**PSHE/C Curriculum – Year 3 Summer Term 2**

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| **Theme: Healthy and Safer Lifestyles: Healthy Lifestyles** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To understand that they can make choices which contribute to a healthy lifestyle  and  To understand how physical activity and nutrition affects their physical and mental health. (MW)  2. - To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. (PHF)  and  - To understand how food helps them to be active and healthy and gives them energy.  3. To understand the importance of consuming a variety and balance of foods and drinks. (HE) and To be able to plan and help prepare simple healthy meals. (HE)  4. -To know why good dental hygiene is important and how it contributes to a healthy lifestyle. (HP)  and  -To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep. (HP)  5. No Outsiders – Additional Learning – The Truth about Old People | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Health Education:  Mental Wellbeing (MW)  • the benefits of physical exercise, time outdoors, community participation, voluntary and  service-based activity on mental wellbeing and happiness.  Physical Health and Fitness (PHF)  • the characteristics and mental & physical benefits of an active lifestyle.  • the importance of building regular exercise into daily and weekly  routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  • the risks associated with an inactive lifestyle (including obesity).  • how and when to seek support including which adults to speak to in  school if they are worried about their health.  Healthy Eating (HE)  • what constitutes a healthy diet (including understanding calories, and nutritional content).  • the principles of planning and preparing a range of healthy meals.  • the characteristics of a poor diet and risks associated with unhealthy  eating (including, for example, obesity and tooth decay) and other  behaviours (e.g. the impact of alcohol on diet or health).  Health and Prevention (HP)  • how to recognise early signs of physical illness, such as weight loss,  or unexplained changes to the body.  • the importance of sufficient good quality sleep for good health and  that a lack of sleep can affect weight, mood and ability to learn.  • about dental health and the benefits of good oral hygiene and dental flossing, including visits to the dentist. | |
| leisure | time that you are free from work or other duties and can relax and do recreational activities (activities that you enjoy in your free time) | advert | an announcement online, in a newspaper, magazine on television or on a poster about something (e.g. a food) | |
| hygiene | looking after your body and keeping yourself clean – making sure you are in good health | nutrition | the substances that you take into your body as food and the way that they influence your health (goodness that you take from food and eating a healthy balanced diet) | |
| physical activity | any active movements that you make with your body that are good for your health (exercise) | Eatwell Guide | a picture pie chart made by the government to show the proportions in which different types of food are needed to have a healthy well-balanced diet | |
| healthy eating | eating a healthy balanced diet (ensuring that you are eating in correct proportions from the different food groups | proportions | the amount of a group or part of something when compared to the whole (the proportions on the Eatwell Guide are the amounts of each food group that are needed to make up a balanced diet) | |
| healthy lifestyle | keeping strong and well – making healthy choices to keep you in good health | School Food Standards | Food that the school provides children that must meet certain standards – so that children are encouraged to develop healthy eating habits and are given energy and nutrition needed for the school day | |
| athlete/sports personality | a person who is very good at sports or physical exercise, especially one who competes in organized events | consequences | a result of a particular action or situation, often one that is bad | |
| successful | having achieved a lot, become popular, or made a lot of money | stereotype | an idea that is used to describe a particular type of person or thing, or a person or thing thought to represent such an idea | |
| self-improvement | the activity of learning new things on your own that make you a more skilled or able person (e.g. being determined to improve yourself and your abilities - practising a skill to help you get better until you succeed | analogue clock  and  digital clock | a clock that tells the time on a traditional round clock face with hands and numbers  a clock that tells the time digitally – showing only numbers | |
| stamina | the physical or mental strength to do something for a long time, especially something difficult (keeping an exercise going for a long time and not giving up when things get tricky) | lullaby | a calm and soothing song that is sung to help someone fall asleep more easily | |
| flexibility | the range of movement possible at a joint – being supple and stretchy | calculate | to work something out so that you can find the answer (often using numbers) | |
