

Edward Peake C of E VC Middle School

PSHCE Planning



Subject: PSHCE	Unit: Healthy Lifestyles	Term/Duration: Autumn 2 / 7 Weeks	Year Group: 7
<p>Physically and mentally healthy lifestyles Healthy sleep habits Dental health Managing stress Accessing health services</p> <p>PoS: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34</p>		<p>Key Vocabulary</p> <p>Mental health, emotional wellbeing, misconceptions, discrimination, stereotype</p> <p>Mental health, emotional wellbeing, resilience, support strategies, self esteem, help-seeking</p> <p>Dentist, tooth decay, oral hygiene, dental health, cosmetic</p> <p>Sleep, routine, regeneration, growth, mood, memory, rest, energy, immunity, environment, sleep hygiene</p> <p>Online, social media, post, followers, comments, 'likes', unfollowing, blocking, trolling, YOLO (you only live once), FOMO (fear of missing out), phubbing (phone snubbing), sharing, uploading, content, views, selfies</p> <p>Influence, reliable/less reliable, health, mental health, physical health</p>	
<p>By the end of this unit...</p>			
<p><i>All pupils should be able to:</i></p> <ul style="list-style-type: none"> • evaluate the links between mental health and physical health • explain the factors that affect emotional wellbeing • describe good oral hygiene practises • explain the impact of diet and substance use on dental health • identify what happens when we sleep • describe the benefits of good quality sleep • recognise the difference between online and real friends and understand that social media sometimes does not reflect real life 			

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Most pupils will be able to:

- identify common misconceptions about mental health
- identify ways to promote emotional wellbeing and build resilience
- describe the differences between dentistry for health and cosmetic purposes
- explain strategies to promote good quality sleep and where to seek support if sleep is difficult
- know from whom to get help and advice about online stress

Some pupils will be able to:

- recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health
- reframe and learn from disappointments and setbacks
- explain how to access NHS dental services and the importance of regular check-ups
- explain the impact of sleep on health and wellbeing
- identify helpful strategies to manage online stress

	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	LO: To learn about attitudes to mental health and challenging misconceptions	<p>Re-visit Ground Rules:</p> <p>Openness: 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.</p> <p>Keep the conversation in the room: 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.</p> <p>Non-judgmental approach: 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'.</p> <p>Right to pass: 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'.</p> <p>Make no assumptions: 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.</p> <p>Using appropriate language: 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.</p> <p>Asking questions: 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.</p> <p>Seeking help and advice: 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.</p>	<p>Ask It Basket</p> <p>PSHE Association Mental Health and Emotional Wellbeing KS3 Lesson 1</p> <p>Resource 1: Explain to an alien</p> <p>Resource 2a: True or False quiz answer sheet</p> <p>Resource 2b: True or false quiz answer sheet</p>	<p>I can evaluate the links between mental health and physical health</p> <p>I can identify common misconceptions about mental health</p> <p>I can recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health</p>

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	<p>Starter: <u>Baseline Assessment: Explain to an alien</u> Ask pupils to imagine an alien has come to earth and wants to know about mental health. Using <i>Resource 1: Explain to an alien</i>, pupils should try to answer each of the alien's questions, with as much detail as they can. As this is a baseline assessment for the scheme of work, they should work individually and without prompting from the teacher, in order to get an accurate representation of their current understanding. They will be revisited at the end of the lesson.</p> <p>Main: <u>Defining mental health</u> <i>Emphasise at this point that mental and physical health are closely linked, for example by promoting their physical health (through exercise, healthy food choice and quality sleep) a person is also promoting their mental health.</i></p> <p><u>Activity 1: True or False Quiz</u> In pairs, ask pupils to complete <i>Resource 2a: True or false quiz</i>. Pupils could move to different sides of the room to represent 'true' or 'false' as each statement is read out. <i>Take feedback, ensuring that myths and misconceptions are challenged. Resource 2c includes additional teacher information to develop discussion. Pupils should annotate the 'true' information next to any statements marked 'false'.</i></p> <p>Support: <i>Resource 2b</i> is provided which is a simplified version of <i>Resource 2</i>. Questions posed are simplified versions of questions 2, 3, 5, 7, 8 & 9 from <i>Resource 2</i>.</p> <p>Challenge: Encourage pupils to consider why they think these misconceptions might have occurred in the past. What could be done to prevent future misconceptions about mental health?</p> <p><u>Activity 2: Exploring language</u> Explain to pupils that sometimes people find it difficult to talk about mental health, or might have little understanding of it and can therefore say things that might be unhelpful or offensive to others, often without meaning to. Organise pupils into four groups and give each group a different sheet from <i>Resource 3: Exploring language</i>. Each group should spend 5 minutes adding ideas to the top and bottom half of the sheet, responding to the questions:</p> <ul style="list-style-type: none"> • How might these statements make someone feel? • What could some more positive alternatives be? 	<p>Resource 3: Exploring language</p> <p>Resource 4: Helpful language</p>	
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After 5 minutes, have all pupils stick their sheet to the wall / desk, and ask the groups to move around the room looking at each different group's examples and ideas. They should add any additional ideas as they visit each sheet.

