

SUBJECT: PSHE

UNIT: Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe

TERM: 2 YEAR GROUP: 5

	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 a number of 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>Explain how physical activity, sleep and exercise help their bodies to grow and help them to feel well</p> <p><i>NB This is an opportunity to help pupils feel good about themselves at a time when they are increasingly aware of their self-image. 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 things that are 'healthy' and 'not-so healthy', rather than 'good' or 'bad' for you.</i></p>	<p>Active listening</p> <p>Self-reflection</p> <p>Make decisions and choices</p>	<p>What do 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 to stay healthy?</p> <p>What things can we do when we feel good and healthy?</p>	<p>Stories or information books on the theme</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>
SESSION 2	To learn about positive and negative effects on physical, mental and emotional health (including the media)	<p>Identify role models of healthy lifestyles and describe what makes them healthy</p> <p>Talk about positive and negative effects on their health and wellbeing</p> <p>Describe the benefits of a healthy lifestyle</p> <p>Identify the everyday choices they make about their health and wellbeing</p> <p>Explain how to take care of their body and mind</p> <p>Identify how the media portrays healthy, fit, successful people</p> <p>Explain whether the media's portrayal of people is realistic and how it might affect us</p>	<p>Making decisions and choices</p> <p>Planning and deciding</p> <p>Recalling and applying knowledge</p>	<p>How might the media's portrayal of fit and healthy people affect our feelings about ourselves?</p> <p>How might it affect other's feelings about themselves?</p> <p>Is this fair?</p>	<p>Some of the topics that may be included are: impact of celebrity culture on perceptions of how to look</p>

<p>Session 3</p>	<p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them</p>	<p>Demonstrate a rich vocabulary for expressing the range and intensity of feelings</p> <p>Describe how feelings influence behaviour and thoughts</p> <p>Recognise that sometimes we have conflicting thoughts and emotions</p> <p>Explain how feelings may change over time</p> <p>Identify or demonstrate strategies that they use to manage feelings and emotions</p>	<p>Self-reflection Empathy Recognising distorted thinking Self-manage feelings</p>	<p>How do we feel when we lose control of our feelings?</p> <p>How might our behaviour have affected others? (Or others' behaviour have affected us?)</p> <p>How can we get greater control over our feelings?</p> <p>What can we do to help ourselves when we experience strong emotions?</p> <p>What do we feel different about now than we did last year?</p>	<p>Stories where young characters fall in and out of love; where there is tension in relationships – peer and family; conflict over family traditions; where adjustment is required.</p>
<p>Session 4</p>	<p>About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>Talk about change and loss and identify ways that grief and loss may be expressed</p> <p>Describe how to support and comfort someone who is sad or bereaved</p> <p>Talk about the importance of sharing memories</p> <p><i>NB Additional time may be needed for these sessions to allow pupils to talk about their feelings and to ensure that they are able to manage their feelings after the lesson finishes. Informing parents that these themes will be covered enables them to have follow-up conversations at home and alert you to any relevant family circumstances. Whole school opportunities (assemblies, events, liturgies, Remembrance Sunday) to remember those we have loved and who are no longer with us are particularly helpful in giving pupils the opportunity to express their feelings.</i></p>	<p>Active listening Empathy Self-reflection</p>	<p>How do we feel when we lose something special or there's a big change in our lives?</p> <p>How do we feel if someone important to us goes away or dies</p> <p>What memories do we have?</p> <p>Should we share these memories with our friends/family?</p>	<p>Stories where young characters deal with family break-ups or new families; deal with love, loss and separation. <i>Badger's Parting Gifts</i> by Susan Varley</p> <p><i>Useful websites: Winston's Wish, The Willow Foundation, and Child Bereavement Network.</i></p>
<p>Session 5</p>	<p>To understand school rules about</p>	<p>Explain school rules for health and safety</p> <p>Explain what an emergency is</p>	<p>Making decisions and choices</p>	<p>What would we do in a dangerous situation/an emergency situation?</p>	<p>Use film clips, role-play, scenarios etc. Promote skills for coping in an emergency. Discuss safety</p>

	health and safety and why they are important, to learn basic emergency aid procedures, where and how to get help	Identify or demonstrate steps in how to summon the emergency services and give accurate answers to information that may be requested Identify potential sources of help Talk about strategies to use for keeping calm	Managing pressure and stress Self-manage feelings Resilience	Are the rules and risks different in different situations? How can we keep safe in any situation? Whose rules are the most important? Can we see an alternative outcome?	skills within various relevant contexts e.g. near water, on the road: http://think.direct.gov.uk/education/early-years-and-primary/pupils/ Red cross/St John's ambulance visit?
Session 6	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	Identify their achievements so far, in and out of school Identify their strengths and areas for development Explain steps they can take to achieve goals Explain or demonstrate positive ways to face new challenges Identify their aspirations for next term / next year Fill in a HUGG pyramid with future aspirations (see link also saved in folder)	Self-organisation Empathy Reviewing own progress against targets/priorities Affirm self and others	What are we good at in school? What are we good at out of school? How do other people let us know what we are good at? What are we most proud of? What do we want to achieve by the end of year 5 What are our long-term goals? What do we need to do to achieve them?	Stories where young characters achieve goals, solve problems and face challenges. HUGG pyramid https://s3-eu-west-1.amazonaws.com/unstoppableteen/The+Unstoppable+Teen+Podcast/David-Hyner-HUGG-Pyramid.pdf