

PHSE Rubric Spring 1 2022

KS3 Healthy Lifestyles - including learning about harmful substances

C.Flanagan (updated Nov 2021)

In this unit pupils will develop their understanding of how to live a healthy lifestyle. Pupils will 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 develop appropriate skills in ensuring that they can lead a healthy lifestyle.

This is a Health and wellbeing topic

RRS Articles: This unit of work is linked 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.

	B2P Step 5-6	B2P Step 7-8	B2NC Step 1	B2NC Step 2	B2NC Step 3
Theme-Healthy eating					
Key learning focus	<p>To explore and become familiar with a range of healthy food options.</p> <p>To know the name/sign of common healthy food items e.g. banana, apple, berries, cucumber, lettuce, tomato etc when the object is in front of them.</p> <p>To know what equipment they need to prepare healthy food.</p>	<p>To know the names of healthy food options without visual support.</p> <p>To know and understand the key words: healthy & unhealthy</p> <p>To know if a food item is healthy or not healthy.</p> <p>To know how to safely prepare simple healthy food options e.g. peel banana, chop apple.</p> <p>To begin to know the role of the media in the</p>	<p>To know what food items will keep them healthy</p> <p>To know and understand different food groups</p> <p>To know what makes a balanced diet (linked to food groups)</p> <p>To know what is an appropriate portion size for different food groups</p> <p>To know the role of the media in the influence of what we eat and drink</p>	<p>To know where to find the nutritional values and information on food packets.</p> <p>To know and understand the importance of portion control</p> <p>To know and understand the red/amber/green codes on food packaging</p>	<p>To know what calories are; understanding what would be their calorie allowance</p> <p>To know how activity levels in the day will affect calorie intake</p> <p>To know and understand the importance of portion and calorie control</p>

		influence of what we eat and drink			
Key skills	<p>To begin to prepare some healthy foods options with staff support</p> <p>To be able to give an opinion based on their likes and dislikes.</p> <p>When given a choice of only healthy snacks, pupils are able to and willing to select their favourite and eat it.</p> <p>To be able to match the fruit to its symbol/image independently</p>	<p>To be able to sort healthy and unhealthy food options</p> <p>To be able to show respect for their own bodies by making healthy choices and they know why they should do this</p> <p>To be able to prepare a basic, healthy snack and drink with adult support.</p> <p>Through picture prompt and stimulus, able to identify the ways in which a person might be influenced about their choices in relation to food and drink</p> <p>To be able to make an informed decision to choose a healthy options during snack/lunch</p> <p>To be able to safely prepare a basic, healthy snack and drink with some adult support.</p>	<p>Is able to recognise and explain how a balanced diet contributes to a person's general health and wellbeing</p> <p>Is able to explain the ways in which a person might be influenced about their choices in relation to food and drink</p> <p>Is able to plan a balanced meal for the day; using and applying their understanding of food groups, portion sizes and what is healthy/unhealthy</p>	<p>Is able to state the benefits of different types of food.</p> <p>Is able to plan balanced meals for the day; using and applying their understanding of food groups, portion sizes and what is healthy/unhealthy</p> <p>Is able to explain the ways in which a person might be influenced about their choices in relation to food and drink</p> <p>Is able to read food packaging to help them make informed food choices within the day</p>	<p>Is able to design a meal or menu that is balanced by the nutritional value, food group, portion size and calorie count.</p> <p>Is able to state the benefits of different types of food in more detail - e.g. fast burning, slow burning</p> <p>Is able to explain the ways in which a person might be influenced about their choices in relation to food and drink</p>

Theme- Exercise, movement and staying safe					
<u>Key learning focus</u>	<p><u>To encounter</u> and become familiar with active physical activities and experiences e.g. using exercise equipment (5)</p> <p><u>To know</u> simple physical activities and demonstrate them with some accuracy e.g. running, yoga, jogging, walking, exercise machine. (6)</p> <p><u>To know</u> the name of appropriate active wear clothing when shown them e.g. trainers, t-shirt, shorts etc</p> <p><u>To know</u> what body part the item is for e.g. trainers - feet, top - body</p>	<p><u>To know</u> and identify different physical activities (without visual support)</p> <p><u>To know</u> the names of different items of clothing needed for different physical activities (without visual support)</p> <p><u>To know</u> exercise and movement is good for you</p> <p><u>To know</u> how to enjoy different activities in a safe way e.g. be in the sun by using sun cream, hats, lighter clothing. Or running using tied trainers, having water etc.</p>	<p><u>To know</u> how exercise has an effect on the body e.g. become hot, breath differently, be thirsty and tired.</p> <p><u>To know</u> why exercise is important</p> <p><u>To know</u> what will happen without exercise</p> <p><u>To know</u> and understand how to stay safe in the sun and <u>know</u> some symptoms of heat/sun related illnesses.</p>	<p><u>To know</u> and understand some of the effects of exercise has on different parts of their body</p> <p><u>To know</u> why we exercise and name the positive effects of this</p> <p><u>To know</u> activities they can engage in inside and outside of school</p>	<p><u>To know</u> youth groups, gyms and any other active leisure places within the local community on offer e.g. gym, swimming baths, park</p>
<u>Key skills</u>	<u>Is able to</u> join in with a range of physical activities when prompted by an adult (5)	<u>Is able to</u> independently demonstrate different physical activities	<u>Is able to</u> explain the reasons why we exercise	<u>Is able to</u> lead a healthy lifestyle and recognise when they are taking part in a physical	<u>Is able to</u> lead a healthy lifestyle and recognise when they are taking part in a physical activity and identify