Take feedback, identifying key themes from each sheet:

Black = these statements demonstrate the flippant way people can use mental health language in everyday discussion. This is a subtle way in which mental health stigma is reinforced.

Blue = these statements are common of the types of responses people with a mental health issue sometimes get from friends or family. The statements diminish the issue and try to minimise the impact of experiencing a mental health issue.

Orange = these statements focus around unhelpful behaviours in relation to mental health, primarily excluding or deliberately trying to upset someone known to have mental health issues.

Green = these statements include unhelpful advice that people sometimes receive when discussing a mental health concern.

You can refer to Resource 4: Helpful language to provide examples of more positive alternatives.

Support: Pupils could be provided with *Resource 4: Helpful language* prompts or some appropriate responses could be modelled before starting the activity.

Challenge: Ask pupils to suggest reasons why this sort of language is used.

Teacher Notes Challenging discrimination

Ask pupils to work in pairs to suggest ideas about how mental health stigma and discrimination could be challenged using the questions on the slide. If time allows, share ideas as a class, either using post-it notes stuck at the front of the room, a class mind map, or pupils with the longest list read out their ideas.

Activity 3: Challenging discrimination

Pupils work in pairs to suggest ideas about how mental health stigma and discrimination could be challenged. Encourage them to suggest up to three ideas for each of the following:

- What could be done by individuals/friends to challenge discrimination?
- What could be done in schools to challenge discrimination?
- What could be done in wider society to challenge discrimination?

If time allows, share ideas, either using post-it notes, a class mind map, or volunteers read out their ideas.

Pupils might suggest ideas such as:

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		<ul style="list-style-type: none"> • <i>Individuals: avoid using language that might be offensive or upsetting, challenge this language when used, encourage people to be understanding and supportive around mental health, avoid trivialising or making fun of mental health issues;</i> • <i>Schools: teach more about mental health, promote school counsellors and other sources of support to normalise asking for help, have 'positive mental health' events, make all people feel included, use displays to promote mental health;</i> • <i>Society: Mental health campaigns, more funding for mental health charities or services, stronger laws about discrimination against people with mental health concerns, mental health support services in workplaces to both support and destigmatise those with mental health concerns, encourage openness around mental health issues, etc.</i> <p>Plenary: Revisit the baseline activity, using <i>Resource 1: explain to an alien</i>. Ask pupils to make any additions or edits to their original responses with a different coloured pen to demonstrate what they have learnt. This can be kept as assessment evidence and used to inform future teaching.</p> <p><u>Signposting support</u> Remind pupils that they can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations. Explain to pupils that there are lots of different ways that young people can seek help from reputable organisations, including text-based support, digital chat support and online counselling, as well as face to face or via phone. Share the following websites and phone numbers with pupils: Young Minds - www.youngminds.org.uk Childline - www.childline.org.uk Phone: 0800 1111 Samaritans - www.samaritans.org Phone: 116 123</p>		
2	<p>LO: To learn ways to promote emotional wellbeing</p> <p>To build resilience and how to reframe</p>	<p>Re-visit Ground Rules</p> <p>Starter: Working in pairs, pupils write the alphabet down a margin in their books. They then work against the clock to create an A-Z list of factors that can affect mental health and emotional wellbeing. Pairs should try to have a suggestion for as many letters as they can. Put 5 minutes on the timer. Circulate around the class as they are working (without making any comments), looking for ideas that arise frequently and for any gaps. You may wish to award a prize for the team with an idea for the most</p>	<p>Ask It Basket</p> <p>PSHE Association Mental Health and Emotional Wellbeing KS3 Lesson 2</p>	<p>I can explain the factors that affect emotional wellbeing</p> <p>I can identify ways to promote emotional wellbeing and build resilience</p>

