

Healthy Me - Spring 2 2024

EYFS:

Lesson 1: *To understand that exercise and rest are good for my body*

- Guessing different sports/activities
- Understanding why we exercise and why it is important
- Conducting exercises and thinking about how our body changes
- Understanding the importance of relaxation and resting out bodies

Lesson 2: *To know what the word 'healthy' means and that some foods can be healthier than others*

- Sorting foods into healthy and less healthy
- Understanding that too much sugar can be bad for our teeth
- Thinking about what can happen to our bodies if we eat healthy or less healthy food

Lesson 3: *To understand why sleep is good for me and to know how to help myself to go to sleep*

- Sharing bedtime routines, e.g. what the children do just before they go to bed, what they wear, whether they pray, whether they choose a teddy to cuddle etc.
- Thinking about the importance of sleep and the affect that it has on our bodies
- Thinking of strategies that can help us to get to sleep

Lesson 4: *To know how to wash my hands thoroughly and to understand why this is important (especially before I eat and after I go to the toilet)*

- Thinking about why foods that are dirty shouldn't be eaten, e.g. a cracker being dropped on a muddy field
- Acknowledging the dirt and germs on our hands that can be invisible
- Thinking about the uses of soap
- Practising steps and strategies to clean hands effectively

Lesson 5: *To know who my safe adults are and how to stay safe around strangers*

- Knowing who our safe adults are and what they do for us to help us
- Understanding the difference between safe adults and strangers
- Recognising safer strangers (e.g. doctors) vs. strangers to be warier of
- Thinking about what we can say or do if someone unknown to us approaches us
- Knowing who our safe adults are to turn to for support

Healthy Me - Spring 2 2024

Year 1:

Lesson 1: *To understand the difference between being healthy and unhealthy and how to make healthy lifestyle choices*

- Thinking about what is deemed healthy and unhealthy, e.g. getting enough sleep every night vs. going to bed late every night or drinking water vs. drinking lots of fizzy drinks
- Linking healthiness to various factors such as diet, exercise, sleep, exercise etc.
- Starting to think about what a balanced diet is and eating foods that are good for us
- Thinking about personal healthy lifestyle choices that we already make

Lesson 2: *To know how some household products help to stop germs spreading but they can be harmful if not used properly*

- Thinking about how various household products help our personal hygiene but how we must use them safely, getting support from an adult, to keep ourselves safe (e.g. putting toothpaste on our toothbrush and not in our eyes)
- Exploring a variety of household products (e.g. washing-up liquid, bleach, nail cutters)
- Sorting household products into what is safe and unsafe for us to use on our own

Lesson 3: *To understand that medicines can help me if I feel poorly and to know how to use them safely*

- Thinking about what can help us to feel better when we feel unwell
- Exploring various medicine packages and discussing why they have instructions on them
- Thinking about the dangers of taking too much medicine, who should help us to take our medicine and why we shouldn't take medicine that is prescribed to someone else
- Thinking about medicines being used safely (with adults) vs. not being used safely
- Knowing not to touch any medicine in our home without supervision from an adult

Lesson 4: *To know how to keep safe when crossing the road, and about people who can help me to keep safe*

- Thinking about the important steps to follow to help us to cross roads safely (think first, stop, use your eyes and ears, wait until it's safe to cross, look and listen, arrive safely)
- Discussing safe and unsafe ways to cross roads and role-playing safe ways
- Remembering the importance of being supervised by an adult when crossing roads

Lesson 5: *To understand the difference between safer strangers and strangers who can be unsafe*

- Recognising safer strangers (e.g. doctors) vs. strangers to be warier of
- Thinking about what we can say or do if someone unknown to us approaches us
- Knowing who our safe adults are to turn to for support

Healthy Me - Spring 2 2024

Year 2:

Lesson 1: *To know what I need to keep my body healthy*

- Thinking about our own lifestyles and what we do to help ourselves to be healthy
- Introducing the concept of motivation, what we can try to do to motivate ourselves to keep up with making healthy choices and the importance of this, e.g. when we don't feel like brushing our teeth, singing a song to help us to get through it and enjoy it

