**PSHE/C Curriculum – Year 5 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 variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell guide represents this balanced diet. (HE) and  -To be able to plan, prepare and cook simple healthy meals. (HE)  2. -To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active. (HE)  3. To understand the benefits of physical activity for promoting health, and the risks of not engaging in it. (PHF/MW)  4. -To know about the benefits and risks to their physical and mental health of time spent online. (IS) and  - To know why apps and games are age restricted and to know how to make healthier choices. (IS)  5. No Outsiders – Additional Learning – Kerry Lives with erica and Martina | | **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.  Internet Safety & Harms (IS)  • about the benefits of rationing time spent online, the risks of  excessive time spent on electronic devices and the impact of positive  and negative content online on their own and others’ mental and physical wellbeing.  • why social media, some computer games and online gaming, for example, are age restricted.  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  Other curriculum links;   * P.E * Design Technology * Computing * Science – exercising creates endorphins are released in the brain which leads to happy/good feelings. | |
| substances | materials with particular physical characteristics | counteracting | to counteract something – to reduce its effect by doing something that produces the opposite effect | |
| nutrients | substances that plants, humans and animals need in order to live and grow | imbalance  (lack of balance) | things that are not in the right size or proportion to each other | |
| nutritional value | the contribution of a food to the nutrient content of the diet - describes the amount of carbohydrates, fats, proteins and energy that can be used during digestion | endorphins | natural painkillers and happy hormones released by the body to change your mood | |
| energy | the power and ability to be physically and mentally active | mental health | a state of mental wellbeing that enables people to cope with the stresses of life, realize their abilities, learn well and contribute to their community | |
| country of origin  (food) | the country where something is grown | consequences | results from a particular action or situation, often one that is bad or not convenient | |
| content | the amount or proportion of something that a substance contains | social platform  (social media) | online platforms and tools that allow people to create, share, and exchange information and content with others (e.g. Facebook, Instagram etc) | |
| counter arguments | an argument against another argument, idea or suggestion | age restrictions and ratings | an age limit which a person is allowed or not allowed to do something  a classification of a film as according to the age of viewers thought suitable to see it | |
| persuasion | convincing someone to believe in what you are saying | physical activity | any active movements that you make with your body that are good for your health (exercise) | |
| physical effects | physical changes, qualities, actions or things that are connected with a person’s body | app  (application) | a computer program that is written and designed for a specific purpose  a computer program that is designed for use on a mobile digital device | |
| **Prior Learning (Year 4)**  The children in year 4 built on previous learning taught in key stage one. Children looked at e-Safety ‘Me and My Online Identity’. Children explored what being safe online means, including understanding the need to review their online presence constantly. They explored what feeling safe is like and how they can keep themselves as safe as possible when faced with risky situations. They had opportunities to map their own use of all forms of technology and to recognise the risks involved. | | | | **Future Knowledge (Year 6)**  In year 6, the children will learn about the need to be careful about how they present themselves online, as well as being clear about what information should not be shared online. They will discuss some of the risks involved when working online, including ways in which others may gain access to private information, and will learn some strategies to minimise these risks. They will have the opportunity to apply their learning by creating profiles for fictional characters online, and then by reviewing their own profiles and making improvements or adjustments to them. Children will be taught about how to distinguish private information (which in most situations should not be shared online) from personal information (which can be shared). They will also learn about the elements of a safe password, and how to ensure others are not able to find out or guess it. They will be reminded about what they can do if they see or hear anything online which makes them feel uncomfortable. They will be encouraged to review and improve all their online profiles, whether they access these at school or at home. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. - What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? (HE) 2.1 – 3.4  and - To be able to plan, prepare and cook simple healthy meals. (HE) 4.1- 4.2 | * Able to use the Eatwell guide to understand the four main food groups (including the small 5th group of oils and unsaturated fats, plus the section outside of the circle for those high in fat, salt and sugar). * Understand that each food group contains different substances, including nutrients. * Able to order out a set of nutrient cards ranking in importance - using the nutrient information on them e.g. by protein, by carbohydrate, by fat, by fibre etc. * Able to feed back to the rest of the class the reasons for their decision-making – using the IWB Resource Food * Identify links between nutrients and the food groups – using the Eatwell Guide and the Nutrients PowerPoint * Understand that different nutrients are provided by each food group – using the Eatwell Guide and ‘Food – a fact of life’ website * Identify the different components of meals and snacks and sort them into the Eatwell Guide – using the Eat well section of the ‘Food – a fact of life’ - For example, Shepherd’s Pie contains minced lamb, peas or carrots, and mashed potato, and these fit into three sections of the Eatwell guide. * Understand the different proportions of each type of food we should be aiming for over the course of a typical day – using the Eatwell Guide * Identify the benefits of different nutrients * Able to rank food cards in order of importance - first by amount of protein per 100g, then by fat and then by carbohydrate. * Identify links with the amount of energy each food provides i.e. Foods with higher fat, protein or carbohydrate per 100g provide more energy. * Able to identify foods which provide calcium, iron, vitamin C and fibre and look for which types of foods these are (i.e. which food group they belong to). * Recognise the function of the different nutrients – use understanding to produce a poster to show the benefits of a particular nutrient * Able to give examples of foods which contain high levels of that particular nutrient * Able to recall which food group a food belongs to and the nutrient each one provides * Recognise the different nutrients (carbohydrate, protein, fat, fibre, calcium, iron, vitamin C). * Recognise the need for a balance of different nutrients from different food groups as on the Eatwell guide. * Able to produce a plate showing a healthy, balanced meal – in drawings or using ICT with clipart food pictures. * Identify nutrients and food groups that each meal provides * Explore the labelling of food packaging. * Able to sort food packaging according to their own chosen criteria (e.g. food groups, amounts of a particular nutrient, traffic lights, country of origin etc) * Able to share their criteria and tell a new fact that they have learnt (e.g. I didn’t realise that fruit juice contains so much sugar; I thought that cereal bars contained more fibre.) * Understand the functions for nutrients * Able to explain what would happen if someone didn’t have enough carbohydrate, enough calcium, or had too much fat etc. * Understand that the guidelines of the Eatwell guide are there to help us, but to be used as a guide - for example, there may be days or individual meals when our balance isn’t what it should be, but this is what we are aiming at most of the time. * Able to create a nutrients poster for a specific food and list reasons why it is important for the body * Able to give examples of some of the foods which contain certain nutrients * Recognise that different foods have different nutritional values * Know that there are guideline daily amounts of different nutrients for five to ten year olds * Able to plan a day’s food and drink for a ten year old child, using a supermarket website to look at the nutritional value of different foods – challenge to reach the guideline daily amounts. * Recall one new fact they learnt about nutrition or a fact that they found particularly surprising about the nutritional values of different foods * Able to plan, prepare and cook food as part of a class or school celebration – considering the needs of those they are cooking for, as well as using what they have learnt about the need for variety and balance in the diet | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking   • communicating effectively with others | |
| 2. To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help them stay healthy and be active. (HE) | * Understand that different foods have different energy content – using Energy Cards available on the ‘Food – a fact of life’ website * Recall facts about energy using previous activity (above) – able to feed-back what they notice about the amounts of energy provided by different foods (e.g. butter provides the most energy; water does not provide any energy; bread provides more energy than pasta.) Ask them to consider which nutrients provide energy (protein, fat, carbohydrate and sugar). * Recognise that we need different amounts of different foods to get the same amount of energy - using Energy Presentation resource * Understand reasons why they think people need different amounts of energy – using Energy worksheet * Able to calculate how much energy they need in a day and then work out a suitable diet for a day using food labels and the Energy Cards. * Use understanding of nutrition to complete an Energy Quiz (resource) using Energy Used factsheet * Recall new facts that they have learnt about nutrition and energy e.g. I discovered that cycling uses the same amount of energy as running, I didn’t realise that skipping uses more energy than swimming. * Understand that energy in food is measured in kilojoules and kilocalories (shortened to kj and kcal, or calories) \**avoid talking about calorie counting, which is not a helpful message for children and young people.