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<p>disappointments and setbacks</p>	<p>letters. Use this activity to adapt the lesson content appropriately and to lead a suitable introductory discussion into factors affecting mental health and emotional wellbeing (MHEW).</p> <p>Main: <u>Activity 1: Daily wellbeing</u> Hand pupils <i>Resource 1: Daily wellbeing</i>, and ask them to reflect on Kaz's day, and to suggest ideas about what experiences or strategies might be having an effect on Kaz's wellbeing. <i>Take some brief feedback, ensuring that pupils understand that it is typical and expected for emotional wellbeing to fluctuate throughout the day or over several days. A key element of having positive emotional wellbeing is knowing how to bounce back from setbacks, or lift mood again when things are difficult. Concerns arise for emotional wellbeing when someone's mood continues to drop over a long period of time, or several challenging events occur close together, making it harder for someone to overcome them.</i></p> <p>Support: Resource 1a provides ideas for pupils to place across the chart.</p> <p>Challenge: Ask pupils to reflect on how typical they think Kaz's day is, compared to most young people. What sort of events might cause more dramatic peaks and troughs in Kaz's wellbeing?</p> <p><u>Michael Jordan on failure</u> Show the 30-second video: Michael Jordan on failure. Explain that Michael Jordan is a famous USA basketball player who many consider to have been the greatest basketball player of all time. Ask pupils why he says 'I've failed over and over again in my life – this is why I succeed' - what does he mean by this? Explore the meaning of the word 'failure' and check that pupils understand the concept of reframing failure, i.e. looking at failure in a different way in order to use the failure to help us succeed in the future or in different ways.</p> <p><u>Meaning of resilience</u> Ask pupils to work in pairs to define what they think is meant by 'resilience'. Take feedback and agree on and write up a definition for the class that everyone is happy with.</p> <p><u>Activity 2: Developing resilience</u> Ask the class to create a mind-map of the ways people can promote their own resilience in their daily lives. Share ideas as a class to include:</p> <ul style="list-style-type: none"> • Make meaningful connections • Develop a sense of purpose by supporting your community and/or moving towards goals 	<p>Resource 1a and 1b: Daily wellbeing</p> <p>Resource 2: Managing disappointments and setbacks card sort</p>	<p>I can reframe and learn from disappointments and setbacks</p>
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- Embrace change as a normal part of living
- Avoid seeing disappointments and setbacks as failures or problems which cannot be overcome
- Develop a positive sense of self by focusing on their strengths and accomplishments
- Gain self-confidence by embracing new challenges
- Keep things in perspective
- Maintain a positive outlook
- Take care of themselves emotionally and physically - additional techniques like journaling or meditation can support emotions while healthy sleep, exercise and diet help both physical and emotional wellbeing

Support: Give pupils some categories to add ideas to their mind-map, e.g. things about character, things to do at school, things to do in the community, etc.

Challenge: Ask pupils to circle those techniques which they think are easiest for a person to use if they wanted to become more resilient.

Activity 3: Managing disappointments and setbacks

Using think, pair, share, ask pupils to suggest situations which might cause someone disappointment, or be a setback, in their day to day life (e.g. not getting the score they wanted on a test, being let down by a friend, seeing a negative comment on social media, struggling to master a new skill such as learning an instrument or sporting technique, not being allowed to go to a party at the weekend, getting a detention for something they didn't think was their fault, etc.)

Ask pupils to work in pairs to separate the strategy cards (*Resource 2: Managing disappointments and setbacks card sort*) into the displayed categories.

Support: Ask pupils to separate cards into 2 piles - helpful and unhelpful strategies.

Challenge: Separate cards into unhelpful strategies, strategies to prevent disappointments, strategies which help to manage thoughts on disappointments and strategies which resolve a situation. Ask pupils to reflect on why using a range of strategies is so important.

Feedback by asking pupils to share their responses in pairs. Reflect on the following elements:

Which are unhelpful coping strategies and why?

Ensure pupils are clear that using drugs including alcohol to manage feelings is an unhealthy coping strategy. Shouting at, ganging up on and manipulating others are aggressive strategies which are likely to have unintended serious consequences. Ignoring issues is a passive response which can lead to difficult situations continuing unnecessarily.

What can people put in place to reduce the impact of setbacks and disappointments in everyday life?

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		<p><i>Techniques such as journaling, listing positive qualities/experiences, and/or practicing gratitude can be regular habits which support a positive mindset. Asking questions such as 'how will this event be affecting my life in a week/month/year's time?' can help keep things in perspective.</i></p> <p>How can a person manage difficult situations effectively? <i>The key elements to discuss include reframing disappointments and setbacks to create a more positive take on an event, and being proactive in resolving issues which are upsetting them.</i></p> <p>Plenary: Revisit the baseline A-Z activity. Ask pupils to 'tick' any which are things which can have a positive impact on mental health then for any gaps or things which might have a negative impact, ask teams to add a new idea which would have a potentially positive impact, especially ways to promote resilience. They should make any additions with a different coloured pen. This can be kept as assessment evidence and used to inform future teaching.</p>		
3	<p>LO: To learn about good oral hygiene, dental health and how to access NHS services</p>	<p>Re-visit Ground Rules</p> <p>Starter: <u>Mind map</u> Working on their own, ask pupils to create a mind map around the following stimulus: "What can someone do to keep their teeth and mouth healthy?"</p> <p>As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed.</p> <p>Use the insights from this and the next activity to gauge pupils' current understanding to adapt teaching throughout the lesson.</p> <p>Main: <u>Activity 1: Dental health quiz</u> Complete the multiple choice quiz with pupils using 'Resource 1: Dental health quiz' <u>Quiz answers</u> <i>Take time to explain the correct answer to pupils, they may have not had this information delivered since early key stage 2, or may have not had this information from school.</i></p> <p><u>Activity 2: Dentistry for health or cosmetic purposes</u></p>	<p>Ask It Basket</p> <p>PSHE Association - Dental Health KS3</p> <p>Resource 1: Dental health quiz (page 31 & 32)</p> <p>Resource 2: Dentistry for health or cosmetic purposes (page 33)</p> <p>Resource 3: Scenarios (page 34)</p>	<p>I can describe good oral hygiene practises</p> <p>I can explain the impact of diet and substance use on dental health</p> <p>I can describe the differences between dentistry for health and cosmetic purposes</p> <p>I can explain how to access NHS dental services and the importance of regular check-ups</p>

