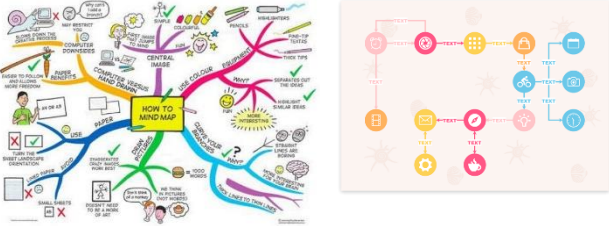


<p><b>Learning Objective: To understand how to make healthy choices for physical and mental health by understanding the associated benefits and risks.</b></p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To understand the difference between physical and mental health and how they are linked.</li> <li>To recognise what a healthy balanced diet looks like including calorie intake and nutritional values.</li> <li>To consider the different uses of drugs and the benefits or risks associated with taking them.</li> <li>To understand the effect that drugs have on those around you.</li> <li>To understand how to respond to peer pressure and to ask for help or support.</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Show an interest in the progress of an enquiry</li> <li>Show that they have extended their thinking beyond the PSHE session</li> <li>Evaluate a range of reasoned conclusions</li> <li>Identify assumptions and evaluate their impact</li> <li>Summarise the progress of an enquiry</li> <li>Suggest ways in which an enquiry might move to make progress</li> <li>Suggest and explain new and novel ideas that build on the ideas of others</li> </ul> <p>N.B. Year 6 Science also covers how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	
<p><b>Vocabulary:</b></p> <p>Affect Calorie Effect</p>		
<p><b>Suggested Lessons</b></p>	<p><b>Aims of Sessions:</b></p>	<p><b>Content:</b></p>
	<p><b>Recap of prior learning:</b></p>	
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>What is a feeling?</li> <li>Range of feelings</li> <li>What helps you to feel good/better</li> <li>Similarities and differences between physical and emotional feelings.</li> <li>How feelings affect body and behaviour.</li> </ul>	<p>L.O. To understand the difference between physical and mental health and how they are linked.</p> <p>Skills Focus: Show an interest in the progress of an enquiry Show that they have extended their thinking beyond the PSHE session</p> <p>Ask the children to explain what physical health is. It is the condition of your body. Good physical health is when your body is functioning well. It means being fit, healthy and taking care of your whole body and its organs. Record these points on the board or flipchart.</p> <p>What is mental health? It is our feelings and emotions, our behaviour and our moods. Watch: <a href="https://www.youtube.com/watch?v=nCrjev3-Js">https://www.youtube.com/watch?v=nCrjev3-Js</a></p> <p>How are the two areas of health linked? If you don't eat, correctly, you might not have any energy, this will make you feel tired and affect your mood, then you might not be able to sleep which could make you feel even worse. Conversely, if you are feeling worried</p>

		<p>about something this can make you eat the wrong foods such as too much sugar and this will affect your physical health. They are closely linked and affected by what happens around us. What can we do to make us feel emotionally and mentally well? Discuss and record on the board or flipchart.</p> <p>Activity: Ask the children to think of 3 things that they can do to promote their physical health and well-being and three things that they can do to promote their mental wellbeing.</p> <p>Challenge: Explain how you will do this and what effect it will have on you.</p> <p>SEND: Support with a writing frame and key words/phrases to use.</p>
2	<ul style="list-style-type: none"> <li>• Different things are needed to keep the body healthy – also covered in Science.</li> <li>• Understand what constitutes a healthy balanced diet</li> <li>• Look at consequence for and against a balanced diet</li> <li>• Different choices of diets and how they can all be balanced diet – co-op</li> <li>• Physical activity – amount/ type/ balance with other activities</li> <li>• Benefits to body and feelings</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Right types and amounts of nutrition</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>	<p>L.O. To recognise what a healthy balanced diet looks like including calorie intake and nutritional values.</p> <p>Skills Focus: Show that they have extended their thinking beyond the PSHE session</p> <p>Refer to the previous day’s learning about physical health. What do we need to do to be physically healthy? Print off the fact sheet about a healthy diet from the WHO website. Split the children into groups and give each group the name of a section. Using illustrations etc each group should prepare a poster explaining how that part of the information promotes a healthy diet.</p> <p>At the end of the session, each group prepares a short presentation to explain their findings to the rest of the class.</p> <p>Use all of the posters on a display to create healthy eating advice.</p> <p>Challenge: give the more able children the parts that are not food specific, e.g. How to promote healthy diets, the overview etc.</p> <p>SEND: Complete the more fact-based parts – fats, sugars, fruit etc.</p>
