

PHSE Rubric KS5 Spring 1 2022

Healthy Lifestyles - Keeping myself safe from harm and healthy minds

In this unit pupils will develop their understanding of how to live a healthy lifestyle, keep themselves safe in the community and online and explore mental health and wellbeing. Pupils will also develop their understanding of how a culmination of healthy eating, exercise and good mental health supports their growth and development. Pupils will use this knowledge to keep themselves safe, happy and grow as independent individuals.

RRS Articles: This unit of work is linked to article 19 & 24 of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to be protected from harm or abuse and to have healthy lifestyle during this unit. See the link for a summary of the Rights Of the Child.

	<u>B2P Step 5-6</u>	<u>B2P Step 7-8</u>	<u>B2NC Step 1</u>	<u>B2NC Step 2</u>
Theme-Keeping safe online and in the community				
<u>Key learning focus (knowledge)</u>	<p>Pupils begin to explore who safe adults are, including safe strangers.</p> <p>Pupils know to tell an adult if they are worried about something.</p> <p>Pupils revisit the PANTS rule.</p>	<p>Explore the role of the media in the influence of what we eat and drink</p> <p>Knows about how the internet and digital devices can be used safely to find things</p> <p>Knows about the role of the internet in everyday life</p> <p>Uses knowledge when engaging in discussion about who are safe adults, unsafe strangers.</p>	<p>Explore the role of the media in the influence of what we eat and drink, how we act etc.</p> <p>Explore safe online resources and material And that not all information seen online is true.</p> <p>Discuss safe and unsafe behaviours in the community and online</p> <p>Knows about safe medications, where to get them and who from.</p> <p>Understand the PANTS rule and why it is important.</p>	<p>Explore the role of the media in the influence of what we eat and drink, how we act etc.</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>Knows how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Knows about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Know when and who to ask about safe medications.</p> <p>Understands the pants rule and communicate to others the importance of it and to communicate with others</p>

		<p>Identify kind and unkind behaviours in the wider community and online</p> <p>Look at a range of safe medications and who should give them.</p> <p>Pupils learn and explore the PANTS rule.</p>	<p>Knows how to report inappropriate online or offline behaviour correctly</p>	<p>Knows how to get home from a range of different locations.</p>
<p>Key skills</p>	<p>Pupils are able to give an opinion based on their likes and dislikes.</p> <p>Pupils are able to make an informed decision about who is safe to interact and communicate with.</p> <p>Pupils know the PANTS rule and can match the key statements of the rule.</p>	<p>Can name, either verbally or through other forms of communication, who a safe adult and safe stranger is.</p> <p>Knows their street name and house number.</p> <p>Through picture prompt and stimulus, identifies the ways in which a person might be influenced by social media or others online.</p> <p>Knows how to report bullying and inappropriate behaviour, e.g., speak to a safe adult.</p> <p>Pupils know the PANTS rule and using symbols</p>	<p>Is able to list a range of safe adults/strangers.</p> <p>Can explain who to talk to about a range of scenarios in the wider community.</p> <p>Is able to communicate where they live and go to school.</p> <p>Identifies the ways in which a person might be influenced by the social media or others online.</p> <p>Is fully aware of the PANTS rule, what it stands for and why we learn it.</p>	<p>Can describe some of the differences between a stranger and safe stranger and can explain why some strangers are safe and others are not.</p> <p>Can give their personal details, including telephone numbers.</p> <p>Is able to make choices and describe who it is safe to accept food or medication from.</p> <p>Explain the ways in which a person might be influenced about their choices by social media or others online.</p> <p>Knows how to and the importance of report inappropriate online or offline behaviour correctly toward themselves and others.</p> <p>Is fully aware of the PANTS rule, what it stands for and why we learn it</p>

		to support them can explain what it is.		Engages in good online practice, understands safe and unsafe resources and who to talk to if they encounter inappropriate behaviour/content.
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Theme- Healthy lifestyles - diet and exercise

<p><u>Key learning focus (knowledge)</u></p>	<p>Pupils encounter activities and experiences related to healthy lifestyles.</p> <p>Pupils identify in photographs how to dress for a range of different activities - including exercise activities.</p> <p>Pupils recognise healthy options when given photographs.</p>	<p>Pupils begin to understand the health benefits of exercise and movement.</p> <p>Pupils begin to understand a range of healthy foods through practical experiences</p> <p>Shows knowledge of healthy options linked to eating and exercise by giving appropriate responses</p>	<p>Pupils are able to recognise when they are hot and breathing differently during exercise</p> <p>Pupils are able to choose from a given selection reasons why exercise is important</p> <p>Is able to understand some of the reasons why we exercise</p> <p>Pupils understand about the different types of food that make up a healthy diet.</p>	<p>Knows some of the effects of exercise has on different parts of their body</p> <p>Knows and understands some of the reasons why we exercise</p> <p>Knows how to planning, preparing and eating a range of healthy meals</p> <p>Pupils understand about the different types of food that make a broad and balanced diet</p> <p>Pupils know about healthy alternatives to different foods e.g. reduced fat options.</p>
<p><u>Key skills</u></p>	<p>Pupils show emerging awareness of activities and experiences</p> <p>Pupils can choose appropriate clothing for a range of activities in a range of different weather conditions.</p>	<p>Pupils begin to judge right and wrong based on the consequences of their own actions e.g. people who choose to exercise and people who choose not to exercise</p> <p>Pupils are able to identify some healthy foods and make healthy</p>	<p>Pupils are able to lead a healthy lifestyle and recognise when they are taking part in a physical activity.</p> <p>Pupils are able to prepare for exercise, days out or relaxing in the sun, e.g. know they</p>	<p>Pupils are able to lead a healthy lifestyle and recognise when they are taking part in a physical activity and identify changes that are happening to their body and some may be able to state why.</p> <p>Pupils can maintain a healthy lifestyle with adult guidance.</p> <p>Pupils are able to safely prepare a healthy meal, including the correct use of equipment and food cooked to a safe standard.</p>