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		<p>Give each pair/small group a set of Resource 2: <i>Dentistry for health or cosmetic purposes</i> Ask them to sort the cards into piles of either dentistry for health, cosmetic procedures or both. Support: Hand pupils the first 6 cards from Resource 2 – <i>Dentistry for health or cosmetic purposes</i> and ask them to categorise these. Challenge: Pupils suggest a procedure for dental health and a cosmetic procedure.</p> <p><u>Activity 3: Scenarios</u> Give pupils each of the characters from Resource 3: <i>Scenarios</i>. Ask them to read through the scenario and identify the things in the questions in the slide. Challenge: Ask pupils to produce a quick summary to demonstrate to pupils in other years the importance of regular check-ups or what to do in a dental emergency. They may wish to do this as a rap or script for a radio or TV advert.</p> <p><u>Bailey / Sky / Jay / Rhea</u> Use these slides to take feedback from each group and to summarise key learning</p> <p>Extension Activity – Dental health decision flowchart</p> <p>Plenary: <u>Endpoint Assessment</u> Ask pupils to complete an exit card to hand in on their way out of the room (either on blank postcards or paper) with any anonymous questions. NB: <i>If asking pupils to write questions about a topic, particularly as part of a plenary activity, it is vital that these are returned to and answered in subsequent lessons.</i> Display 'Further support' slide as pupils are working. During the assessment activity, display a range of support services for people who are concerned about the issues related to dental health and ensuring a balanced lifestyle. These should include people in school (such as the tutor, head of year or form tutor). Explain to pupils that they can use services such as Change4Life Sugar Smart to determine the amount of sugar in food and beverages – allowing them to make more informed dietary decisions.</p>	<p>Resource 4: Extension – Decision flowchart (page 35)</p>	
4	<p>LO: To learn about healthy sleep</p>	<p>Re-visit ground rules</p> <p>Starter: Ask pupils to create a mind map in pairs using the sentence starter 'Sleep is...'</p>	<p>Ask It Basket</p> <p>https://riseabove.org.uk/article/sleep-talk/</p>	<p>I can identify what happens when we sleep</p>