3	<ul style="list-style-type: none"> <li>• Different things are needed to keep the body healthy – also covered in science.</li> <li>• Understand what constitutes a healthy balanced diet</li> <li>• Look at consequence for and against a balanced diet</li> <li>• Different choices of diets and how they can all be balanced diet – co-op</li> </ul>	<p>L.O. To recognise what a healthy balanced diet looks like including calorie intake and nutritional values.</p> <p>Skills Focus: Evaluate a range of reasoned conclusions Summarise the progress of an enquiry</p> <p>Recap learning about healthy diets from the last session. Ask the children what a calorie is. It is the amount of energy contained in an item of food or drink – measured in calories. When we eat and drink more calories than we use through exercise etc we can gain weight, as the excess energy is stored in our bodies as fat. The amount of calories that you need depends on your lifestyle, age and gender, typically school age children need between 1,600 and 2,500 calories per day (British Nutrition Foundation).</p>

	<ul style="list-style-type: none"> <li>Physical activity – amount/ type/ balance with other activities</li> <li>Benefits to body and feelings</li> </ul> <p>Year 3 Science – Right types and amounts of nutrition</p> <p>Year 6 Science - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Where can we find the amount of calories in our food?</p> <p>Each burger contains:</p> <table border="1"> <tr> <td><b>ENERGY</b> 924KJ 220kcal 11%</td> <td><b>FAT</b> 13g MED 19%</td> <td><b>SATURATES</b> 5.9g HIGH 30%</td> <td><b>SUGARS</b> 0.8g LOW &lt;1%</td> <td><b>SALT</b> 0.7g MED 12%</td> </tr> </table> <p><small>% of an adults reference intake. Typical values per 100g: Energy 966kJ/ 230kcal</small></p> <p>Talk about the use of colours – so this burger has 220Kcal or 220 calories in it – what else can the children tell you about the burger? Allow the children time to look at a range of packaging from different foods and talk about their calorie content and nutritional values.</p> <p>At the end of the session, ask the children what they have noticed. Does this mean I can never eat a burger again because the fat content is red? No it doesn't it just means that I have to balance it with something that is less high in fat like a salad.</p> <p>Talk to the children about not worrying about what they eat at home in case some take it far too literally. If they have concerns about their diet, they should have a conversation with their family and talk about what could be done to make small changes to improve it. Swap one or two things etc.</p> <p>Children could record their thoughts about the calorie and nutritional content of some of the food in their books explaining their thoughts and suggestions.</p>	<b>ENERGY</b> 924KJ 220kcal 11%	<b>FAT</b> 13g MED 19%	<b>SATURATES</b> 5.9g HIGH 30%	<b>SUGARS</b> 0.8g LOW <1%	<b>SALT</b> 0.7g MED 12%
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4	<ul style="list-style-type: none"> <li>Medicines- where they are placed. How to use them safely. The effects on feelings/bodies.</li> <li>Rules to help us keep safe.</li> <li>To understand the difference between legal and illegal drugs.</li> <li>To understand how drugs can be issued</li> </ul>	<p>L.O. To consider the different uses of drugs and the benefits or risks associated with taking them.</p> <p>Skills Focus: Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Ask the children to think, pair, share what they can remember about the uses of drugs and the benefits and risks associated with taking them from Year 5 learning.</p> <p>Record the children's thoughts on the board or flipchart. Ask the children to write a discussion about drugs thinking about the advantages and disadvantages of using drugs. The children should already be familiar with this type of text.</p> <p>Share some of the children's discussions if time permits and give feedback on the issues raised.</p>					
