

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Healthy Lifestyles	Term/Duration: Autumn 2 / 7 Weeks	Year Group 5
<p>Mental Health Taking care of mental health Managing challenges Seeking support for themselves and others What positively and negatively affects health and wellbeing Making informed choices That mental health is part of daily life The importance of taking care of mental health Strategies and behaviours that support mental health</p> <p>PoS: H15, H16, H17, H18, H19, H20, H21, H22, H24</p> <p>Keeping Active Benefits of a balanced diet Different influences on food Skills to make choices Balancing Internet use How physical activity affects wellbeing</p> <p>PoS: H1, H2, H3, H7, H12, H13, H16, H38</p>		<p>Key Vocabulary: Mental health, Feelings and emotions, Support, Manage, Challenge</p> <p>Sleep, Exercise, Community groups, Clubs, Hobbies, Family and friends, Active, Inactive, Lifestyle, Physical health, Balance, Benefits, Safe, Resilience</p> <p>Carbohydrates, Calories, Dairy, Habits, Fats, Fatty acids, Minerals, Ultra-processed, Junk food, Protein, Pulses, Starch, Sugar, Sweeteners, Vitamins</p> <p>Balanced, Choice, Decision, Dilemma, Diet, Healthy, Influence, Negative, Nutritious, Persuade, Positive, Pressure, Processed, Situation, Sugar</p> <p>Adverts, Advertising, Cooking, Influences, Ingredients, Preparation</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • explain what is meant by the term 'mental health' • describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected • recognise conflicting emotions and when these might be expected • identify habits and lifestyles choices that help keep us healthy • explain or demonstrate helpful ways to manage emotional responses to difficulties, challenges or setback • recognise the range of foods that make up a healthier, balanced diet • identify food/drinks that should be consumed less often or in smaller amounts 			

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- explain some choices people can make about what to eat and drink
- identify who or what might influence choices about food
- plan a healthy meal
- explain how to prepare a healthy meal safely within the home

Most pupils will be able to:

- identify everyday behaviours that can help to support mental (and physical) health
- explain how feelings and emotions change over time
- identify positive actions to support mental wellbeing during difficult times, including identifying their person support network
- reframe unhelpful feelings about the outcome of a difficulty or challenge
- explain the effects different foods can have on bodies
- recognise positive and negative influences on food choices
- recognise that adverts are designed to influence food and drink choices
- describe some healthier eating habits
- describe how people can manage less helpful influences when making choices about food

Some pupils will be able to:

- recognise that we can take care of our mental health (as well as our physical health)
- identify and demonstrate ways to bounce back from a setback
- recognise where to find reliable information about food and drinks
- describe some of the ways that home-cooked food might be healthier than ready-made (takeaway / processed) food

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: To learn about mental health; what it means and how we can take care of it	<p>Re-establish 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>Ask it Basket</p> <p>Post-it notes</p> <p>A4 paper</p> <p>Resource 1: Mental health definitions</p>	<p>I can explain what is meant by the term 'mental health'</p> <p>I can identify everyday behaviours that can help</p>

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	<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'. 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. 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. 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. 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>Starter: Baseline Assessment: Mental Health: What's our starting point?</p> <p>Ensure this activity is completed before delivering the lesson. Ask pupils to write down all the words, feelings and emotions they think are associated with mental health. Alternatively, pupils may prefer to draw or make a collage from magazine and newspaper cuttings. The purpose of this activity is to enable you to find out pupils' existing knowledge, skills and attitudes towards mental health. Pupils should work individually. Whilst they are working, do not prompt them in any way. Pupils will return to this activity at the end of the unit and the results used to assess their learning during this term.</p> <p>Main: <u>Activity 1: What is mental health?</u> Display definitions of mental health around the classroom: Resource 1: <i>Mental health definitions</i>. Invite pupils to stand next to the definition they feel best sums up what mental health means to them. Ask pupils to explain and give reasons for why they have decided to stand next to a particular definition. It may be useful for the class to come up with a shared definition of mental health as there is a lot of a confusion surrounding the term 'mental health'. You may wish to share the below definitions with the class. The World Health Organisation describes mental health as being: <i>'A state of well-being 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> NHS England describes it as</p>	<p>Resource 1a: Mental health thermometer</p> <p>Resource 2a: Activities for health cards</p> <p>Resource 2b: Activities for health cards – teacher guide</p> <p>Resource 3: Jay's story</p> <p>Optional: magazines and newspapers</p>	<p>to support mental (and physical) health</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><i>'How we think, feel and behave.'</i></p> <p><u>Activity 2: What is mental health?</u> Display Resource 1a: Mental health thermometer. Explain that our mental health can be thought of as being on a scale that can move up or down, a bit like a thermometer. Mental health can move anywhere up or down the thermometer, between being healthy or unwell. We can all move along the scale at any time, but there are things that we can do to support us to stay in the healthy and coping areas. Sometimes, we may go in to the struggling or unwell areas. To support us with our mental health, we can put things in place to help us feel better and move out of the struggling or unwell areas. <i>Leave the thermometer on display through out the lesson.</i></p> <p><u>Activity 3: Signs of Wellbeing</u> Display a drawing of a person on a piece of flipchart paper. Discuss with the class how we know if someone feels good in their body (physical health) and their mind (mental health). Write the pupils' ideas around the body outline. Pupils might say things like: <i>they seem happy most of the time; can talk about they feel; take exercise; get out and about; skin and hair look fresh and glossy, look clean and tidy.</i> Then discuss clues that might mean someone does not feel good in their body. How do we know? What about if someone does not feel good in their mind? Are there similar clues? Are we always able to tell how someone feels (physically or mentally)? Pupils might say things like: <i>they feel ill, are tired all the time, look sad, don't have any get-up-and-go, skin looks pale or grey; need to take medicine.</i> Explain that how a person looks or behaves can suggest how they are feeling (in their mind or body), but we cannot always tell – sometimes illness or ill-health is not obvious to others.</p> <p><u>Activity 4: Activities for health</u> Working in pairs, pupils organise Resource 2a: <i>Activities for health cards</i> under headings: things we should do 'everyday'; 'sometimes'; 'if there is a problem'; 'rarely or not at all'. First, ask pupils to do this for physical health (looking after bodies). Then ask them to repeat this activity, but this time considering mental health (looking after minds – feelings and emotions). Pupils should place the cards according to what they consider to be a 'best fit'. For possible responses, see Resource 2b: <i>Activities for health cards – teacher guide.</i></p>		
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Compare pupils' responses. Draw out that taking care of our mental health is just as important as taking care of our physical health and that the two are closely linked; many of the activities that help people's physical health also support their mental health.
It may also be worth pointing out that in order for some people to maintain good health (physical or mental) there may be things they have to do every day, that other people may only do sometimes, e.g. taking medication.