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	<p>Encourage them to write down as many facts or pieces of information that they can to show what they already know about sleep.</p> <p><u>Baseline Assessment</u> You can choose how to conduct this activity. Pupils can complete it individually on paper, or verbally in pairs. You could also use 'traffic lights' (red/amber/green) or self-assessment statements (e.g. I understand where to get help and advice about sleep) depending on your students' preferences.</p> <p>Main: Ask pupils to look back at their mind maps. Explain that you are going to show them three separate infographics Their task is to remember as much information as they can from each and add this to their mind map.</p> <p>Show the pupils the infographics for a second time so they can see what they remembered and what they might have missed. Emphasize that sleep has a positive impact on both our brain function and our body function.</p> <p><u>Activity 1: Good quality sleep vs. poor quality sleep</u> Ask pupils to complete the following activity: In pairs, ask pupils to name themselves A and B. Ask the 'A' pupils to make notes around the body outline to show how good quality sleep might impact them. Ask the 'B' pupils to make notes around the body outline to show how a lack of sleep (or poor quality sleep) might impact them.</p> <p>Show the class the first half of the video (00:00 - 1:34) Ask pupils to compare their image with their partners and in a different coloured pen, add on any new ideas they have learned from the video to their sheets.</p> <p>Show the class the second half of the video (1:34 - end) Ask pupils to work in pairs. Explain that as a class, pupils are going to create a B-E-D app to help support young people struggling with their sleep. Ask each pair to produce a feature of the app to give advice and suggestions in one of the three areas, Bedtime routine, bedroom environment, or Daytime routine.</p>	<p>Blank A4 paper</p> <p>Different coloured pens</p> <p>Action plan worksheet</p> <p>Body outlines</p> <p>Rise Above – Sleep website</p> <p>Rise Above – Sleep lesson plan & classroom tips</p>	<p>I can describe the benefits of good quality sleep</p> <p>I can explain strategies to promote good quality sleep and where to seek support if sleep is difficult</p> <p>I can explain the impact of sleep on health and wellbeing</p>
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		<p>Allocate one of the three features to pairs or allow pupils to choose for themselves.</p> <p>Encourage pupils to be creative, they could make up rhymes, draw images, suggest music or anything else to make an awesome app! If pupils need additional support with this activity, use the ideas bank.</p> <p>Plenary: These five students are struggling with their sleep. Ask your students to choose three of the scenarios and think of some advice they might give in response.</p> <p>Re-visit self-assessment and re-evaluate</p> <p>Explain to pupils that ChildLine is a free, confidential service where they can talk about anything that might be worrying them and it will be kept confidential. They also have sleep advice: https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/problems-sleeping/. ChildLine runs 24 hours, 7 days a week so pupils can go online or call at any time and it is totally free.</p>		
5	<p>LO: To learn how to manage the stress that social media or online content, including FOMO, may have on a person</p>	<p>Re-visit Ground Rules</p> <p>Starter: Ask pupils to look at the Twitter-style questions on the screen, and write very short answers to each question (no more than 140 characters). This activity can be carried out in pairs or as a whole class 'graffiti wall' activity. For the graffiti wall, put up large sheets of paper around the classroom and write one of the questions on each sheet. Pupils circulate and write a brief response under each question. Once all have circulated and added their thoughts, pick some pupils to read through each sheet.</p> <p><u>Self-Assessment</u> Ask pupils to answer the three baseline questions on the confidence scale: 0 = not confident, 10 = extremely confident.</p> <p>Main: Show pupils the video: https://riseabove.org.uk/article/online-stress/ After pupils watch the video, ask them to discuss the questions</p> <p><u>Activity 1: Real friends vs. Online friends</u></p>	<p>Ask It Basket</p> <p>Rise Above – Online Stress and FOMO website</p> <p>Rise Above – Online Stress and FOMO classroom tips & lesson plan Body outline</p> <p>Extra videos: https://campaignresources.phe.gov.uk/schools/resources/online-stress-fomo-lesson-plan-pack</p>	<p>I can recognise the difference between online and real friends and understand that social media sometimes does not reflect real life</p> <p>I know from whom to get help and advice about online stress</p> <p>I can identify helpful strategies to manage online stress</p>

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	<p>In pairs, ask pupils to write around the body outlines which represent a 'real-life friend' and an 'online friend'. Around each outline, ask them to write down words that describe that person.</p> <p>Review the advice given in the film: to avoid stress and anxiety it's important to switch off social media regularly and stay connected with real life, real people and real friends. Don't let social media become a substitute for real-life connections with family, friends and other people.</p> <p><u>Activity 2: Wall of Ideas</u> This could be done in pairs or groups and then fed back to create a whole class 'wall of ideas'. Use sticky notes or place all the ideas written on A4 paper together to form a wall.</p> <p>Plenary: In pairs, ask pupils to generate quick ideas for a social media post that will suggest tips for avoiding online stress. Then ask them to share their ideas with the class, and offer constructive suggestions to improve each other's concepts.</p> <p>Emphasise to pupils the importance of talking to a trusted person if they are experiencing online stress they can talk to teachers, tutors, parents, siblings, friends or classmates. It is important to get help and not suffer in silence! Encourage them to visit the Every Mind Matters website (www.nhs.uk/oneyou/every-mind-matters/youth-mental-health/) in their own time, along with other helpful websites and sources of information.</p> <p>Ask pupils to think back to the confidence line that they shared at the start of the session and consider the same questions.</p>		
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6	<p>LO: To learn about different influences on someone's diet and exercise choices</p>	<p style="color: red;">Remember to keep in mind that social circumstances can have a significant impact on health. Some students may also find some discussions about food choices or exercise particularly sensitive, for example anyone suffering from disordered eating, issues with body image or other related health issues</p> <p>Re-visit ground rules</p> <p>Starter: <u>Baseline Assessment</u> Ask pupils to complete a mind map with the question: 'What does a 'healthier lifestyle' look like?' in the middle. Use the following prompts to guide them:</p> <ul style="list-style-type: none"> • What does 'healthier' mean? • What might make someone more or less 'healthy'? What choices might they make? • How does someone know if they are making 'healthier' choices or not? <p>As this is a baseline assessment, they should work on their own, without any further prompting or examples.</p> <p>Afterwards, ask pupils to share their ideas as a class with you. This will allow you to gauge pupils' current knowledge, understanding and beliefs, as well as what they can remember from their prior learning in PSHCE, Science, PE or Food Technology lessons. Once completed, make sure pupils have added their names to their mind maps and put them to one side, as these will be revisited at the end of the lesson to demonstrate progress.</p> <p>Main: <u>Activity 1: Scale of influence</u> Ask pupils to reflect on the baseline assessment and think, pair, share: How might people form opinions about what is and is not 'healthier'? Where does information about what is and is not 'healthier' come from? What might influence someone's health-related choices? <i>Pupils might suggest: family, friends, celebrities, media, social media, NHS guidelines, advertising campaigns.</i></p> <p>Then, in small groups, ask pupils to sort the influence cards from Resource 1: Scale of influence cards along a line, with 'very influential' at one end and 'not influential' at the other end. Assign each group with a category: primary pupils, secondary students, young adults, parents, or older people. They should discuss and assess how weak or strong the impact of the influence is likely to be on the behaviour of those in their assigned category, in relation to their diet and exercise choices.</p> <p>Next, share their responses as a class. Draw out common ideas about influences and what influences they believe have the strongest impact on behaviour. Note that there may be considerable differences in how strong individual students consider an influence to be on the behaviour of different groups. For</p>	<p>Ask It Basket</p> <p>PSHE Association Health Education KS3 Lesson 1 Making choices about diet and exercise</p> <p>Resource 1: Scale of influence cards [one per small group]</p> <p>Resource 2: Myth-busting [one per pair]</p> <p>Resource 2a: Teacher notes</p>	<p>I can identify different influences on decisions regarding diet and exercise</p> <p>I can analyse why some influences might be stronger than others</p> <p>I can evaluate which influences are more or less reliable</p> <p>I can evaluate strategies to manage negative or less reliable influences</p>
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example, as people get older, they may be more autonomous and less influenced by their families; some people might be more susceptible to certain types of advertising, for example companies will target certain types of adverts to different groups via social media; older people might be more concerned about their health and therefore more likely to follow recommended guidelines.