5	<ul style="list-style-type: none"> <li>To understand why people choose to use drugs.</li> <li>To understand the risks/ side effects with any drug</li> <li>To understand that people can have an addiction to drugs</li> </ul>	<p>L.O. To understand the effect that drugs have on those around you.</p> <p>Skills Focus: Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Recap the children's knowledge of the effects that drugs have on people. What would the effects be for a family if a family member was taking drugs legal or illegal?</p>					

		<p>This could affect relationships, money, housing, possessions etc. Link this with the concept of addiction learning from Year 5 – can't do without the drug.</p> <p>Ask children to create a mind map or flow chart to illustrate the issues that have a 'knock on' effect when someone is under the influences of drugs (highlight, prescription medication, alcohol and tobacco in particular as these are the most likely ones for the children to have experienced)</p>  <p>ICT – use coggle, Text2mindmap or sketchboard or a similar programme.</p> <p>At the end of the session, invite some children to share their mind map with the class.</p>
6	<ul style="list-style-type: none"> <li>• Rules to help us keep safe.</li> <li>• To know the laws surrounding drugs.</li> <li>• To know how to ask for support and help.</li> </ul>	<p>L.O. To understand how to respond to peer pressure and to ask for help or support.</p> <p>Skills Focus: Evaluate a range of reasoned conclusions Identify assumptions and evaluate their impact</p> <p>Watch this clip about peer pressure from Childline with the children. Do they agree or disagree with the points that Tio and Jimmy made? Why/Why not?</p> <p>Ask the children in pairs to think of 4 different ways of saying no to their friends. Childline suggests these:</p> <ol style="list-style-type: none"> <li>1. Say it with confidence.</li> <li>2. Try not to judge them.</li> <li>3. Spend time with friends who can say no.</li> <li>4. Suggest something else to do.</li> </ol> <p>Agree on four different ways as a class.</p> <p>Divide the children into small groups of 3 or 4 and give out some of the peer pressure scenario cards. The children should read them and carry out a role-play to show how the situation could be handled.</p> <p>At the end of the session, invite the children to perform their role-play situations and ask the rest of the class to comment on how successfully they dealt with the issue.</p>
Evidence for assessment will be from:		<ul style="list-style-type: none"> <li>• Demonstrating understanding of the difference between physical and mental health and how they can be linked.</li> <li>• To recognise what a healthy balanced diet looks like, describing the importance of calorie intake and nutritional values.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show understanding of the different uses of drugs and the associated benefits and risks.</li> <li>• Understanding and recognising the effect that drugs can have on people around them.</li> <li>• To understand how to respond to peer pressure and to ask for help or support.</li> </ul>
<p><b>Resources needed for project:</b></p>	<p>Healthy diet fact sheet:  <a href="https://www.who.int/news-room/fact-sheets/detail/healthy-diet">https://www.who.int/news-room/fact-sheets/detail/healthy-diet</a>            Food packaging labels that display calorie content and nutritional values.            Role play cards:  <a href="https://content.twinkl.co.uk/resource/23/1a/T2-S-397-Year-6-Alcohol-and-Drugs-Role-Play-Scenario-Activity-ver-2.pdf?token=exp=1589983012~acl=%2Fresource%2F23%2F1a%2FT2-S-397-Year-6-Alcohol-and-Drugs-Role-Play-Scenario-Activity-ver-2.pdf%2A~hmac=16f55aae9b6c59c82964fc671ebd2c95cb67fe385607e995c7afc72b216b2e1f">https://content.twinkl.co.uk/resource/23/1a/T2-S-397-Year-6-Alcohol-and-Drugs-Role-Play-Scenario-Activity-ver-2.pdf? token =exp=1589983012~acl=%2Fresource%2F23%2F1a%2FT2-S-397-Year-6-Alcohol-and-Drugs-Role-Play-Scenario-Activity-ver-2.pdf%2A~hmac=16f55aae9b6c59c82964fc671ebd2c95cb67fe385607e995c7afc72b216b2e1f</a></p>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>	<p>See individual lessons</p>