

YEAR 5: Theme: Health and Wellbeing (Autumn 1)

Enquiry Question: What do I need to consider when setting goals for myself?

Related Units:

YEAR 4 – Health and Wellbeing (Autumn 1) – What goals can I set myself to ensure I stay mentally and physically healthy?

Year 6 – Health and Wellbeing (Autumn 1) – Why should I exercise?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum Links: - 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. - B5: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. - 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. - C8: the importance of permission-seeking and giving in relationships with friends, peers and adults - E8: where to get advice e.g. family, school and/or other sources. - F7: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - 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). - 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.	- Achieve - Fibre - Labels - Allergies	Lessons 1-6: - To set a goal - To review a day's menu and provide feedback on how it can be improved - To explain the function of nutrients and fibre - To explain the reasons it is important to keep hydrated - To explain that different types and portions of food and drink provide different amounts of energy - To identify and interpret information on food labels

• 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. • 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		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 5 • 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.	<u>Self-Assessment</u> 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. <u>Assessment:</u> 1. Explain the function of nutrients and fibre 2. Explain 3 reasons why it is important to keep hydrated 3. Explain where we get our energy from 4. Explain what information food labels provide and why <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.