Support: Assign pupils with the category 'secondary pupils', as they may find this the most relatable. Ask them to sort the cards into three piles – influential, not influential, and not sure – rather than ranking along a scale.

Challenge: Ask pupils to discuss why people might be affected differently by the same influences – what might make an influence stronger for one person and less influential for another?

Activity 2: Myth-busting

In pairs, ask pupils to complete Resource 2: Myth-busting, analysing the validity of different statements and myths related to physical health. For each statement, they should note down where they think the information has come from (e.g. using examples from the influence cards), and then decide if they think each statement is a myth, fact, or 'it depends'. You could use a thumbs up/thumbs down approach to class feedback. After each statement, share the answers and the supporting information, using Resource 2a: Teacher notes.

To summarise, you may wish to emphasise that everyone's health needs, exercise and food choices will vary, and people will have different levels of access to different food and exercise options, so it is important that everyone finds what works and what is possible for them. While recommended quantities of different foods might differ between different scientists, doctors and health professionals, and health advice can sometimes be conflicting, there is a general consensus that there are some foods people should eat more of/choose more often (for example: fruit and vegetables; beans, pulses, eggs, fish, or other forms of protein), and some food people should eat less of/ choose less often (for example, foods high in salt and sugar or highly processed foods). Some people might also follow very specific diets for medical reasons, under the guidance of a health professional (for example, some people are unable to eat certain foods due to allergies, such as to gluten, or peanuts).

Support: Ask pupils to focus on five statements only, ensuring a range of health-related myths are explored.

Challenge: For any statement that pupils have judged to be a myth, ask them to add what the true statement should be.

Activity 3: Managing influences

Ask pupils to discuss which influences they now think are more or less reliable as sources of information