	<p><u>Is able to</u> put on and/or observe different linked items of clothing for different activities (5)</p> <p><u>Is able to</u> list clothing a person is wearing in an activity using symbols.</p> <p><u>Is able to</u> choose appropriate clothing for a range of activities in a range of different weather conditions with minimal support. (6)</p>	<p><u>Is able to</u> independently select appropriate clothing for different activities</p> <p><u>Is able to</u> 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><u>Is able to</u> prepare themselves adequately for a prolonged period in hot/sunny weather.</p>	<p><u>To be able</u> to take a lead on their own healthy lifestyle and recognise when they are taking part in a physical activity.</p> <p><u>To be able to</u> prepare for exercise, days out or relaxing in the sun, e.g. know they need sun cream, hat, lighter clothing.</p>	<p>activity and identify changes that are happening to their body.</p> <p><u>Is able to</u> maintain a healthy lifestyle with a little support from an adult</p> <p><u>Is able to</u> recognise when they are feeling too warm or burning in the sun and apply sun cream without prompting.</p>	<p>changes that are happening to their body <u>and why</u>.</p> <p><u>Is able to</u> maintain a healthy lifestyle independently</p> <p><u>Is able to access</u> facilities in their local community to keep themselves active that supports their wellbeing</p>
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Theme - Safe medications

<u>Key learning focus</u>	<p><u>To know</u> and understand key words: medicine, ill, sick, unwell & poorly and know what they mean</p> <p><u>To know</u> and name common injuries such as: cut, graze, bruise, headache, cold etc.</p> <p><u>To know</u> what some medicines look like e.g. tablet or liquid</p>	<p><u>To know</u> to only accept and take medicine from a safe adult</p> <p><u>To know</u> what treatments/medicines match which 'illness' e.g. a plaster for a cut or liquid paracetamol for a headache</p> <p><u>To know</u> the name of common first aid resources: plaster,</p>	<p><u>To know</u> a range of safe medication and who can give it</p> <p><u>To know</u> where to store medication and why</p> <p><u>To know</u> where medicine is bought</p> <p><u>To know</u> that certain drugs are legal and some illegal including why.</p>	<p><u>To know</u> different types of illegal drugs and not to take them.</p> <p><u>To know</u> different safe drugs and their uses.</p> <p><u>To know</u> that there are prescribed drugs and those bought over the counter. They begin to understand the difference and why.</p>
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	<p><u>To know</u> medicine makes them feel better</p> <p><u>To know</u> a tablet is medicine and not a sweet</p>	<p>antiseptic wipe, bandage, gloves etc when shown visuals</p> <p><u>To know</u> medication needs to be locked away when not in use.</p>	<p><u>To know</u> that safe medications can help us when used correctly</p>		
<u>Key skills</u>	<p><u>Is able to</u> seek help from appropriate adults.</p> <p><u>Is able to</u> select appropriate responses (i.e. drink water for a headache).</p> <p><u>Is able to</u> use appropriate language to ask for help and explain problem.</p> <p><u>Is able to</u> use a body map to identify areas of pain and name body parts.</p>	<p><u>Is able to</u> sequence simple first aid support(i.e. putting on a plaster).</p> <p><u>Is able to</u> link medical support to illness / ailment (i.e. do you need to go to hospital with a cold?)</p> <p><u>Is able to</u> ask for adult support when feeling unwell, knowing they need medicine or simple treatment.</p>	<p><u>Is able to</u> explain what legal and illegal means in relation to drugs</p> <p><u>Is able to</u> identify an appropriate place to store medication either in the classroom or at home.</p> <p><u>Is able to</u> ask for adult support when feeling unwell, knowing they need medicine or simple treatment.</p>	<p><u>Is able to</u> name safe and unsafe drugs</p> <p><u>Is able to</u> say who can give safe medications</p> <p><u>Is able to</u> discuss what safe medications can be used for.</p> <p><u>Is able to</u> ask an appropriate adult for safe medications and state clearly why they are needed.</p> <p><u>Is able to</u> correctly read information labels on safe medications included dosage and frequency of use.</p> <p><u>Is able to</u> say no to taking illegal drugs if offered when out in the community</p>	
<u>Personal development</u>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p>

	Self-management	Self-management	Self-management	Self-management	Self-management
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Suggested activities

Match/ identify healthy foods - see the eat well plate.

Keep a food diary for a week. Discuss and evaluate how healthy their eating choices are after keeping their food diary.

Set themselves a healthy eating challenge

Taste a range of healthy snack alternatives.

Prepare simple healthy snacks.

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>