

YEAR 3: Health and Wellbeing (Autumn 1)

Enquiry question: How do my goals and life choices keep me healthy?

Related Units:

Year 2 – Health and Wellbeing (Autumn 1) – How do we make our brains and bodies healthy/

Year 4 – Health and Wellbeing (Autumn 2) - What goals can I make to ensure that I am mentally and physically healthy

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum guidance: • 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. • E1: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • E5: how to recognise and report feelings of being unsafe or feeling bad about any adult. • E6: how to ask for advice or help for themselves or others, and to keep trying until they are heard. • E7: how to report concerns or abuse, and the vocabulary and confidence needed to do so. • E8: where to get advice e.g. family, school and/or other sources.	• Target • Food groups • Tooth decay • Drugs • Legal and illegal • Caffeine • Passive smoking • Healthy lifestyle • Active • Allergy • Physical activity • Exercise	Lessons 1-6, pupils are learning: 1. To set a goal 2. To understand what food groups make up meals 3. To explain how food choices can contribute to tooth decay 4. To define and categorise drugs 5. To understand the effects of passive smoking 6. To understand the impact of caffeine

• F5: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • F6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • G2: 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. • 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. • I1: what constitutes a healthy diet (including understanding calories and other nutritional content). • 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. • 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. • K4: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 3 • Lesson plans • Resources • Assessment resources • Guidance for staff 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 1. Name the 5 food groups and name a food that belongs to each of these groups 2. Name 4 ways in which you can reduce sugar in your diet 3. Name 2 drugs and why they are harmful 4. What is caffeine and how does it affect our bodies? Evidence Gathering Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.