Activity 5: Mental health thermometer

Provide pupils with copies of Resource 1a: *Mental health thermometer*. Recap that mental health can move anywhere along the scale but there are things that we can do to look after it to reduce chances of being in the unwell area.

Read pupils the following scenario. This is provided for pupils on Resource 3: *Jay's story*:

Jay enjoys drawing cartoons and skateboarding. Jay is quiet and thoughtful, has good friends and likes school. Mostly Jay feels generally happy, although like everyone, Jay has ups and downs. Jay has recently started feeling sad. Most days the sadness seems to come and go, but some days it feels as though a dark cloud is gathering above and following Jay around all day. Skateboarding takes Jay's mind off it and when the feelings start to get stronger Jay draws a cartoon that shows the feelings and the cloud.

Jay feels very sad most of the time. Every day when Jay wakes up, Jay feels the day ahead is just too much. Everything feels grey and dark. Jay is finding it hard to concentrate at school and some days doesn't want to go to school at all. Nothing seems enjoyable anymore, not even skateboarding! Jay's friends are worried.

Pupils should plot Jay's mental health on the thermometer, then suggest ways to strengthen Jay's ability to cope, so that Jay can manage his wellbeing to avoid moving in to the struggling zone, and reduce his chances of being in the unwell area.

Support: pupils may need additional support for this activity, and can be supported by Resource 2a: *Activities for health cards*

Challenge: pupils work individually

Plenary:

Remind pupils that if they, or someone they know, does not feel good, help and support are available. In the first instance and if possible, they should talk to a trusted adult (at home or school). Advice can also be accessed at ChildLine: www.childline.org.uk, 0800 1111, including for mental health. Ask pupils to show on the thermometer scale where seeking help and advice would be a good idea.

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		Invite pupils to consider one strategy from today's lesson that they think they could use in their own lives, to support their own mental health and wellbeing. Ask them to write it on a sticky note and to keep it as a reminder.		
2	LO: To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times	<p>Re-establish Ground Rules</p> <p>Starter: Baseline assessment – sentence starters Ensure this activity is completed before delivering the lesson. Pupils complete the sentences individually, writing down their responses. The purpose of this activity is to enable you to find out pupils' existing knowledge, skills and attitudes towards mental health. Pupils should work individually. Whilst they are working, do not prompt them in any way.</p> <p>Main: <u>What can affect mental wellbeing?</u> Introduce the lesson, explaining that talking about mental health may make them think about themselves or people that they know who are experiencing a difficult time with their feelings or emotions. Remind pupils of the people in school that they can talk to if they are concerned. Read the following scenario to the class: <i>A few weeks ago Sasha's mum explained there were going to be some changes coming</i> <i>Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.</i> Ask pupils to discuss how this situation might affect Sasha's mental health and wellbeing (feelings and emotions). Invite pupils to work in groups and to think of other times in people's lives that might affect their feelings and emotions, such as: parent starting a new job, death of a pet/close relative, new baby brother/sister, tests or exams, argument with a friend, a marriage or divorce.</p> <p>Ask pupils to consider how these times might affect feelings and emotions, and record their ideas using Resource 1a: <i>Life events grid</i>, completing the first two columns (left and middle) only. Class Discussion: Reflect with the class, that sometimes life events can prompt mixed-up or conflicting feelings; people can feel lots of different emotions at once. Pupils share examples from the previous activity. Discuss how different feelings grow, change, pass or get stronger with time.</p>	<p>Ask it Basket</p> <p>Plain paper</p> <p>Resource 1: Life events grid</p> <p>Resource 1a: Mental health thermometer (from lesson 1)</p> <p>Resource 2a: Emotions timeline</p> <p>Resource 2b: Emotions timeline with suggestions</p> <p>Resource 3: Helpful for mental health list</p> <p>Resource 4: Advice cards</p>	<p>I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</p> <p>I can recognise conflicting emotions and when these might be expected</p> <p>I can explain how feelings and emotions change over time</p> <p>I can identify positive actions to support mental</p>