| **Prior Learning (Year 2)**  The children in year 2 looked at what being safe online means and the importance of keeping your identity hidden. Children reviewed their understanding of information as being precious or special because it applies just to them. Children learnt that private information is as valuable online as it is off-line, and should therefore not be shared. | | | | **Future Knowledge (Year 4)**  In year 4, the children will build on the learning in Years 1 and 2, through unit ES1-2 Me  and My Online Identity. Children will continue to explore what being safe online means, including understanding the need to review their online presence constantly. They will begin by exploring what feeling safe is like and how they can keep themselves as safe as possible when faced with risky situations. They will have the opportunity to map their own use of all  forms of technology and to recognise the risks involved. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. - Who is responsible for my lifestyle choices and how are these choices influenced? and  -What is mental wellbeing and how is it affected by my physical health? MW | * Understand ways to keep themselves healthy and happy using the sentence stem: I can keep myself healthy and happy by... * Understand what is meant by a ‘healthy lifestyle’ - i.e. a combination of many factors e.g. keeping clean and keeping active etc. * Able to recall healthy lifestyle choices which they make over the week – in a diary (they can draw and/or write about any healthy choices they make each day in relation to food (school meals and meals at home), physical activity, leisure, rest and hygiene). * Identify healthy choices they can make relating to food and healthy choices relating to physical activity. * Understand that some days may be different because of family events, holidays or special occasions and might mean that they may make different lifestyle choices e.g. they went to two birthday parties and did not eat healthily or if they went away for the weekend. * Understand reasons why we need to do both (being physically active and resting) and also include enough rest in our week. * Recognise some changes they could make to their weekly activities so that they have a healthier balance. * Identify what is healthy about a character’s their lifestyle and what is unhealthy (using case studies) * Understand reasons why a character might make particular choices (using case study scenarios) * Understand some reasons why people might make unhealthy choices, e.g. some people do not like PE and haven’t found a sport/type of physical activity they like; sometimes people want to be like their friends and copy their food choices; some people are very busy and do not have time for physical activity etc. * Able to suggest some reasons to use that could help persuade the characters to make some changes to their lifestyles e.g. Try to give yourself time to eat a good lunch and then you will be even better at gymnastics (Leah); There are sports you can do where you don’t need to be good at running (Kim); Go to scouts because you will get chance to do some fun exercise (Sam). * Recognise how different characters might feel when they have done some physical activity – feeling active, fit, healthy, happy and good about themselves * Understand that physical activity and healthy eating are both important * Understand that the balance they are aiming for is a healthy balance of food on one side and physical activity on the other – using see-saw image * Able to create their own balanced see-saw showing what their ideal healthy balance would look like * Identify foods which would help contribute to a balanced meal with a few ideas of physical activity they enjoy * Recognise how they feel when they have a good balance of different foods, and have enough physical activity - perhaps by contrasting it with how you might feel if you have been to a party and eaten lots of sugary foods, or a lot of one type of food, how you feel when hungry (e.g. you might be more irritable, you might feel tired), or how you feel on a rainy Sunday afternoon when you haven’t had any exercise or time outside. – use examples from your own experience to distance the learning from the children’s own experiences which they may not feel confident to share with others. * Recall three types of physical activity – this includes activities that not organised sport e.g. playing in the garden, riding a bike, skipping. * Identify their favourite physical activity and say how they feel when they are doing it, e.g. When I am riding my bike downhill I feel excited; When I play in the garden I enjoy the fresh air; When my football team wins I feel proud of everyone. * Recognise how their mood/emotions changes after exercise not just how their bodies feel. * Recognise the benefits of physical activity – using Benefits of Physical Activity resource – with children’s suggestions added in e.g. It makes you feel pleased with yourself; it is fun. * Understand how to persuade others why PE is important (this activity could also be repeated but this time they are persuading a parent to let them cycle to school instead of going in the car) | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking   • communicating effectively with others | |