Lesson 2: *To understand what it means to feel relaxed and stressed*

- Exploring different emotions and what factors may lead to us feeling relaxed or stressed
- Understanding the importance of relaxation
- Knowing that stress is a natural response in humans when facing challenges
- Thinking of coping mechanisms and who can help us when we feel stressed

Lesson 3: *To understand how medicines help me and how important it is to use them safely*

- Brainstorming medicines that we have heard of and are aware of
- Recapping the importance of reading instructions on medicines, not taking medicines that are prescribed to other people and being assisted by trusted adults
- Making links between medical needs and the type of medicine that may need to be used, e.g. having difficulty with breathing and therefore needing an asthma pump

Lesson 4: *To know the importance of the recovery position and how to perform it.*

- Knowing what first aid is and the importance of first aid in emergency situations
- Understanding the importance of the recovery position and how it can help to save lives
- Learning and role-playing how to perform the recovery position
- Learning the LIONEL acronym when helping to assist with a call to emergency services (Location, Incident, Other services, Number of people, Extent of injuries and Location)
- Child-friendly resources: British Red Cross/First Aid Champions & St John Ambulance Service

Lesson 5: *To identify risks with strangers and to know who safer strangers are*

- Recognising safer strangers (e.g. doctors) vs. strangers to be warier of
- Identifying potential risks that can come with talking to strangers
- Thinking about what we can say or do if someone unknown to us approaches us
- Knowing who our safe adults are to turn to for support

Lesson 6: *To know how to keep myself healthy*

- Recapping healthier and unhealthier foods and different food groups from Science
- Making healthy snacks, e.g. fruit kebabs
- Reflecting on ways to keep our brains and bodies healthy and how making healthier life choices can make us feel

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Year 3:

Lesson 1: *To understand how exercise affects my body*

- Knowing how our heart and lungs help us when we exercise
- Knowing that our bodies need a healthy balance of exercise (fitness) and energy (food/drink)
- Creating personal fitness challenges and increasing the challenge, e.g. doing 20 star jumps in one go and then increasing it to doing 45 star jumps in one go

Lesson 2: *To know that calories, fat and sugar I put into my body will affect my health*

- Thinking about benefits (glucose) and negative consequences that come with consuming sugar
- Thinking about benefits of consuming saturated fats vs. negative consequences of consuming too many unsaturated fats
- Understanding what calories are and the energy that they provide us
- Exploring food packaging and identifying the amount of calories, fat and sugar foods have

Lesson 3: *To know my knowledge and attitudes towards drugs*

- Finding out what the children may already know about different types of drugs
- Thinking about what drugs are and whether they all look the same
- Thinking about when a drug is a medicine and in what situations it is okay to take vs. when it is unclear if a drug is or is not a medicine and if it is unsafe to take
- Knowing who our trusted adults are who we can turn to if we are unsure about any drugs
- *Delved into sensitively and children are given the opportunity to write personal questions to their teacher about drugs, if they wish to, that are addressed on an individual basis aside to the lesson*

Lesson 4: *To know things/objects that I need to keep safe from*

- Exploring and identifying different hazards in the home and at school, e.g. an iron that is on, a hair dryer being plugged in near a bath, walking around the class holding a pair of scissors
- Thinking about what we can do to keep ourselves safe and to reduce hazardous risks
- Reading various scenarios linked to stranger danger and thinking about what we could say, what we could do, who could help us and the best advice we could give ourselves

Lesson 5: *To understand people and places that I need to keep safe from to reduce risk and harm*

- Recapping the difference between safer strangers and strangers we should be warier of
- Thinking about safer strangers who we can approach if we ever get lost
- Reading various scenarios linked to stranger danger and thinking about what we could say, what we could do, who could help us and the best advice we could give ourselves
- Knowing who our trusted adults are who we can talk to

Lesson 6: *To understand how to help a casualty who is bleeding*

- Recapping how to perform the recovery position and the importance of it
- Thinking about the difference between minor bleeds (grazes) and major bleeds (deep cuts)
- Thinking about how different bleeds can be treated and role-playing putting plasters and bandages on carefully, safely and hygienically
- Remembering the LIONEL acronym when helping to assist with a call to emergency services (Location, Incident, Other services, Number of people, Extent of injuries and Location)
- Child-friendly resources: British Red Cross/First Aid Champions & St John Ambulance Service

Year 3, Lesson 3 – To know my knowledge and attitudes towards drugs

Read the story below.