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	<p>In pairs, ask pupils to consider how the situation and Sasha's feelings might change over time and record their ideas using Resource 2a: <i>Emotions timeline</i>. Compare their responses.</p> <p>Support: Pupils can use Resource 2b: <i>Emotions time with suggestions</i> which has been partly completed for them.</p> <p>Challenge: Pupils may be able to give other examples of similar situations and explain how the feelings change over time.</p> <p><u>Activity 1: Supporting mental wellbeing at challenging times</u> Refer to Resource 1a: <i>Mental health thermometer</i> from lesson 1. Explain that there are likely to be times like this (change, challenge, excitement or difficulty) in everybody's life, when feelings and emotions can result in mental health moving up the thermometer to the 'struggling' or 'unwell' areas, so learning how to manage them is important. Display Resource 3: <i>Helpful for mental health list</i> (which includes suggestions from Lesson 1). Explain to the class that these ideas may help to keep someone in the 'healthy' – 'struggling' areas although they may have different or other suggestions. Invite pupils to suggest what will help Sasha manage the current situation. For example, they might suggest: keeping a diary of feelings; talking to Mum about it; talking to a teacher; joining a school-club to make some new friends; going for a walk in the new area; thinking positively about the future and remembering that this feeling will pass. Ask pupils to go back to their groups to complete the third column (right) of Resource 1: <i>Life events grid</i>, consider which strategies might best help a person in each of the situations. Share ideas and responses.</p> <p>Challenge: Pupils respond to the requests for advice using Resource 4: <i>Advice cards</i> to help the characters manage the challenging time they are experiencing</p> <p>Class Discussion: Remind pupils that anyone's mental health can be affected at different times in their lives and times of change, challenge or difficult events do not always cause or lead to a mental health concern. Sometimes nothing in particular happens to cause a mental health concern; moving in to the struggling and unwell areas; feelings can seem to develop without at specific cause. But, that if people are worried they can get help and advice and knowing you have a support network of people you can trust and turn to when needed, is helpful to remember, and may help to keep someone's mental health in the healthy and coping areas. Explain that Sasha has been thinking of who is in their support network. It includes: Mum, step-dad Billy, Uncle Joe, Granny Mack, best friends – Mylo and Robyn, teacher – Ms Williams, plus the children's websites/helplines such as Child Line: www.childline.org.uk , 0800 111 111</p>	<p>wellbeing during difficult times, including identifying their person support network</p>
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		<p>On a piece of plain A4 paper, ask pupils to write their own name about a third of the way down and underline it with a long line, so their name is in the middle and the line goes across the page.</p> <p>Ask pupils to think quietly about their own support network and to add initials, a symbol or picture to represent each person or group of people they are thinking about under the line their name is sitting on. <i>This is so that they do not publicly identify individuals and are not 'put on the spot' in naming others, for example if one family member or friend is a greater support than another.</i></p> <p>They should put the people who they feel are the greatest source of support closest to the line and the more indirect/distant people further down the page.</p> <p>Pupils can keep their personal network sheets to refer to in future.</p> <p>Plenary:</p> <p>Ask pupils to complete the sentence starters displayed on the board. Pupils complete the sentences individually, writing down their responses in the light of their learning:</p> <ul style="list-style-type: none"> • Before this lesson, I didn't know mental health • Something else I have learned about mental health is • These lessons helped me to think about ... • Something I will do following this lesson is ... • Something I would like to know more about is ... <p>Use these to help assess their progress and any future learning needs.</p>		
3	<p>LO: To learn about the feelings and common anxieties pupils face and ways to manage feelings</p>	<p>Re-establish Ground Rules</p> <p>Starter:</p> <p>Problem Page: What's our starting point?</p> <p>Ensure this activity is completed before delivering the lesson.</p> <p><i>Dear Ask Ali,</i> <i>I am really worried about starting my new school. What is the best thing to do?</i> <i>Nusrat, age 9</i></p> <p>Display the above concern from a young person's advice column. Pupils write down their own personal responses without consulting other pupils. The purpose of this activity is to enable you to find out pupils' existing knowledge, skills and attitudes towards mental health. Pupils should work individually. Whilst they are working, do not prompt them in any way.</p>	<p>Ask it Basket</p> <p>Resource 1: Sources of support cards</p> <p>Resource 2: Message to self</p>	<p>I can identify feelings people might experience when starting something new</p> <p>I can recognise common causes of worry, challenges and</p>