	Pupils can choose a healthy food option from limited choices.	choices e.g. will accept fruit over crisp.	<p>need sun cream, hat, lighter clothing.</p> <p>Pupils are able to select key ingredients in order to make healthy meals</p> <p>Pupils can identify healthy ingredients and make smart swaps when preparing/planning meals.</p>	Pupils know how to correctly read ingredients and nutrition information on food labels.
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Theme - Mental health wellbeing

<u>Key learning focus (knowledge)</u>	<p>Pupils can name feelings when using visual resources</p> <p>Pupils experience talking to or engaging with health professionals either through real life experiences or role play</p>	<p>Pupils look at different scenarios and offer thoughts and feelings that they feel.</p> <p>Pupils will experiences scenarios where they identify the thoughts and feelings of others.</p> <p>Pupils know how</p>	<p>Pupils look at different scenarios and offer thoughts and feelings that they feel and what others may feel.</p> <p>Pupils will experience talking to or interacting with a broader range of health professions either through real life experiences or role play.</p>	<p>Through discussion and observation pupils explore a range of different thoughts and feelings and actions that might present with these. Pupils look at their own thoughts and feelings and the thoughts and feelings of others.</p> <p>Pupils will discuss and explore the key signs that either they or others need support with their mental health wellbeing.</p> <p>Can explain how a balanced diet and exercise contribute to a person's general health and wellbeing.</p>
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<u>Key skills</u>	<p>Pupils express their likes and dislikes through their preferred means of communication</p> <p>Pupils are able to point to all areas of their body using a body map in order to show where a problem might be.</p>	<p>Pupils communicate feelings and ideas in simple phrases</p> <p>Pupils will know who to communicate their feelings to and ask for help in their chosen form of communication.</p>	<p>Demonstrates to others how a balanced diet contributes to a person's general health and wellbeing</p> <p>Pupils will communicate their feelings/emotions and those of others using their chosen form of communication.</p>	<p>Pupils can identify and begin to explain some factors that affect physical and emotional health and wellbeing in both themselves and others.</p> <p>They can recognise some feelings/symptoms that indicate being emotionally unwell e.g. sleep issues, loss of appetite.</p> <p>Is able to explain a physical or mental health problem with little support from an adult either through real life situations or role play.</p> <p>Pupils will be able to explain why it is important to tell someone we trust if we are feeling emotionally unwell as it is when we feel physically unwell.</p>	
<u>Personal development</u>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>
<u>Suggested activities</u>					
<p>Keeping safe online and in the community -</p> <p>Pupils will discuss safe adults and safe strangers</p> <p>Pupils will discuss medicines and harmful substances</p> <p>Healthy lifestyles-</p> <p>Pupils will explore how to make health appointments and who they should talk to about general health</p>					

Managing weights

Exercise and healthy eating

Mental Health -

Pupils will be able to identify who they can talk to about their thoughts, feelings and emotions - at home, school and the wider community

Pupils will identify key signs of poor mental health both in themselves and others.

Match, identify different forms of exercise. Discuss what exercise they currently take and how they could do more exercise. Set themselves an exercise target - this could be a class target such as a 5 minute run/ walk each morning.

True or false statements about drinking alcohol/ smoking /taking drugs.

Create a leaflet/ poster/ powerpoint to inform other young people about the risks of alcohol/ smoking /taking drugs.

Online resources

<http://www.bbc.co.uk/education/clips/z26w2hv>

<http://www.bbc.co.uk/programmes/p01195z9>

<http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx>

<https://www.sclد.org.uk/healthy-eating-healthy-living-pack/>

https://www.kelsi.org.uk/_data/assets/pdf_file/0011/74576/Online-Safety-for-SEND.pdf

<https://www.internetmatters.org/inclusive-digital-safety/advice-for-parents-and-carers/supporting-children-with-send/>

<https://www.changepeople.org/Change/media/Change-Media-Library/Blog%20Media/Keeping-Safe-Online-Easy-Read-Guide-Small-File-Size.pdf>