

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	<p>Identify some ways of taking care of themselves</p> <p>List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation</p> <p>Talk about how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well</p> <p><i>NB During Key Stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy.' food and 'not-so healthy' food, rather than 'good food' and 'bad food'</i></p>	<p>Active listening</p> <p>Self-reflection</p> <p>Make decisions and choices</p>	<p>What do we think we need to do to keep ourselves healthy?</p> <p>What do we do during our day that keeps us healthy?</p> <p>What do we think healthy people do and don't do?</p> <p>What things can we do when we feel good and healthy?</p>	<p>Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session.</p> <p>Use Phunky Foods resources: Eatwell Plate in resources section: http://www.phunkyfoods.co.uk/wp-content/uploads/2016/05/Eatwell-Guide-POSTER-e1463993099893.jpg</p>

<p>SESSION 2</p> <p>Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices.</p>	<p>To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences</p>	<p>Describe what they like and what they dislike</p> <p>Recognise what a choice is</p> <p>Identify some choices they can make</p> <p>Recognise choices have consequences</p> <p><i>NB An informed choice means using what the pupil already knows to inform their choice or decision</i></p>	<p>Active listening</p> <p>Make decisions and choices</p> <p>Drawing conclusions</p>	<p>What do we like to do that makes us feel good?</p> <p>What choices do we make during our day?</p> <p>Why do we make these choices?</p> <p>What if we chose something else?</p> <p>How would this make us feel?</p>	<p>Stories where the young characters make choices that lead to consequences, e.g.: Goldilocks</p>
<p>Session 3</p>	<p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>Name feelings they have had both good and not so good</p> <p>Explain where in their bodies they have these feelings and their faces show these feelings to others</p> <p>Talk about when and where they have experienced different feelings</p> <p>Talk about what makes them feel good and what makes them feel not so good</p> <p>Identify strategies they can use to help them manage their feelings</p>	<p>Self-manage feelings</p> <p>Self-reflection</p>	<p>What makes us feel good?</p> <p>What makes us feel not so good?</p> <p>When do we feel happy or sad?</p> <p>What can we do or who can we talk to when we feel good or not so good?</p>	<p>:Stories where young characters encounter good and not so good feelings or a range of different feelings. Use these to talk about alternative endings or use Fast Forward or Wind Back strategies.</p>

<p>Session 4</p>	<p>To learn the importance of and how to maintain personal hygiene</p>	<p>Describe how to use and dispose of tissues correctly</p> <p>Describe how to wash their hands correctly</p> <p>Describe how to take care of their teeth</p> <p>Describe routines to take care of their bodies</p> <p>Explain how to keep their bodies clean and healthy</p>	<p>Self-organisation</p> <p>Make decisions and choices</p> <p>Managing risk</p>	<p>What goes on to our bodies to help keep them clean</p> <p>Who puts it there?</p> <p>How does it make us feel?</p> <p>What do we do every day/sometimes to keep our bodies clean?</p> <p>What do other people do to our bodies to keep them clean and healthy?</p> <p>What are we responsible for?</p>	<p>Video clip: https://www.youtube.com/watch?v=CG8F-6dZk8k The Bath Song. Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole.</p>
<p>Session 5</p>	<p>To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p>	<p>Describe how some diseases are spread, i.e. coughs, colds</p> <p>Talk about simple steps that they can take to stop the spread of germs (i.e. hand washing, use of tissues, covering their mouth when they cough with their arm not hands)</p>	<p>Resilience</p> <p>Make decisions and choices</p>	<p>What choices can we make that can help stop germs and diseases spreading?</p> <p>What can we do to help keep our bodies healthy?</p>	<p>Stories or information books such as <i>Germs</i> by Ross Collins, <i>Germs are not for Sharing</i> by Elizabeth Verdick. Pupils could practice on dolls.</p> <p><i>Catch It, Bin It, Kill It</i> UK Government campaign materials</p>

<p>Session 6</p>	<p>To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p>Describe changes that have happened to them since they were a baby</p> <p>Explain how their needs have changed</p> <p>Talk about how their needs will change as they grow older</p> <p>Describe something they can do now that they could not do before</p> <p><i>NB Pupils may describe what they can do now, for example 'I can reach the front door handle'. Pupils' thinking should be extended on to thinking about what they have to do now that they can do these things, such as 'not going out without telling a grown up', or 'not leaving the front door open'.</i></p> <p><i>Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives</i></p>	<p>Self-reflection</p> <p>Affirm self and others</p> <p>Reviewing own progress</p>	<p>How do we know we are growing?</p> <p>What do we think made us grow?</p> <p>Who helped us grow?</p> <p>What can we do on our own?</p> <p>What can we reach now?</p> <p>What do we need to do, now that we can do things on our own?</p> <p>How do we feel about growing up?</p>	<p>: Stories about growing up and how needs have changed, such as <i>Once There Were Giants</i> by Martin Waddell or <i>Wilfred Gordon MacDonald Partridge</i> http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/</p> <p>Pupils could bring in photographs showing the changes that have occurred since their birth. (Adapt or omit where there are pupils who do not have photos of themselves as babies).</p>
-------------------------	--	--	--	--	--