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	<p>Main: Display picture of a new school. Ask pupils to work in pairs to jot down feelings a person might have when moving to a new school. Invite them to compare responses and discuss how this situation can cause people to experience mixed-up or conflicting feelings; people can feel lots of different emotions all at once. Refer back to Lesson 2 – different situations that can prompt similar feelings.</p> <p><u>Activity 1: Hopes and Challenges</u> <i>It's the night before Nusrat starts their new school and they're in their bedroom thinking about the next day. Nusrat's new uniform is all laid out and their bag is packed and ready. Nusrat feels kind of excited, but a few things are worrying them too.</i></p> <p>Read aloud the scenario. On the whiteboard write 'hopes' as a heading on the left-hand side and on the right-hand side write 'challenges'. Pupils suggest what Nusrat might be excited about (hopes) and worried about (challenges). Record their responses under the headings. <i>Hopes might include: making new friends, learning about new subjects, joining different clubs and after school activities, meeting new teachers, going on different school trips, new responsibilities.</i> <i>Challenges might include: getting lost around the new school building, not being with friend/s, more homework, where to eat lunch and choosing a meal, don't understand new subjects, wanting to join a club but don't know whom to go with, not knowing the rules and getting detention.</i> Note that some aspects may be both a hope and challenge, such as new responsibilities or making new friends.</p> <p><u>Activity 2: Managing Challenges</u> Organise pupils into small groups and assign each group one of the challenges from the list made in the previous activity. Pupils write the worry at the centre of their paper and then brainstorm ways in which they could manage the particular worry, including sources of support or help. Once complete, each group displays their brainstorm on the classroom wall. Allow each group a few minutes to look at all the other groups' work and discuss what they think might work well. Invite groups to put a tick or a smiley face next to those ideas that they think would be the most effective strategies. Each group feeds back one or two reasons why they thought some strategies would be particularly effective.</p> <p><u>Activity 3: Sources of help and support</u></p>		<p>opportunities that may be part of this experience</p> <p>I can identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them</p> <p>I can identify ways to positively manage changes</p>
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		<p>Remind pupils that help and advice is available but that some help and advice may be more useful or more valid than others. Inevitably, there may be rumours or gossip about starting a new school that are not helpful, so finding reliable sources of support will be useful.</p> <p>Introduce Resource 1: <i>Sources of support cards</i> – each pair needs one set.</p> <p>Working in their pairs and reflecting on their work from the previous activity, ask pupils to consider which sources of support would be most useful for Nusrat to talk to about their concerns. Pupils rank the cards in order of reliability and usefulness, explaining and justifying their views.</p> <p>Pupils discuss how Nusrat could approach the chosen sources of support and what they could say.</p> <p>Support: Pupils choose three sources of support that will be the most useful to Nusrat and explain why.</p> <p>Challenge: Pupils consider some of the advantages and disadvantages of each of the sources of support. What types of concerns might be more useful than others?</p> <p><u>Activity 4: Messages to self!</u></p> <p>Ask pupils to write a short uplifting message of advice using Resource 2: <i>Message to self</i>, to open and read when they are worried about something 'big' that will happen to them (e.g. starting a new school, moving house, new sibling, etc.).</p> <p>Which key bits of advice are going to help them manage their thoughts and feelings so that they are ready to cope with all the opportunities and challenges of their new experience?</p> <p>Plenary: Pupils revisit their response to Nusrat's question... <i>Dear Ask Ali,</i> <i>I am really worried about starting my new school. What is the best thing to do?</i> <i>Nusrat, age 9</i> ...and amend it in the light of their new learning, adding any further ideas, using a different coloured pen.</p>		
4	LO: To understand what resilience is	<p>Re-establish Ground Rules</p> <p>Starter: Baseline Activity: Helpful thinking In the 'Before' column, pupils tick whether they think each statement shows helpful or unhelpful thinking.</p> <p>Main:</p>	Premier League Primary Stars: Resilience website https://plprimarystars.com/resources/resilience	I can identify what resilience is, and what it looks like I can explain or

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		<p><u>Activity 1: What is resilience?</u> Pupils to write or draw everything they know or think about resilience</p> <p>Watch the resilience film plprimarystars.com/resources/resilience</p> <p>Pupils need to discuss and answer the question at the end: What kind of things help people to become more resilient?</p> <p>Pupils to then complete the match report</p> <p><u>Activity 2: Reframing thinking – Helpful or unhelpful thinking?</u> One way we can become more resilient is by changing, or 'reframing' our thoughts from unhelpful to helpful. To do this we need to be able to recognise which is which. Pupils to cut out the statements then sort them into two piles: 'Helpful thinking' and 'Unhelpful thinking'</p> <p>Helpful thinking can make us feel better about things. Pupils to pick three situations and discuss with their partner. For each situation chosen, first discuss what unhelpful thinking might be, then discuss how you could change this to helpful thinking.</p> <p>Plenary: Match Report Pupils to finish the statements on the match report</p>	<p>Film: Resilience</p> <p>Resource 1: What is resilience?</p> <p>Resource 2: Reframing thinking: Helpful or unhelpful thinking?</p> <p>Resource 2a: Reframing thinking: Let's practise</p> <p>Resource 3: Match report</p> <p>Resilience word bank</p>	<p>demonstrate helpful ways to manage emotional responses to difficulties, challenges or setbacks</p> <p>I can reframe unhelpful feelings about the outcome of a difficulty or challenge</p> <p>I can identify and demonstrate ways to bounce back from a setback</p>
5	<p>LO: To learn what makes a healthy diet and why this is important</p>	<p>Remember to keep in mind that some pupils may find some discussions about food choices particularly sensitive and that younger pupils are likely to have little influence on what they eat most of the time. Pupils may have limited choices, depending on their family lifestyle, availability, cost and the environment in which they live. Lack of access to a healthy, balanced diet 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-establish Ground Rules</p> <p>Starter: <u>Baseline Assessment</u> Complete this activity before the lesson.</p>	<p>Ask It Basket</p> <p>PSHE Association Health Education KS1 and 2 Lesson 1</p> <p>Resource 1: Food cards - one set, copied and cut-out for each group</p>	<p>I can recognise the range of foods that make up a healthier, balanced diet</p> <p>I can identify food/drinks that should be consumed less</p>