One day, Laura and Callum were walking home from school together. As they walked through the park, Callum noticed a bag underneath a bench, so they went over to have a look: inside the bag were some drugs.

Stop the story here and ask the children to draw the bag and the drugs inside. When they have finished, if appropriate, ask them to write some words next to their picture to explain what they have drawn.

Carry on with the story:

Laura said to Callum, "Who do you think this bag belongs to?"

Stop the story here and ask the children to draw a picture of who they think this bag belongs to, followed by some words to describe them if they like.

Carry on with the story:

Callum said, "Laura, what do you think they were going to do with this bag of drugs?"

Stop the story here and ask the children to draw a picture of what the person whose bag it is was going to do with it. The children can write some words to explain.

Continue with the story:

Laura said to Callum, "What shall we do with the drugs?"

Stop the story here and ask the children to draw a picture of what the children do with the bag.

Finally, ask the children two questions:

1. Can a drug be good for you? If you think the answer is 'yes,' can you draw/write an example of a drug being good for you? If you think the answer is 'no', draw/write why not.
2. What would you do if you found a bag with drugs inside it? Draw and/or write what you would do.

Main Task 2

Create your own brainstorm in your book to answer these questions

What are drugs?



Do all drugs look the same?



How might a person know that a drug is a medicine that they need to take and is okay?



How might a person know that a drug is not a medicine and unsafe to take?



Healthy Me - Spring 2 2024

Year 4:

Lesson 1: *To understand stranger danger and how to keep myself safe in risky situations*

- Recapping the difference between safer strangers and strangers we should be warier of
- Thinking about what we could say, what we could do, who could help us and the best advice we could give ourselves if a stranger was to approach us
- Thinking about how to keep ourselves safe from strangers online
- Knowing who our trusted adults are who we can talk to

Lesson 2: *To understand how to help a casualty with burns and scalds*

- Recapping how to perform the recovery position and the importance of it
- Knowing the difference between burns (dry heat) and scalds (wet heat)
- Learning how to treat a casualty with a burn or scald carefully, safely and hygienically
- Remembering the LIONEL acronym when helping to assist with a call to emergency services (Location, Incident, Other services, Number of people, Extent of injuries and Location)
- Child-friendly resources: British Red Cross/First Aid Champions & St John Ambulance Service

Lesson 3: *To understand the facts about smoking and its effects on health*

- Learning different facts about smoking and how it can become a habit
- Thinking about what may cause people to start smoking, e.g. peer-pressure, managing stress
- Thinking of alternative ways that we can try to manage stressful situations, e.g. going for a walk
- Role-playing different scenarios linked to smoking and thinking about what may happen next
- Knowing who our trusted adults are who we can talk to

Lesson 4: *To understand the facts about alcohol and its effects on health*

- Learning different facts about alcohol and how it can become a habit
- Thinking about what may cause people to start drinking, e.g. peer-pressure, managing stress
- Thinking of alternative ways that we can try to manage stressful situations, e.g. talking to others
- Understanding the purpose of our liver (cleaning our blood and flushing out what we don't need)
- Thinking about how our liver works harder to flush alcohol out of our system and gets damaged
- Knowing who our trusted adults are who we can talk to

Lesson 5: *To recognise peer pressure and know how to resist it (when I want to)*

- Working through a scenario related to a teenager going out with some older friends for a drive in a car and being peer pressured into having some beer and trying a cigarette for the first time.
- Knowing that it is okay to say no to things that we are not comfortable doing
- Knowing who our trusted adults are who we can talk to