* * Understand that a balance of energy in and energy out is needed * Understand the consequences of an imbalance – too much energy in and not enough out * Identify characters from the story Charlie and the Chocolate Factory that had an unhealthy energy balance * Recognise that Charlie’s family could have probably benefitted from a higher intake of energy, and Augustus Gloop and his family (and others) probably should have had a smaller intake of energy. * Identify Mike Teevee as a character from the story whose appearance doesn’t suggest an unhealthy lifestyle, but who spends too much time sitting in front of a screen * Understand that there are lots of different aspects of our lives which make them more or less healthy at different times - it’s not just as simple as the energy we take in and then use. * Recognise that some people might need a higher intake of energy because of their activities (e.g. athletes, those who have a physical job like in the construction industry or as a PE teacher) * Recognise that some people will need a lower energy intake (e.g. those who work at a desk or computer all day, those who are elderly and less active) * Understand that we should not judge by appearances, because some people’s weight is related to other aspects of their health rather than just their energy intake and activity * Recognise the benefits of nutrients to the body * Understand the consequences of not taking in enough energy in our food (e.g. unhealthy teeth, not able to join in our usual activities, harder to concentrate at school, becoming unwell, feeling tired or shaky) * Understand the consequences of taking in too much energy (e.g. feeling sick or otherwise unwell, harder to take part in physical activities, not having a healthy balance of nutrients - for example too much sugar, fat or salt, being overweight) * Understand that if they are worried about their own health or someone else’s health – or energy intake and activity levels they can approach someone from their Network of Support | | | | |
| 3. How does physical activity help me & what might be the risks of not engaging in it? (PHF/MW) | * Identify true or false statements about exercise * Able to re-word false statements to turn them into correct facts about exercise e.g. Exercise isn’t good for you because it makes you sweaty and smelly might become - Exercise makes you sweaty so it is a good idea to have a shower afterwards. * Identify good places to promote exercise to a wide range of people e.g. in a doctor’s surgery; at a school fete; in a local newspaper. * Recall positive messages about the benefits of exercise * Identify some of the reasons people might give for not exercising * Able to create a poster, drama, filmed advert, leaflet, comic strip or a suitable method of their own choosing to help promote exercise and encourage others to be more active * Understand reasons why children might not be doing enough sport or exercise as they would like to do - using the statements on the Health Related Behaviour Survey * Able to choose one reason (from above) and act this out using role play e.g. I don’t have enough time. * Able to persuade others by making suggestions about how you could fit exercise into your busy life and stating some of the benefits of exercise e.g. Exercise will help you to stay alert which is useful when you are very busy. * Recognise the benefits represented as symbols on the Change4 Life website entitled Lots of good reasons to get moving * Able to encourage others to exercise or take part in a sport them by counteracting other’s statements and using persuasive arguments. *This may involve problem solving rather than, or as well as, persuasion* * Understand the risks of not engaging in any type of physical activity - for example an imbalance of energy in/energy out as discussed previously, not having opportunities to develop new skills, reduced concentration in school, feeling isolated from others, etc. * Able to play an outdoor physical game with others or do a dance or aerobic workout with some lively music – able to describe how they felt while doing the activity or shortly afterwards - e.g. excited, happy, energetic, confident etc. * Understand the physical effects of exercise e.g. feeling out of breath, feeling warm etc. * Recognise that exercise has positive effects on out body – e.g. benefits on our mental health, and that part of the enjoyment of some types of exercise is being with others and having fun with our friends. Link this with learning in Science about how endorphins are released in the brain which leads to happy/good feelings. * Identify one activity/exercise they already enjoy (from the NHS website), and one they would like to try, and to say these in a Round: ‘I enjoy... and I would like to try...’ * Able to think of an activity they enjoy and write a word to describe how they feel or might feel when they do it. * Understand the mental and social benefits of physical activity | | | | |