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	<p>Before teaching, establish or remind pupils of the ground rules, highlighting any that are particularly pertinent for this lesson, such as not putting people 'on the spot' e.g. asking them personal questions about how healthy the food they eat is.</p> <p>Introduce two characters: Uma and Ahil. Explain that the characters are investigating healthy eating and the pupils are going help them.</p> <p>Individually, in their exercise books, pupils divide the page into three sections to make a KWL grid. In the first section they write what they already think and know. In the second section, they write what they would like to find out. The third section (what they have learned) will be completed at the end of the lesson.</p> <ul style="list-style-type: none"> • (K) Knowledge - What I/we know. • (W) What? What I/we would like to find out. • (L) Learning - What I/we have learned. <p>As the pupils are working, circulate and note common knowledge, skills and attitudes and/or any misconceptions to address in the lesson.</p> <p><u>Introduction</u></p> <p>Introduce the learning objectives and outcomes.</p> <p>Remind pupils that Uma and Ahil want to know more about the foods people eat and healthy eating habits. Explain that the following questions will be answered in the lesson and include some of the questions from their KWL grids if appropriate.</p> <ul style="list-style-type: none"> • What makes a healthy, balanced diet? • Why is it important? • How can Uma and Ahil develop healthier eating habits? <p>Main:</p> <p><u>Activity 1: Food sorting activity</u></p> <p>Organise pupils into groups of three or four and give each group a set of Resource 1: Food cards.</p> <p>Ask pupils to make a continuum line, with headings cards: eat less and eat more, at either end. Pupils take each food card and place it on the continuum according to whether Uma and Ahil should aim to eat more or less of the food. Once complete, go through answers with the class.</p> <p>Explain that the amount of energy in food is measured in calories. If we consume more calories than our bodies need, our bodies store the excess as body fat. Foods we should eat less of usually contain a high amount of calories, which means that if we eat them too much or too often, our bodies can gain more weight than is healthy.</p>	<p>Resource 2: Food group fact sheet - one copy for each pair</p> <p>Resource 3: Healthy habit scenario cards - one set, copied and cut-out for each group</p>	<p>often or in smaller amounts</p> <p>I can explain the effects different foods can have on bodies</p> <p>I can describe some healthier eating habits</p> <p>I can recognise where to find reliable information about food and drinks</p>
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These foods often contain higher amounts of sugar or less healthy fat, which can mean they do taste nice. They can still be enjoyed, but are best saved for special occasions, days out, holidays, birthdays and celebrations, rather than every day and not eaten in large amounts.

Answers and additional information:

- Eat/drink more: Fruit and vegetables, water
- Eat/drink a moderate amount: Yoghurt (not sugary), milk / milk alternatives (e.g. oat milk), fish, meat, potatoes, pasta, rice, beans, pulses, nuts, oats, wheat (wholemeal bread) and cereals
- Eat/drink less: sweets and cakes, sugary drinks, sugary yoghurt, sugary cereals, tomato ketchup, takeaway burgers, crisps and microwave ready meals.

Explain that some foods contain 'hidden sugar' (we may not expect sugar to be one of the ingredients) including some drinks, yoghurts and tomato ketchup. Ultra-processed foods (such as takeaway and some shop-bought burgers, crisps or microwave ready meals) may contain hidden sugar, less healthy fat or have chemicals added which can affect our health.

Support:

Using Resource 2: Food cards, ask pupils to organise the food cards into groups: eat more, eat less or not sure.

Challenge:

Pupils discuss whether any of the options would change according to people's specific needs or tastes. For example, what if Ahil was vegetarian? What could he eat more/less of and how much should he aim to consume?

Activity 2: Food fact match

Ask pupils to work in pairs to match the food type to its properties and benefits/risks to health, using Resource 2: Food group fact sheet. They draw lines on the worksheet to match the food type to how it can affect the body. Then take pupil feedback and go through the answers, as below.

Answers:

- Fruit and vegetables - B. Good source of vitamins and minerals which help bodies stay healthy. Good source of fibre which helps move waste through the body. A wide variety and many different types should be eaten – at least five a day.
- Cereals, potatoes, rice and pasta (starchy foods) - E. A main source of carbohydrate which helps to give us energy. Whole-wheat varieties contain more fibre which helps to move waste through the body. Some examples may contain hidden sugar that can cause tooth decay or illness. Some ultra-processed versions may mean that useful, vitamins and minerals are removed.

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- Milk, cheese, yoghurt (dairy foods), soya - A. Good source of protein which helps the body to grow and repair. Contain vitamins which help bodies stay healthy. Some examples may contain hidden sugar that can cause tooth decay or illness.
- Oils and spreads - D. Contain fatty acids (nutrients) that are important for health.
- Fish, meat, eggs, beans, pulses and nuts - F. Good source of protein which helps the body to grow and repair. Contain vitamins and minerals which help bodies stay healthy. These foods include essential fatty acids which are important for health.
- Processed, sugary or sweetened, drinks and snacks - C. Sometimes known as 'junk food'. High in calories. Too much or eaten too often can cause tooth decay, weight gain or illness. During processing, additional chemicals may be added which may affect health over time.

Discuss the importance of eating nutritionally rich foods and what this means. Explain that nutritionally rich foods contain lots of vitamins and minerals that help our bodies to grow and stay healthy. If we eat enough of these we look and feel healthy. If we do not eat enough of these foods, we may not look or feel well and over time it can lead to illness or disease. Ultra-processed food, sometimes known as 'junk food' is often nutritionally poor and lacking in the vitamins and minerals our bodies need.

Note: A more detailed explanation of nutrients, vitamins and minerals:

- Nutrients: There are four essential nutrients: vitamins, minerals, essential fatty acids, and essential amino acids.
- Vitamins: Organic molecules found in food, needed for health and growth, identified as vitamin A, B, C, D, E.
- Minerals: Natural chemical elements in food and water that help the body stay healthy, examples include potassium, magnesium and sodium.
- Essential fatty acids and essential amino acids: Omega 3 and omega 6 are essential fatty acids found in some food types, the body needs these for good health.

Challenge:

Ask pupils to discuss where people find information about food (e.g. TV adverts, TV programmes, advertising posters, food packaging, restaurant menus, social media, parents or teachers) and which sources are likely to be most reliable. Pupils can feedback their ideas later in the lesson, when you signpost support, further information and advice.

Activity 3: Healthy habits scenario

Explain that Uma and Ahil want some help to develop their healthy eating habits and make some changes so that they are eating more healthily.



