

YEAR 4: Health and Wellbeing (Autumn 2)

Enquiry question: What impact does exercise have on our body?

Related Units:

Year 3 – Health and Wellbeing (Autumn 2) – How can I deal effectively with conflict?

Year 5 – Health and Wellbeing (Autumn 2) – Is peer pressure always a bad thing?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum Links: • Links to national guidance: • I1: what constitutes a healthy diet (including understanding calories and other nutritional content). • I2: the principles of planning and preparing a range of healthy meals. • I3: 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). • J1: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • B1: how important friendships are in making us feel happy and secure, and how people choose and make friends. • B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • C5: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • C6: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • D1: that people sometimes behave differently online, including by pretending to be someone they	• Manipulated • Trust • Victim • Bully • Bystander • Activity • Benefits • Manipulated • Critical thinking	Lessons 7-12: • To develop an awareness of the role of victims, bullies and bystanders • To explore the benefits of physical activity • To explore different types of physical activity and their benefits • To understand how images are manipulated online

are not.

- D2: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- D3: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- D4: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- D5: how information and data is shared and used online.
- E8: where to get advice e.g. family, school and/or other sources.
- G5: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- G6: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- G7: where and how to report concerns and get support with issues online.
- F8: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- F9: 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).
- E1: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- H1: the characteristics and mental and physical benefits of an active lifestyle.
- H2: 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.
- H3: the risks associated with an inactive lifestyle (including obesity).
- H4: how and when to seek support including which adults to speak to in school if they are worried about their health.
- K1: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- K2: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- K3: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 4 - Suggested lesson slides - Suggested resources - Assessment opportunity resources Anti-Bullying Week (Lessons and Resources) http://www.anti-bullyingalliance.org.uk/	Collective Worship At beginning of unit, discuss what it means to set a goal and, through discussion, generate a brief list of whole class goals to display in classroom. Goals can be linked to school values/rules/dispositions or be more specific to year group. LEPS Links - MindUp - Zones of regulation - Worry boxes - School Council - Collective worship External Links and Themed Weeks Anti-Bullying Week (16/11 – 20/11/2020) - Student council elections - Visit to parliament - Visit from local councillor - Health Fair - Visit to a dentist/from a dentist - Visit from oral health promoter Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	Self-Assessment Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. Assessment: Why is it important to ask questions? Explain what victims, bullies and bystanders are Give 4 reasons why we should be physically active Explain how images are changed online and why Evidence Gathering Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.