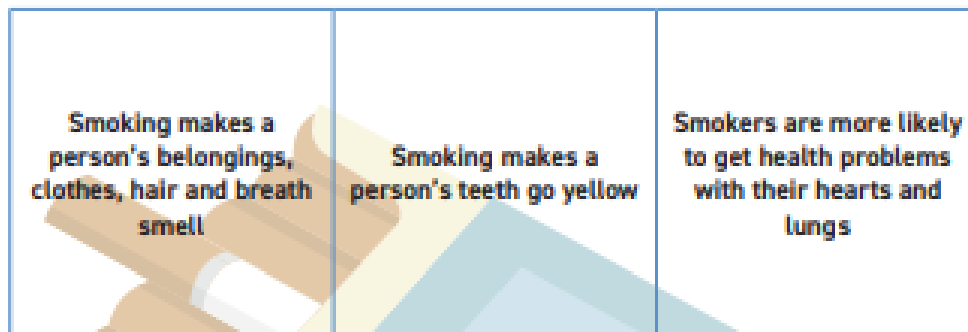
Lesson 6: *To know what I believe is right and wrong*

- Knowing what it means to be assertive
- Working through a scenario related to two children having an argument in school and moving it to saying unkind things about each other online
- Thinking about the importance of using kind words and actions online and being responsible
- Knowing who our trusted adults are who we can talk to

Year 4, Lesson 3 – To understand the facts about smoking and its effects on health

Examples of the type of content included within this lesson

What do you and your class know about smoking?



Scenarios: What Happens Next? - Ages 8-9 - Piece 3

Cara is 13. She is best friends with Dixita. They love going into town at the weekend and looking round the shops. One day, they bump into some other girls and boys from their school. Someone in the group recognises Dixita and calls her and Cara over to say hello.

Cara and Dixita are asked if they would like a cigarette. They decide to take one and try smoking.

What happens next?

When Cara gets home, her Mum smells smoke on her and asks whether she has been smoking. Cara lies and says that she hadn't but says that she sat next to someone who was.

Cara feels guilty about lying to her Mum and about smoking. She knows that smoking is really bad for you.

Suggest some ways for Cara to make the situation better.

What happens next?

Year 4, Lesson 4 – To understand the facts about alcohol and its effects on health

Examples of the type of content included within this lesson

You have to be 18 to buy alcohol

True

When you drink alcohol, it can change your behaviour

True

. Only the brain is affected by drinking alcohol

False

(It affects every cell in your body)

Your brain is mostly made up of water

True

When you drink alcohol, it takes about 30 minutes to move through your blood stream and into your brain

False

(It is much quicker, with alcohol affecting the brain around 10-15 mins after drinking, but sometimes sooner.)

- **An adult's liver is about the size of a rugby ball**
- **It holds approximately half a litre of your total blood supply at any given moment**
- **It cleans the blood and gets rid of toxins**
- **It has over 500 functions**
- **It is the largest internal organ**
- **It is the body's factory**
- **If the liver did not function, we would not survive**
- **You've only got one!**



Healthy Me - Spring 2 2024

Year 5:

Lesson 1: *To understand how to help a casualty who is having an asthma attack*

- Recapping how to perform the recovery position and the importance of it
- Understanding the difference between a normal airway, an asthmatic airway and an asthmatic airway under attack and how they look
- Knowing how to assist someone who is having an asthma attack
- Remembering the LIONEL acronym when helping to assist with a call to emergency services (Location, Incident, Other services, Number of people, Extent of injuries and Location)
- Child-friendly resources: British Red Cross/First Aid Champions & St John Ambulance Service

Lesson 2: *To know how to keep myself safe in risky, hazardous situations with strangers*

- Thinking about how to keep ourselves safe from strangers online and from strangers we come across whilst potentially travelling to and from school without a supervised adult
- Identifying risks and hazards and coping mechanisms and strategies
- Knowing who our trusted adults are who we can talk to

