

# I am awesome : PSHE : Healthy Lifestyles : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand how everyone in the world is special and unique.	In this lesson children will explore how everyone in the world is special and unique. This will begin with a game of 'Sit down if...' until only one child is left standing. This will be used to introduce the term 'unique' and they will then go on to think about what makes themselves unique. Alternatively, you might get creative and create a whole-class piece of fingerprint art! At the end of the lesson, children will offer advice to a boy who wishes he could be someone else by explaining how special and unique he is.	<ul style="list-style-type: none"> <li>Can the children explain what the word 'unique' means?</li> <li>Can the children identify ways in which we are all unique?</li> <li>Can the children empathise with a child who is feeling low?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sit Down Statements</li> <li>Worksheet 1A/1B/1C</li> <li>Chalks (for fingerprint on worksheets)</li> <li>Paints, big paper (FSD? activity)</li> </ul>
<b>Lesson 2</b>	To understand the ways in which we are similar and different to one another.	How is an elephant similar to a cat? How is it different? These questions will be used to stimulate a discussion about how humans are similar and different to one another. Children will then try and help children who can't get along because of their differences. Children will learn that, even though we can be very different to one another, this doesn't mean we can't get along. Your class might work in pairs to identify their similarities or differences or alternatively use a questionnaire to find out who they share similarities and differences with.	<ul style="list-style-type: none"> <li>Can the children identify ways in which humans are similar to one another?</li> <li>Can the children identify ways in which humans can be different from one another?</li> <li>Can children recognise that even though we may be different to someone else, we can still get along?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Worksheet 2D (FSD? activity only)</li> <li>Clipboards (Optional for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand how the food we eat helps us stay healthy.	In this lesson, children learn why we need to eat food to stay healthy. They learn about the importance of a balanced diet and to name the different food groups. Children discover what each food group does in the body and how we need to be careful not to eat too many foods high in fat or sugar. They design healthy meals and at the end of the lesson, find out other ways in which we can stay healthy.	<ul style="list-style-type: none"> <li>Can children explain what is meant by a balanced diet?</li> <li>Can children design a healthy meal which shows understanding of a balanced diet?</li> <li>Can children identify a range of ways in which we can stay healthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Food Help Sheet</li> <li>Food Pyramid Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand the difference between private and public places and activities.	What does 'private' mean? In this lesson, children will discuss what they understand by privacy. They will learn that some places are private (e.g. a doctor's surgery, a bedroom...) whilst others are public (e.g. a shopping centre, a cinema...). They will then go on to explore how activities can be either private or public. Your class will either then complete a sorting activity or alternatively play a game of four in a row to help them understand the difference between private and public places. At the end of the lesson, children will learn how it is OK to sometimes want to be on our own and why this is important for our mental health.	<ul style="list-style-type: none"> <li>Can the children identify activities which are private and activities that are public?</li> <li>Can the children recognise why people need to be on their own sometimes?</li> <li>Can the children list some public places and private places?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Teacher Notes</li> <li>Game Board Sheet (FSD? activity only)</li> <li>Location Cards (FSD? activity only)</li> <li>Coloured pencils (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To understand there are some parts of the body which are private.	Children will begin by singing 'Heads, shoulders, knees and toes' and will then be challenged to name and locate other body parts. Then, children will learn how our underwear covers our private parts and they will learn the correct scientific name for these parts of the body. They will read <i>Pantosaurus and the Power of Pants</i> to learn what to do if our privacy is invaded. Children will learn what the NSPCC's acronym PANTS stands for and how it can help us stay safe. Your class will then show what they have learnt by creating a whole-class washing line of pants! At the end of the lesson, children will play a game of true or false.	<ul style="list-style-type: none"> <li>Can the children name the male and female private parts?</li> <li>Can the children explain what PANTS stands for?</li> <li>Do children understand that our private parts are private and what to do if something happens that breaches this rule?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Pantosaurus and the Power of Pants</i> by Rebecca Gerlings and Fhiona Galloway (not included)</li> <li>Teacher Notes</li> <li>Pants Outline Sheet</li> <li>Colouring Pencils</li> <li>Discussion Cards (FSD? activity only)</li> </ul>

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## End of Primary Phase Objectives:

### Health Education - Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

### Health Education - Physical health and fitness

- the characteristics and mental and 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.
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### Health Education - Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).

### Health Education - Health and prevention

- 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 personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

### Health Education - Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

### Vocabulary

healthy, play, exercise, active, inactive, lifestyle, fun, enjoy, balanced diet, meals, sleep, rest, hygiene, wash, clean, physical, mental, body parts, genitalia, vulva, penis, testicles, strong, strength, help, support, trust, feelings, big feeling, overwhelmed, regulation, unique, similarities, differences

### Teacher notes