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	<p>about health. Take some feedback.</p> <p>Pupils might suggest that more reliable sources of information include scientific research and studies, official bodies such as the NHS, schools; and that less reliable sources of information include industry, advertising, celebrities and influencers.</p> <p>Next, in their small groups, ask students to come up with 3-5 strategies that a young person could adopt to help them manage negative or less reliable influences on their diet and exercise choices. They could use the earlier scale of influence cards to decide which influences to focus on.</p> <p>Then, ask for at least two strategies from each group and collate these on a whole class mind map.</p> <p>Pupils might suggest some of the following: questioning where information has come from; recognising that influencers/celebrities may post misleading information about products - they have no obligation to check the safety of products before advertising them and may not use them themselves (looking for #ad on posts can help recognise this); recognising that 'well-meaning' messages can present an unrealistic target or unattainable lifestyle, and setting alternative, more attainable targets instead; trying not to 'follow the crowd' – lifestyles vary between people and it is important for people to find out what foods and exercise work best for them; having a varied diet, eating some foods more often (e.g. grains, vegetables) and some foods less often (e.g. sugary foods, processed foods); avoiding fad or 'extreme' diet or exercise choices; trying different foods and different types of exercise to find out what is enjoyable and/or has an impact on mood; doing their own research rather than taking advertising at face value; speaking to GP/health professional before drastically changing diet or exercise regime.</p> <p>Challenge: Ask pupils to discuss which influences might be more difficult to manage than others and why they think this is the case.</p> <p>Plenary: <u>Signposting support</u> Ensure that pupils know where they can seek help and advice both now and in the future if they are concerned about choices or influences relating to diet and exercise. Pupils wishing to seek further guidance can:</p> <ul style="list-style-type: none"> • Speak to a tutor, head of year, school nurse or other trusted member of staff in the school • Speak to another trusted adult or health professional outside of school • Contact Childline www.childline.org.uk 0800 1111 • Visit NHS Live Well: www.nhs.uk/live-well <p>If appropriate (for example, if pupils have raised the issue of disordered eating in discussions, or if you are providing a general list of sources of support for anything relating to health), you may also wish to signpost Beat for further information and support regarding eating disorders: www.beateatingdisorders.org.uk</p>		
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		<p><u>Reflecting on today's learning / Endpoint Assessment</u> Ask pupils to revisit the answers they wrote to the prompt questions about healthier lifestyles at the start of the lesson. Using a different colour pen, ask students to add any additional information they have learnt in response to each question. They may also want to edit their original ideas as a result of the lesson. This will provide information about pupils' progress and identify any gaps in learning that still need to be addressed in future lessons. Then, ask them to add an additional point to their mind map, responding to the question: What could someone do if they came across health-related information from less reliable sources? E.g. where could they check the reliability of the information or find out more reliable information?</p> <p><i>Suggestions might include: questioning the evidence base of the information, speaking to GP/ health professional, looking at advice online from reputable sources, such as the NHS, avoiding drastic changes to diet and exercise before looking into the evidence base more fully.</i></p>		
7	<p>To learn how to make independent, informed decisions about maintaining physical health</p>	<p style="color: red;">Remember to keep in mind that social circumstances can have a significant impact on health. Some students may also find some discussions about food choices or exercise particularly sensitive, for example anyone suffering from disordered eating, issues with body image or other related health issues</p> <p>Re-visit ground rules</p> <p>Starter: <u>Baseline Assessment</u> Ask pupils to read the post written by a young person worried about their physical health in Resource 1: Forum post. Ask them to respond to the questions underneath the post, writing down everything they know, think or believe. As this is a baseline assessment, they should work on their own, without any prompting or examples. Circulate the room while pupils are completing the activity. This will allow you to gauge students' current understanding and any common ideas or misconceptions, and consider how these will be addressed in the lesson. Once completed, make sure pupils have added their names and put these to one side, as these will be revisited at the end of the lesson.</p> <p>Main: <u>Activity 1: Talking heads</u></p>	<p>Ask It Basket</p> <p>PSHE Association Health Education KS3 Lesson 2 Maintaining physical health</p> <p>Resource 1: Forum post [one per pupil]</p> <p>Resource 2: Talking heads [one per pair]</p> <p>Resource 3: Scenarios [one per small group]</p>	<p>I can identify the benefits of maintaining physical health</p> <p>I can explain why choices regarding physical health might differ between people</p> <p>I can evaluate potential barriers to making healthier choices and strategies to overcome them</p> <p>I can analyse strategies for making</p>