Lesson 3: *To know the health risks of smoking*

- Recapping general facts about smoking and how it can become a habit
- Thinking about how smoking affects the body, e.g. yellow teeth, gum disease, persistent cough, damage to lungs, tobacco odour etc.
- Thinking about how media advertising about smoking has changed over the years
- Knowing who our trusted adults are who we can talk to

Lesson 4: *To know the health risks of misusing alcohol*

- Recapping general facts about drinking and how it can become a habit
- Thinking about how drinking too much alcohol can lead to anti-social behaviour
- Thinking about the consequences of acting anti-socially
- Knowing who our trusted adults are who we can talk to

Lesson 5: *To understand how the media promotes certain body types and to be aware of my own self-image*

- Appreciating that there is no such thing as 'looking normal' as everyone is different and unique
- Addressing how certain body images can affect our ideals about our own self-images
- Thinking about real vs. altered body images used in the media and on social apps and understanding the difference between real and fake images online
- Being positive and staying positive about our own unique self-image

Lesson 6: *To know people's attitudes to food differ and what makes a healthy lifestyle*

- Appreciating that all people have different relationships with food that can be determined by likes/dislikes, levels of energy, medical needs, media advertising etc.
- Thinking about food advertising and how it may affect people's views of body images
- Thinking about ingredients for a healthy lifestyle, e.g. having knowledge of a balanced diet, knowing when images are altered or unaltered, having resilience, accepting ourselves etc.
- Promoting positive self-esteem

Healthy Me - Spring 2 2024

Year 6:

Lesson 1: *To understand how to help a casualty who is choking*

- Recapping how to perform the recovery position and the importance of it
- Knowing how someone may act and seem in a choking situation
- Knowing how to assist someone who is choking (back blows and abdominal thrusts)
- Remembering the LIONEL acronym when helping to assist with a call to emergency services (Location, Incident, Other services, Number of people, Extent of injuries and Location)
- Child-friendly resources: British Red Cross/First Aid Champions & St John Ambulance Service

Lesson 2: *To know how to keep myself safe in risky, hazardous situations with strangers*

- Reiterating about how to keep ourselves safe from strangers online and from strangers we come across whilst potentially travelling to and from school without a supervised adult
- Identifying risks and hazards and coping mechanisms and strategies
- Knowing who our trusted adults are who we can talk to

Lesson 3: *To take responsibility for my health and wellbeing and what benefits it*

- Thinking about how we can look after our health and wellbeing, e.g. applying sun cream, getting plenty of sleep, not drinking too much alcohol, having vaccines to help our immune system and to stop us from catching diseases etc.
- Acting in the persona of agony aunts/uncles and giving advice on how to make responsible choices that support our health and wellbeing

Lesson 4: *To know about different types of drugs, their uses and their effects on the body*

- Understanding that drugs are substances that affect how our body or mind works
- Knowing that all medicines are drugs but not all drugs are medicines
- Distinguishing between drugs that are restricted (tobacco, vaping), unrestricted (caffeine), prescribed (antibiotics) and illegal (cocaine)
- Knowing that we have to be careful with all drugs
- Understanding how vaping can affect our bodies

Lesson 5: *To understand what it means to be emotionally well and to explore people's attitudes towards mental health/illness*

- Thinking about how we behave when we have good and bad days and our moods fluctuate
- Appreciating that mental illnesses are as common as physical illnesses to not be ashamed of
- Creating an 'emotional well' linked to positive and negative feelings and how to cope with these
- Thinking about how we can fill our wells with positive feelings to try to override the negative ones
- Knowing who our trusted adults are who we can talk to

Lesson 6: *To recognise stress and the triggers that can cause this.*

- Thinking about what can cause stress and what the triggers of it can be
- Exploring healthier ways to deal with stress, e.g. exercising and sleeping, compared to unhealthy ways of dealing with stress, e.g. drinking too much
- Thinking about physical and mental/emotional strategies that can help us to cope when feeling under pressure in different situations