| 2. - What is an active lifestyle and how does it help me to be healthier? (PHF) and  - How do nutrition and physical activity work together? | * Understand what an athlete/sports personality means * Able to give some examples of famous athletes/sports personalities * Able to give reasons why athletes/sports personalities have become so successful * Understand that athletes/sports personalities are famous because they may have some natural talent but they have determination and willingness to learn from their mistakes, but also that they are dedicated to self-improvement – e.g. athletes need to practise and train regularly. * Recognise reasons why athletes need a positive attitude towards their training * Identify the three different types of physical activity – active living, e.g. walking, gardening; active recreation e.g. play, dance, cycling; organised sport e.g. school sport; competitions. * Able to record the different types of physical activity they take part in over the course of a week and notice what could possibly be improved * Identify the three main benefits to their bodies of daily physical activity – developing strength, stamina and flexibility. * Able to give examples of strength – e.g. climbing or doing handstands, stamina e.g. running long distance or playing a football match for a long time and flexibility e.g. gymnastics or dance * Understand that athletes need to develop all three skills whatever their sport (strength, stamina and flexibility) * Able to look back at their examples of physical activities and decide which ones develop which skill * Able to record one activity for each skill and choose some activities which they will try do to more regularly * Understand how our bodies benefit from physical activity – link to PE lessons * Recognise how ten minutes of physical activity each day can help them to develop a skill e.g. strength, stamina or flexibility – in PE lessons * Identify a skill that they would like to improve/develop and how they might work on this * Understand how to keep a record of their improvement and then report back to the class e.g. Last week I could only run once around the field before I got tired but now I can do it twice. * Understand what a food advert is and what it might look like * Identify food adverts cut out from magazines or newspapers, or an online food advert (with adult help). * Identify what messages food adverts are trying to give them e.g. This type of food will make you have lots of friends; This food will help you play tennis better; You will have more fun if you eat this food. * Understand the real reasons we need to eat food - Being active, Staying healthy and Growing. * Able to create a food advert choosing one of the foods from the Eatwell Guide * Understand how to make their food advert attractive but send truthful messages about the benefits of eating it. *(These could be created on the computer using a multimedia text or by using a digital camera or video camera to film the children advertising their product*) * Identify how a parent might get their child to eat vegetables – using the story Eat Your Peas * Understand reasons why a parent might want to encourage/persuade their child to eat vegetables * Recognise how different foods benefit the body * Able to create a book to help encourage younger children (reception class) to eat a particular food from the Eatwell Guide - giving them messages about what the different foods do for them, e.g. ‘Eat Your Yogurt’ could be about having stronger bones for an activity they like doing and about healthy teeth so they do not need to go to the dentist too much. | | | | |
| 3. -What does healthy eating and a balanced diet mean? (HE) and  -How can I plan and prepare healthy meals safely? (HE) | * Understand how to use the Eatwell Guide * Know that the Eatwell Guide shows us the proportion of different foods we need each day from the four main sections. * Able to organise images of food onto an empty Eatwell Guide chart into the correct sections. * Identify one food they like from each section on the Eatwell Guide * Ask the groups to discuss the Eatwell guide they have * Recognise that everyone has different likes and dislikes with foods * Understand the importance of eating a good well-balanced diet – using the poem Herbert Glerbett. * Recognise what is likely to happen in reality if you do not eat a good balance of food from the different groups, including long term effects as well as short term e.g. You will not have strong and healthy teeth; you might put on lots of weight; your muscles will not become strong. * Understand that different types of food benefit our bodies, e.g. Meat, fish, eggs and beans help our bodies to grow and repair themselves; Milk and dairy foods help us to grow and build strong and healthy bones and teeth; Bread, rice, potatoes and pasta give us energy which lasts; Fruit and vegetables help us to have healthy bodies and prevent us getting ill; Foods and drinks high in fat and sugar give us instant energy but this is not long lasting so they have minimal benefit. * Understand how they would feel physically and emotionally if they choose to eat only their favourite food (e.g. tired, full, slow moving etc) * Understand how they would feel if they ate a well-balanced diet with foods from all * the food groups * Able to devise a day’s menu for the character in the poem which would give them a variety and balance of food and drink – using the Eatwell guide to help them make their decisions * Identify where the menu choices fit on the Eatwell Guide * Able to discuss what they would choose off the menu and give reasons why e.g. My favourite food from the menus we made is... It is from the ... section of the Eatwell guide. * Able to recall one fact they can remember from the Eatwell Guide - e.g. I remember there is a part for meat and fish. * Understand how to make healthy