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	<p>Give each group of pupils Resource 3. Healthy habits scenario cards. Different groups could be given different cards, or you could give each group all the cards and allow them to choose some to discuss. Pupils read the cards and discuss the question on each. Then, bring the class back together and discuss pupils' suggestions. Show pupils the Change4life website, in particular the food facts page. Use this to help answer some of the questions in the scenarios: www.nhs.uk/change4life/food-facts</p> <p>Suggestions to support feedback discussion:</p> <ol style="list-style-type: none">1. Ahil could read the packet labels and check the sugar content – if they have a higher sugar content, they will probably be labelled red or amber.2. Cereals can contain hidden sugars. Uma could choose a cereal with no extra sugar or an alternative breakfast, such as wholemeal toast.3. Any fruit and vegetables of different colours – a wide variety should be eaten over the week to make sure Ahil's body gets all the vitamins and minerals it needs.4. Uma could choose fruit or vegetables to increase her intake of vitamins and minerals or have something like a rice cake or wholegrain cracker for some carbohydrate and fibre.5. Essential fatty acids, vitamins and minerals found in fish are also found in nuts, seeds and pulses, so he could choose to eat these foods instead.6. Whilst it is ok to eat crisps sometimes, this is not the healthiest option – choosing from the other food groups would provide more nutrition. Junk food is often sold in extra large portions, meaning that people eat far more than is healthy. Eating whilst watching the TV can mean that we eat more than we need as we may not notice when we are feeling full.7. If Ahil drank milk instead it would be better for his body. If he does buy a milkshake, he should look for a low sugar version.8. Uma could make a sugar-free jelly with fruit, tinned fruit and yoghurt or a fruit salad, for example.9. Ahil could choose from the food groups but be sure to include colourful vegetables, such as tomatoes, mushrooms, or spinach.10. Cola usually contains a lot of sugar. Uma should only drink it very occasionally. Instead, she could drink water or milk, or sugar-free drinks. <p>Support: Ask pupils to focus on a small selection of examples, such as scenarios 1-3 which are more straightforward.</p> <p>Challenge: Pupils could discuss the more complex scenarios, such as 7-10.</p>		
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		<p><u>Signposting support</u> Discuss where Uma and Ahil could go to get healthy eating advice – Change4life being one option, others include:</p> <ul style="list-style-type: none"> • Talking to a parent, teacher or another adult they trust (e.g. grandparent or youth worker), especially if they are worried or concerned about healthy eating • ChildLine website has information on healthy eating: www.childline.org.uk/info-advice/you-your-body/my-body/staying-health • ChildLine helpline: 0800 1111 to talk to a counsellor <p>Plenary: <u>Reflecting on today's lesson and End-point Assessment</u> Remind pupils that one of the things Uma and Ahil wanted to find out was how they can develop healthy eating habits. If they could give them one key message or piece of advice, what would it be? Pupils share their ideas with the class.</p> <p>Pupils' responses might include:</p> <ul style="list-style-type: none"> • Swapping sugary cereal for a healthier option. • Swapping a processed food snack for some brightly coloured fruit or salad vegetables (e.g. carrot or cucumber sticks). • Including fruit in desserts or eating fruit for dessert. • Reading food labels to check the sugar content before purchasing. • Drinking water or milk and avoiding sugary or fizzy drinks. • Adding or including vegetables to meals. <p>To reflect on their learning, pupils return to their KWL grids from the beginning of the lesson. Ask them to complete the third section: What have we learned by writing down anything new they have found out about healthy eating during the lesson.</p>		
6	LO: To learn about influences and making healthy choices when deciding	<p>Remember to keep in mind that some pupils may find some discussions about food choices particularly sensitive and that younger pupils are likely to have little influence on what they eat most of the time. Pupils may have limited choices, depending on their family lifestyle, availability, cost and the environment in which they live. Lack of access to a healthy, balanced diet 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-establish Ground Rules</p>	Ask It Basket PSHE Association Health Education KS2 Lesson 2 Resource 1: Balanced diet	I can explain some choices people can make about what to eat and drink

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<p>what to eat or drink</p>	<p>Starter: <u>Baseline Assessment</u> Before teaching, establish or remind pupils of the ground rules, highlighting any that are particularly pertinent for this lesson, such as respecting that people may have different views and opinions and the importance of listening to them without interrupting. Introduce the lesson objective and outcomes.</p> <p>Pupils read Resource 1: Balanced diet dilemmas then explain how the character could manage the situation. Use the following prompt questions:</p> <ul style="list-style-type: none"> • How might the character feel in the situation? • What could the character say? • What could the character do? <p>There are two scenarios; you can choose to give the class one, or both. Pupils record their ideas in their exercise books. Pupils will return to this activity at the end of the lesson when they may have different or additional ideas to add, to demonstrate their learning.</p> <p>Main: <u>Activity 1: Identifying choices</u> Choose one or all of the storyboards from Resource 2: Food choices storyboards A-C for the pupils to work on.</p> <p>Pupils work in pairs to read the first section of the storyboard and identify the choices the characters are making. Then, take feedback, highlighting the following key learning:</p> <ul style="list-style-type: none"> • A. Uma is choosing a snack - either a processed snack (sweets or crisps) or fresh fruit. • B. Ahil is choosing breakfast cereal – either a processed, sugary cereal or a more nutritious (healthier) cereal. • C. Uma and Ahil are choosing a takeaway meal – either sandwiches, salads and smoothies; fried chicken, chips and ice-cream, or meat/vegetables and rice. <p>Briefly discuss with the class, other times and places where children and young people can make some of their own decisions about what to eat or drink. Pupil responses might include: Lunchtime at school, tuck-shop, breakfast club, at a party, in the corner shop, going out for lunch/dinner.</p>	<p>dilemmas - displayed for the class or copies provided for pupils</p> <p>Resource 2: Making choices storyboards A-C - one for each group/pair</p> <p>Resource 3: Influences cards - one set copied and cut-out for each group (extension activity)</p>	<p>I can identify who or what might influence choices about food</p> <p>I can recognise positive and negative influences on food choices</p> <p>I can describe how people can manage less helpful influences when making choices about food</p>
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Also point out when they may have less choice. For example, their parents/carers are likely to make most of the decisions about what and how they eat most of the time. At school, it might depend on the set menu for the week and the school rules. The choices adults make might depend on health; culture and traditions; cost or convenience (e.g. how quick or easy it is).

