**Unit of Learning: Growing Up, Staying Healthy and Making Ambitions**

PSHE Association Theme: Health and Well-Being

**Year Group: 1/3/5**

The principal aim of this unit of learning is to develop an understanding of changes in humans and how to look after myself: physically and mentally.

**Learning Outcomes:**

• To reflect on how we can be the most effective and responsible citizen

•To understand the changes in the human body

•To broaden knowledge of how to be healthy

**Ideas and Content for Learning:**

• Christopher Winter Project – to support the R(S)HE curriculum

•Healthy balanced diet, with consideration for a healthy lifestyle

•Overcoming barriers

•Reaching and achieving goals: personally and academically

•Maintaining happiness

•Being an effective role model

**Understand the Impact:**

•Sharing ways we can help each other achieve our goals

•Considering how we change throughout our lives

•Reflecting on how we can as individuals be happy

**Making Connections**

•Recognising changes in humans over time and between genders

•Asking questions about suitable goals and how to achieve these

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y1**Lesson 1Follow Christopher Winter ProjectLesson 2Follow Christopher Winter Project Lesson 3Follow Christopher Winter Project Lesson 4Whole class discussion: bring in several different types of toothbrush, toothpaste, adverts from magazines. Ask the children what kind of toothbrush they use? How many times a day do they clean their teeth? *NB. This is contextual issue in Torbay.*Pairs work: write a list or draw pictures of all the different ways in which we look after our teeth.Extension activity: visit to a local dentist or visit from dental nurse.Lesson 5Whole class activity: run on the spot for 1 minute, check pulse rate. Ask children how they feel and why? What does the pulse tell us? What other kinds of exercise do you do?What makes good health – physical health and mental health? Do we have a choice about our lifestyles?Group work: conduct a survey and make a bar chart that represent the different ways children keep themselves healthy e.g. eating fruit and vegetables, playing with friends, relaxationExtension activity: keep a journal over the week of what foods children eat during the school day. Ask them to discuss which foods are healthy and unhealthy and how the meal could be healthier.Lesson 6Whole class activity: our dreams. Sentence completion: “when I grow up I want to be …” Whole class activity: the miracle learner. Ask the children individually to think of a simple goal they would like to achieve to help them become healthier e.g. eat more fruit, being able to run faster, keep skipping for longer etc.Pairs work: share your goals and help each other come up with at least two steps to achieve it. How do you keep going towards a goal without giving up? How can we help each other keep going? Whole class activity: devise evaluation questions for the end of the plan. Extension activity: Devise a plan to learn something new, at home or school | **Y3**Lesson 1Follow Christopher Winter ProjectLesson 2Follow Christopher Winter Project Lesson 3Follow Christopher Winter Project Lesson 4Whole class activity: recap on ways of keeping healthy (keeping fit, healthy eating, relaxation). Introduce idea of relaxing and leisure time and ask for examples. Make a collage of ways of relaxing after school, at weekend and in the holidays.Visualisation: imagine your special placeExtension activity: draw a picture/symbol on a piece of card to remind them of their special place, to be used as a reminder to relax if feeling worried, upset or angry.Lesson 5Thought shower all the ways in which we keep healthy and happy – mental health and physical health (good food, exercise, sleep, relaxation, feeling happy)Whole class activity: role play around choices. Imagine you are a TV advertiser or a business person and you are trying to persuade people to buy or do something which they know is unhealthy (e.g. buy new sort of sweets, stay up late and watch more TV). What kind of arguments would you use? How would your audience resist the pressure? How do you feel when you make the right choices?Lesson 6Whole class activity: making excuses. Divide into two columns on flip chart – barriers I can change and barriers I can’t change.Pairs work: children come up with excuses or reasons for not making healthy choices (e.g. I’m no good at sport, I’m too busy to do a sport, I haven’t got time to relax, I don’t want to discuss my feelings, we haven’t got a garden, I don’t like vegetables etc.). Sort into barriers I can and can’t change.Discuss and explore each excuse.Individual round: one goal I’m going to achieve in order to be healthy is …Extension activity: work out and write/draw the small steps I will need to take in order to reach that goal.  | **Y5**Lesson 1Follow Christopher Winter ProjectLesson 2Follow Christopher Winter Project Lesson 3Follow Christopher Winter Project Lesson 4Recap on what constitutes a healthy lifestyle – consider physical health and mental health (healthy eating, exercise, rest, leisure).Individual activity: give each pupil a large circle divided into 24 sections to represent a typical day. As a whole class decide on a colour code to represent various activities e.g. blue for sleeping, red for school time, green for playing. Pupilscolour in own chart according to how they spend their day.Whole class discussion: what is a healthy balance of activities?Lesson 5Whole class activity: Read the story of The Fourth Son and discuss. Create a display about the skills needed to be an effective learner. What did the fourth son in the story do? (listened well, observed others, practiced hard etc.)Individual thinking: “one skill I have as a learner is …Lesson 6Ask pupils for names of a few famous people e.g. David Beckham, Barak Obama, JK Rowling. Why are they famous? What did they have to do to succeed and reach theirgoals? (Work hard, study, be focused, have a plan, get support etc.) What qualities would they have needed? Explain terms patience, perseverance, resilience. What do you think they said when they felt like giving up?Pairs work: think of a time when you found something really difficult and you felt like giving up but you kept going and reached your goal. Tell your partner about it. Why was it difficult? What helped you to keep going? How did you feel when you reached your goal? How did you reward yourself when you reached your goal? |