meal and snack choices using the Eatwell Guide * Able to plan a week of balanced meals – using the Eatwell Guide - i.e. breakfast, lunch, dinner and snacks * Able to share different foods and dishes that themselves and their peers enjoy to eat at home * Identify some foods that they might want to try * Able to use understanding from the Eatwell Guide to plana a menu for a new café in their town or village * Recognise that a balanced meal must contain food from the different sections of the Eatwell Guide – making sure each daily menu contains a good balance of the different food groups – using proportions showed on the chart * Understand what School Food Standards are and be able to talk about what each standard would mean for their café. * Able to plan a variety of choices for their meal which would meet the Eatwell guide requirements and the School Food standards. * Know that a range of recipe ideas can be found on the Change 4 Life website | | | | |
| 4. -How can I look after my teeth and why is it important? (HP) and  -How much sleep do I need & what happens if I don’t have enough? HP | * Understand ways to look after their teeth * Understand reasons why they need to look after their teeth * Know that looking after their teeth is very important to help them stay healthy * Understand tooth care routines – e.g. need to brush your teeth at least twice a day; Do not eat sugary snacks between meals; Go to the dentist for a check-up every six months; Use a pea-sized amount of toothpaste * Able to recall ways to keep teeth healthy and display these on poster to help younger children * Record when they brush their teeth on a weekly template – for a class challenge * Understand that there are consequences for not looking after your teeth – using video clip in Hey Duggee (a CBeebies programme which can be found on Youtube or BBC iPlayer) episode The tooth brushing badge to the lion (and in the song) * Recall the consequences that will occur if you do not brush your teeth - e.g. your smile won’t look good, your teeth will be yellow, your breath will be smelly, your teeth won’t be strong for eating crunchy things. * Understand that teeth should be brushed for two minutes and that a good way of doing this is to use a timer * Able to devise their own two-minute drama/poem/song to encourage young children to brush their teeth for 2 minutes and to entertain them while they are doing it – they should include some of the tips from the Hey Duggee episode - e.g. brushing front and back, brushing in tiny circles, using a small amount of toothpaste etc. * Able to tell basic times on an analogue and a digital clock * Able to recall what time they usually go to bed * Identify some possible times on the clock that would be appropriate for bed times e.g. 7pm, 7.30pm or 8pm * Able to recall what time they wake up in the morning * Able to calculate roughly how many hours of sleep they get each night * Know that the recommended amount of sleep for children of their age is 9 to 12 hours * Understand that in order to get the recommended amount of sleep they might need to alter/change what time they go to bed and what time they wake up in the morning – have some idea of the possibilities of what this might look like * Understand that not everyone goes to sleep straight away when they go to bed because they may read for a while or have a book read to them by an adult. * Identify why there might be a “recommended amount” of sleep and why they can’t just go to bed whenever they like. * Identify some of the benefits of a good amount of sleep, e.g. having energy for exercise, being able to concentrate at school, being mentally healthy etc. * Able to challenge themselves with a different bedtime and a different wake up time so that they get the recommended amount of sleep * Recall the reasons why it is important to get the recommended amount of sleep * Understand that there are occasions where they may not get the recommended amount of sleep e.g. “sleepovers” at friends’ houses, or may have stayed with relatives over the weekend or during school holidays - either alone, or with their parents/carers. * Understand reasons why they might get less sleep than usual in different scenarios: e.g. they stay up later than usual, they share a room and talk to the other person after they should be asleep, they eat more sugary food than usual, their bed is different, they are missing a part of their usual routine like an adult reading a story, they are missing someone from home, they watch TV or use a screen much later than usual. * Identify what sorts of things might help them to sleep better the next night (following above scenarios) e.g. being in their own bed, having a bedtime routine (perhaps with a drink and a bath), doing calm or quiet activities before bed, having the lighting just right, not using a screen before bedtime. * Recall some changes they could make that might help them to sleep better at a sleepover – by making them into a “book” of sleep advice for someone just returning from their first sleepover * Able to discuss their favourite bedtime books and stories * Able to suggest some ways they could help a younger child who was struggling to sleep – by creating a calming lullaby for them to listen to before bed | | | | |
| **No Outsiders**  5. Additional Learning – The Truth about Old People | * Know what a stereotype is * Recognise a stereotype * Know how stereotypes affect people * Understand that everyone is different | | | | |