Activity 2: Exploring influences

Pupils read the second part of the storyboards from Resource 2. Food choices storyboards A-C.

Ask them to identify some of the different influences on the characters and then discuss whether these are positive or negative influences in this situation. Take feedback. Pupils' responses will depend on their viewpoint and there may or may not be a consensus. They may also decide that some influences are neutral (neither positive nor negative).

Key learning:

- A. Positive: TV documentary may encourage Uma to make a healthier and more environmentally friendly choice; swimming teacher encouraging healthy choices. Negative or neutral: Uma may feel she has to eat what her friends eat (or she may not); Uma likes crisps so may want to eat them more often (or she may not).

Positive/negative or neutral: swimming pool centre offering both options (vending machine and fruit basket).

- B. Positive: Dad suggests a healthier option; sugar swaps APP. Negative: TV advert promoting sugary cereal; little brother wants the sugary cereal (Choco Crunch). Positive, negative or neutral: supermarket deals; cost.

- C. Positive: posters advertising healthy eating; Negative: fried chicken shop offering a special offer of less healthy food; Positive or neutral: sports celebrity advertising healthy eating option and the chance to win a prize. (Celebrities get paid to advertise different products, including food. Sometimes these are healthier options and sometimes these are less healthy).

Support:

Find one example of something that might be a positive influence on the character in the situation.

Challenge:

Pupils discuss which influence might be the strongest in the situation. For example, in storyboard A, is Uma more likely to be persuaded by her friends, her swimming teacher or the TV documentary? Why do they think this?

Activity 3: Managing situations

Pupils re-read second section and read the third section of the storyboards. They discuss the pressure the character might be feeling and what or who is influencing them to choose less healthy options.

Pupil suggestions might include:

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A. Uma may feel pressure because all her friends are buying from the vending machine. Also, she really likes crisps, so may want to choose them over fruit.
B. Ahil may feel pressure to choose less healthy options because they cost less; his little brother prefers them and he doesn't want to upset him/wants to please him; and the advertising is attractive.
C. Extra portions can seem attractive at first but might make someone feel ill if they eat too much in one sitting. Junk food can fill someone up quickly, but because it has less nutrition, they may feel more hungry again later. Uma really wants to watch the football on TV whilst they eat, but eating whilst watching TV can mean we eat more than we need, as we are less likely to notice when we feel full.

As a class, discuss some of the skills and strategies the characters could use in the situations to help them choose healthier options.

For example:

- Think about what is best for their body.
- Ask a trusted adult and listen carefully to their advice.
- Be assertive - decide to choose the healthier option.
- Be confident in their decision - feel they have made the right choice.
- Help others understand - explain their choice, if they want to.
- Be polite – no need to get cross or bossy about someone else's choice.
- Take balance into account - decide that most of the time they will choose the healthiest option, but occasionally (such as on special occasions) it is ok to choose a less healthy option.

Pupils discuss what they think would be the best options for the character/s. Pupils decide on a positive ending to the story, and then draw or write the ending, in section 4 of the storyboard.

Plenary:

Signposting support

Remind pupils where they can find advice and reliable information about food.

- Change4life: www.nhs.uk/change4life/food-facts
- Talking to a parent, teacher or another adult they trust at home or school

Reflection and End-point Assessment

Pupils go back to the baseline activity, balanced diet dilemmas, and re-read their original ideas. If they now have additional or different ideas, they draw or write these below, using a different coloured pencil or pen.

Extension Activity

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		<p>Organise pupils into small groups of about four and provide them with a piece of flipchart paper and marker pens. Pupils draw three concentric circles, labelling the middle circle 'most' and the outer circle 'least'. Pupils discuss in their groups, who or what is most influential on children's food and drink choices. They place Resource 2. Influences cards on the circles to show the most and least influential. If they think they are not influential at all they place the card outside all of the circles.</p> <p>Choose the cards most relevant to the discussions you have had during the lesson, as not all of the influences may have been discussed. There are some blank cards for you or pupils to add your/their own ideas.</p>		
7	<p>LO: To learn how to plan and prepare a healthy meal</p>	<p>Remember to keep in mind that some pupils and their families may have limited access to cooking equipment and facilities at home. Cooking at home is likely to require adult support, so pupils should talk to an adult before attempting to cook for themselves. Any safeguarding concerns that arise during the lessons should be reported to the Designated Safeguarding Lead.</p> <p>Re-establish Ground Rules</p> <p>Starter: Before teaching, establish or remind pupils of the ground rules, highlighting any that are particularly pertinent for this lesson and introduce the learning objectives and outcomes. Explain that in this lesson, we will be giving Uma advice about how to prepare a healthy meal.</p> <p><u>Baseline Assessment</u> Ask pupils to think, pair, share in response to the question: What goes into planning a healthy meal? This is intended to reconnect them to their prior learning about healthy food choices, and for you to gauge their current understanding of the process of planning and preparing a meal. Further questions to encourage thinking might include:</p> <ul style="list-style-type: none"> • What foods might be included in a healthier meal? (more fruit or vegetables; some meat, fish or alternatives; starchy foods; some dairy or alternatives; a little oil) • What sort of things do people need to do to prepare a healthier meal? (food needs to be bought, prepared, cooked) • What might influence our choices about what meal to have? (family, religion/culture, cost, convenience (time), advertising, friends, availability of ingredients). <p>Encourage pairs to share their ideas and make a note of key responses, for example by creating a class mind map to refer back to throughout the lesson.</p>	<p>Ask It Basket</p> <p>PSHE Association Health Education KS1 and 2 Lesson 3</p> <p>Resource 1: Pie Perfect - displayed for the class</p> <p>Resource 2: Shopping lists - one for each pair</p> <p>Resource 3: Kitchen safety - one for each group</p> <p>Optional: selection of empty, rinsed, ready-meal food packaging - for extension activity</p>	<p>I can plan a healthy meal</p> <p>I can explain how to prepare a healthy meal safely within the home</p> <p>I can recognise that adverts are designed to influence food and drink choices</p> <p>I can describe some of the ways that home-cooked food might be healthier than ready-made (takeaway /</p>