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	<p>Explain to pupils that everyone is different, and people have different preferences when it comes to diet and exercise, however, there are real benefits to maintaining good physical health. You may wish to ask pupils to share some of their ideas from their baseline assessment activity, or highlight the following: the positive impact a healthier diet and exercise can have on mental health, increased energy levels and focus, reduced likelihood of suffering from some illnesses/diseases or developing these later in life. In pairs, assign pupils one of the 'talking heads' from Resource 2: Talking heads, which explore a range of choices young people make regarding their diet and exercise. Ask students to answer the question: what might affect the choices someone makes about diet and exercise? They should list as many reasons as they can think of as to why choices about diet and exercise vary from person to person, using the information given in their assigned 'talking head' as a starting point. Take feedback, ensuring that a range of reasons are discussed. These might include:</p> <ul style="list-style-type: none"> • <i>Exercise choices: time of day; exercising alone or with others; reason for exercising; how exercise makes them feel; types of activity; location of activity; length of time available; what they enjoy doing (you may wish to remind pupils that the Chief Medical Officers' report recommends that young people engage in moderate to vigorous intensity physical activity for an average of at least 60 minutes per day across the week and that this can include all forms of activity such as PE, active travel, after-school activities, play and sports).</i> • <i>Diet choices: moral/ethical reasons for choices; cost; how they feel (for example, someone might make different food choices when they are happy, compared to when they feel tired, upset, stressed); how different foods make them feel; religion; culture; the environment; ease of making meals; time available to take meals; number of people food is being prepared for; eating alone or with others; special events or celebrations.</i> <p>Summarise that when it comes to making decisions regarding how to best maintain physical health, there is no 'one size fits all' approach. Different people will make different decisions about diet and exercise for a variety of reasons and experimenting with different food and exercise choices can be a good way to find out what works for individuals.</p> <p>Support: Assign pupils who require additional support with Talking Head no. 6. Challenge: Ask pupils to discuss which reasons they think are likely to have the strongest impact on someone's choices, e.g. what might take priority when someone is deciding what to eat – the way the food makes them feel, or the environmental impact of consuming the food?</p> <p><u>Activity 2: Overcoming barriers</u> Explain that people might face barriers when trying to make healthier choices or maintain good physical</p>	<p>Resource 3a: Teacher notes</p>	<p>independent health choices in future</p>
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	<p>health. Working in small groups, ask them to brainstorm what these barriers might be. They should start by thinking about the barriers faced by the characters in the previous 'Talking heads' activity (e.g. being unable to control what is cooked at home), and then add any additional ideas they can think of.</p> <p>Take some feedback, and create a class brainstorm on the board.</p> <p>Pupils might identify: the cost of some food or exercise choices; feeling pressure to eat unhealthily to fit in with a group; convenience and availability of foods, e.g. not having enough time to cook/ having a fast food restaurant nearby; wanting to make decisions that someone's family might not agree with or be able to accommodate; concerns about exercising alone (this might include safety concerns); being unable to find a sports team/group to join; having a physical disability that might affect exercise choices; lacking motivation to exercise or make healthier choices; not knowing where to start with changing diet or exercise, or feeling overwhelmed with information or by recommendations and advice that feel unattainable.</p> <p>Then, ask each group to briefly discuss any strategies they can think of that might help someone overcome any of the barriers and take some feedback – this will be explored in greater depth in the next activity.</p> <p>Pupils might suggest: <i>speaking to GP/ health professional/NHS website to discuss and find reliable information; researching alternative exercise options if someone is limited in what they can do, for example online classes, free workout apps; finding a workout buddy – a friend, classmate, local group etc. to exercise with or to encourage each other to make healthier choices; speaking to family/friends about wanting to change diet or exercise habits and working out what is feasible together; finding accessible groups/activities, including for those with a physical disability (see: www.nhs.uk/live-well/exercise/get-active-with-a-disability); creating an exercise plan for the week to help set clear goals (e.g. Monday: 'walk briskly for 30 minutes, Tuesday: 10 minutes of intense physical activity); making small changes over time; remembering that doing something to be healthier is a lot better than doing nothing, and that it is better to do something a person really enjoys and is more likely to stick with, than something they feel they 'should' do.</i></p> <p>Support: Provide pupils with two specific barriers (e.g. someone is unsure where to find out reliable information about diet and exercise; someone cannot find a local sports team to join) to focus on and ask them to come up with one or two top tips as to how someone might overcome these.</p> <p>Challenge: Ask pupils to discuss what strategies they think schools could adopt to help or encourage young people to maintain good physical health.</p> <p><u>Activity 3: Strategies</u></p>		
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	<p>Using the strategies that they have just discussed as a starting point, assign pupils in small groups one of the scenarios from Resource 3: Scenarios, and ask them to suggest three to five top tips to help the character in their scenario manage the situation/barrier they face. Reassure groups that there is no specific 'right' answer and that within their groups they might disagree on the best response – they should come up with a range of strategies if necessary. Then, ask each group to briefly summarise their scenario and share their top tips with the rest of the class. Use Resource 3a: Teacher notes to help manage the feedback and discussions.</p> <p>Finally, emphasise to pupils that striving to maintain good physical health does not mean that someone has to stop eating certain foods forever, or that they must exercise for hours every day. It is important that pupils recognise that less healthy foods can still be enjoyed occasionally as part of a healthier lifestyle and that they should find what they enjoy and what best suits them – this will be different for everyone.</p> <p>Plenary: <u>Signposting support</u> Ensure that pupils know where they can seek help and advice both now and in the future if they are concerned about choices or influences relating to diet and exercise. Pupils wishing to seek further guidance can:</p> <ul style="list-style-type: none"> • Speak to a tutor, head of year, school nurse or other trusted member of staff in the school • Speak to another trusted adult or health professional outside of school • Contact Childline www.childline.org.uk 0800 1111 • Visit NHS Live Well: www.nhs.uk/live-well <p>If appropriate (for example, if students have raised the issue of disordered eating in discussions, or if you are providing a general list of sources of support for anything relating to health), you may also wish to signpost Beat for further information and support regarding eating disorders: www.beateatingdisorders.org.uk</p> <p><u>Reflection / Endpoint Assessment</u> Working on their own, ask pupils to return to the forum post from the start of the lesson. Ask them to write a reply, giving advice to the young person based on what they have learnt this lesson. In their response, they should refer to at least one strategy that could be used to overcome any barriers the author of the original post might face.</p>		
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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.