| 4. - What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS and  - Why are online apps and games age restricted? IS | * Identify something they enjoy doing online or on a screen, without naming specific social media, communication and gaming apps (for example, taking photos and sharing them, playing online or offline games, video calling my family and friends who don’t live nearby, sending messages to my friends, creating videos or watching those which others have made). * Understand the meaning of the words: Contact, Conduct and Content. (e.g. Conduct is anything where the children are actively contributing online, and Content is more “passive” use such as viewing films or other content) * Recognise how spending time online could affect their physical or mental health, or both * Identify the physical benefits of spending time online, and then some of the risks to their physical health (for example, benefits might be that watching videos may motivate you to do more physical activity or to improve at a sport, messaging a friend may lead to a plan to exercise together, using a music streaming app may motivate you to dance; risks might be spending too long online and therefore reducing physical activity, harming your eyes or getting a headache from being on a screen for too long). * Identify the mental benefits and risks of spending time online. * Able to invent a new app for their age group to help with learning, or for communication with others. * Able to design an icon for their own app * Able to persuade their parents/carers as to why they should be allowed to download this new imaginary app – using some of the physical and mental benefits discussed previously and then presenting these to the class. * Understand that some parents may have concerns about why they shouldn’t use an online app so use counterarguments instead – e.g. the app may have an inbuilt time limit per day, or have reduced lighting to protect against eye strain or headache, or may be promoting positive mental or physical wellbeing in some way. * Recall the benefits and risks, both physically and mentally, of spending time online – using the sentence stem: 1. I can keep physically healthy when I’m online by... and 2. I can keep mentally healthy when I’m online by... etc. * Understand what Rating Symbols are and where they might see them * Understand what the ratings mean * Understand why age ratings and warnings are in place on apps, games, films etc., and then gather some feedback - *\*asking them not to name individual apps, games or films -* e.g. children might see unsuitable content which might be frightening, upsetting or confusing to younger people. * Recognise that apps and games designed for children and young people have extra privacy and safety settings which will not be present on ones for older teenagers/adults, and secondly those that own the apps are not allowed to collect personal data from children under the age of 13 without parental permission, and so to avoid the need for checking parental permission, they just restrict the use to over 13s. * Recognise the consequences of what might happen if they sign up to an app which has a higher age rating - if the company finds out that they are not old enough, not only will their account be deleted, but their accounts on other platforms may also be deleted, and they may be banned from accessing these at any point in the future, even when they reach the permitted age. * Able to read, identify and understand the rating guidelines for U, PG, 12A and 12 films from the CBBFC website using laptops or tablets. * Able to rate a trailer of a film with an age restriction and give reasons why they have chosen to rate it a certain way – looking at themes * Understand that we are all different, and so we might find some things more scary or upsetting than other people might. * Know that even when they are at the age when they can watch a film, they may still choose not to, having found out more information about the themes of the film. This may also be the case with certain online games or apps. * Understand that they have a choice whether to watch a film or play on a game – they can use themes and ratings to help them – e.g. my friend’s daughter is 14 so she can view a 12A film without an adult with her. Her friends invited her to the cinema this weekend but when she looked up the film, she found out it was about a family whose dog went missing. She decided not to go as her family have recently lost a pet; and my nephew started playing an online game with his friends recently, but he was having nightmares and decided to stop. * Identify an app or game they recently started using, or a film they have recently watched (but not say the name of it). Then create a continuum line from 1 to 10, 10 being lots of influence and 1 being hardly any influence of why they decided to use the app/view the content. * Understand that sometimes our choices are influenced by others - we are all influenced all the time, when making small decisions and bigger ones too. * Understand that we need to be aware of these influences, and that we can always change our minds if our decision doesn’t seem right for us. * Know how to ask for help if they are worried about something they have seen or might see if the choose to view something * Identify one person from their Networks of Support that they could speak to who would be especially helpful in giving them more information about apps, games and films, and helping them make good choices for them. | | | | |
| **No Outsiders**  5. Additional Learning – Kerry Lives with Erica and Martina | * Understand what consequences are * Know that all actions have consequences * Know that I have a choice in behaviour I join in with and behaviour I choose not to join in with | | | | |