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	<p>Main: <u>Activity 1: A convincing advert?</u> Explain that today, Uma's family are trying to decide what to have for dinner. Uma's older sister has seen an advert for a ready-made meal (which is processed and pre-prepared). She says they should get that. But Uma and her mum think they should cook the meal themselves.</p> <p>Share Resource 1: Pie Perfect with pupils and ask the class: What makes this look attractive to Uma's older sister?</p> <p>Pupils should identify that the advert is trying to convince or persuade people to buy the ready-meal, and might be able to identify some of the persuasive language (or draw their attention to it), such as: the name (pie perfect) 'world's tastiest', 'families love it', 'fill your plate'.</p> <p>Next, using Resource 1 and their prior knowledge, ask pupils to suggest reasons why the family might choose to buy the ready-made meal and reasons why they might choose to cook the food themselves. Take feedback, highlighting the key learning:</p> <ul style="list-style-type: none"> • Buy the ready-made meal: advert persuades them, it is quick to make, it looks nice, says 'it's tasty', big portions • Cook food themselves: it is healthier (e.g. they can add more vegetables), the food is less processed, it may work out cheaper, can make it how they like it and the amount they need, it's nice for the family to do together. <p>Note: The cost of ready meals can vary depending on the type, quality and brand. In some instances, processed food can work out cheaper than healthier eating options.</p> <p>Support: Ask pupils to highlight or circle things on the advert that might make someone want to buy the cottage pie. They could explain their reasons to a peer or teaching assistant.</p> <p>Challenge: Ask pupils to discuss if they think food adverts are convincing and explain why.</p> <p><u>Activity 2: Getting ready to cook</u> Tell pupils that the family decides to cook their own cottage pie, and Uma's mum says she can help her to make it. Explain that before the family can make the cottage pie, they need to go shopping for the ingredients.</p> <p>Working in pairs, hand pupils Resource 2: Shopping lists and ask them to identify:</p> <ul style="list-style-type: none"> • Which shopping list is the healthiest? 		<p>processed) food</p>
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- Which shopping list is the cheapest?
- Which shopping list should they choose?
- What other things might they need in the meal? What might they choose for these elements? (e.g. side dishes, drinks)

Key learning: Pupils may recognise that Shopping list 1 is cheaper (£6) than Shopping list 2 (£8), and that both are considerably cheaper than the ready-made cottage pie (£10). Some pupils may notice that Shopping list 2 has more items which are pre-prepared and therefore more processed, e.g. ready-made mash and gravy flavouring.

Support:

For some pupils, it may be helpful to total the shopping lists for them in advance.

Challenge:

Explain to children that Uma's grandad grows some of the vegetables they need for the cottage pie in pots on his balcony and on a patch in the shared garden of his flat. Ask them to list as many benefits as they can think of to using vegetables Grandad has grown.

Answers might include: Cheaper, taste better, good for the environment, know how they've been grown, sense of pride/achievement at growing their own food, helps Grandad's wellbeing (movement and mental health).

Activity 3: Preparing food - being safe

Ask pupils what the family needs to do to prepare and cook safely in the kitchen. Hand pupils, working in small groups of three or four, Resource 3: Kitchen safety and ask them to label the image showing safe kitchen practice. *Take feedback, highlighting key learning, which should include some of the following: washing hands before food preparation; ensuring handles from hot pans are not sticking out; keeping knives away from children; being aware of hot food and using oven gloves; handling raw meat and fish carefully (washing hands, utensils, chopping boards and plates after contact with raw meat and fish); adult supervision of children.*

Jobs suitable for children include: cutting vegetables (with a safety knife), weighing, mixing or stirring (cold foods), laying the table, making drinks.

Jobs that need adult supervision/an adult can do: Taking food in/out of oven, cooking using the hob, chopping with sharp knives, handling raw meat, mashing potato.

Plenary:

Reflecting on today's learning and Endpoint Assessment

Give pupils a few minutes to individually reflect on a meal they eat at home (this could be a favourite breakfast,

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	<p>lunch or evening meal) and the preparation required to make it. Prompt questions might include:</p> <ul style="list-style-type: none">• What makes the meal healthy and tasty?• What do the adults at home do to plan and prepare the meal?• How might they be able to help to plan or prepare the meal in future? <p>Note: As this is an individual reflection, pupils should not be encouraged to share their responses, but may wish to write them down. Working in pairs or small groups, ask pupils to create a list of Top Tips for planning and preparing healthy meals, based on their learning from today's lesson. This will help you to gauge what they have learnt and can be referred to in cooking and nutrition lessons.</p> <p><u>Signposting support</u> Remind pupils where they can find advice and reliable information about food. This might include:</p> <ul style="list-style-type: none">• Talking to a parent, teacher or another adult they trust at home or school• Change4life: www.nhs.uk/change4life/food-facts• For family-friendly meal ideas: www.tomkerridge.com/full-time-meals		
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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