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time