

KS4 PSHCE- Healthy Lifestyles Rubric

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.

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.

	<u>B2P 5-6</u>	<u>B2P 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
Theme-Healthy eating					
<u>Key learning focus</u>	<p>Pupils know and explore a range of healthy food options.</p> <p>Pupils know to prepare some healthy foods options</p> <p>Pupils know it is important to make healthy choices</p>	<p>Pupils begin to look at the different food groups and explore some options for a healthy, balanced diet.</p> <p>Pupils show respect for their own bodies by making healthy choices and they know why they should do this</p> <p>Explore and know the role of the media in the influence of what we eat and drink</p> <p>Pupils know the basic food groups</p>	<p>Pupils know about the different food groups and look at a range of healthy, balanced diets.</p> <p>Pupils know about portion control</p> <p>Explore know the role of the media in the influence of what we eat and drink</p> <p>Pupils know what food can keep them healthy Pupils can communicate facts about how to stay healthy in regards to food</p> <p>Recognise how a balanced diet contributes to a</p>	<p>Pupils know about different food groups and how to read and understand nutritional values and information on food packets.</p> <p>Pupils know and understand the importance of portion control</p> <p>Explore and know the role of the media in the influence of what we eat and drink</p>	<p>Pupils know about different food groups and how to read and understand nutritional values and information on food packets, can you use these to plan a healthy food diary.</p> <p>Pupils know the importance of portion and calorie control</p> <p>Know the role of the media in the influence of what we eat and drink</p>

			person's general health and wellbeing		
Key skills	<p>Pupils are able to give an opinion based on their likes and dislikes.</p> <p>Pupils are able to make an informed decision to choose a healthy options during snack/lunch</p> <p>Pupils are able to prepare some healthy snack, e.g. peel fruit</p>	<p>Pupils are able to peel and chop fruit and vegetables with support from an adult</p> <p>Through picture prompt and stimulus, identifies the ways in which a person might be influenced about their choices in relation to food and drink</p>	<p>Is able to identify the ways in which a person might be influenced about their choices in relation to food and drink</p> <p>Is able to plan and prepare a healthy snack with some gestural support.</p> <p>Is able to log the food that they have eaten in a day</p> <p>Is able to separate foods into the different food groups.</p>	<p>Is able to design a meal or menu that is balanced both nutritionally and in size.</p> <p>Is able to cook a healthy meal under supervision.</p> <p>Is able to state the benefits of different types of food.</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 design a meal or menu that is balanced both nutritionally and in size, is able to create a shopping list for this.</p> <p>Is able to plan, prepare and cook a healthy meal with little supervision.</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					
Key learning focus	<p>Pupils know that active movement and exercise is good for our bodies.</p> <p>Pupils know how to dress for a range of different activities -</p>	<p>Pupils know and explore the health benefits of exercise and movement.</p> <p>Pupils know how to enjoy exercise in different weather condition in a safe way. E.g. use of sun</p>	<p>Pupils know how to recognise when they are hot and breathing differently during exercise</p> <p>Pupils know and are able to choose from a given</p>	<p>Pupils know and understand some of the effects exercise has on different parts of their body</p>	<p>Pupils know and understand some of the reasons why we exercise and what happens to their bodies with or without it.</p> <p>Pupils know and understand how to stay safe in</p>

	<p>including exercise activities.</p> <p>Pupils know how to identify when they are tired during exercise.</p>	<p>cream, hats, lighter clothing.</p>	<p>selection reasons why exercise is important</p> <p>Is able to understand some of the reasons why we exercise</p> <p>Pupils understand how to stay safe in the sun and can begin to explain some symptoms of heat/sun related illnesses.</p>	<p>Knows and understands some of the reasons why we exercise</p> <p>Pupils know and understand how to stay safe in different weather conditions e.g.the sun and can explain a range of symptoms of heat/sun related illnesses.</p>	<p>different weather conditions e.g in the sun and can explain a range of symptoms of heat/sun related illnesses and why they happen.</p>
Key skills	<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 join in activities about a range of health options linked to eating exercise options by giving appropriate responses</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 prepare themselves adequately for a prolonged period in hot/sunny weather.</p> <p>Pupils are able to take part in healthy exercise programs</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 need sun cream, hat, lighter clothing.</p> <p>Pupils are able to take part in an exercise regime and can state some simple benefits of doing so.</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.</p> <p>Pupils can maintain a healthy lifestyle with a little support from an adult</p> <p>Pupils become aware of when they are feeling too warm or burning in the sun and apply</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 why.</p> <p>Pupils can maintain a healthy lifestyle without the support from an adult</p> <p>Pupils become aware of when they are feeling too warm or burning in the sun and apply sun cream without prompting.</p>

				sun cream without prompting.	
				Pupils are able to plan an exercise routine that suits their physical limit and needs.	

Theme - Mental health wellbeing

<u>Key learning focus</u>	Pupils discuss their own thought and feelings, using picture stimuli to support learning	Pupils know that others may not always feel the same way they do in different scenarios.	<p>Pupils know and recognise how a balanced diet contributes to a person's general health and wellbeing</p> <p>Pupils know that others may not always feel the same way they do in different scenarios and can begin to offer reasons why.</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>Recognise how a balanced diet contributes to a person's general health and wellbeing</p>
<u>Key skills</u>	Pupils are able to express their likes and dislikes through their preferred means of communication	<p>Pupils communicate feelings and ideas in simple phrases</p> <p>Pupils look at different scenarios and offer thoughts and feelings that they may feel</p>	Pupils look at different scenarios and offer thoughts and feelings that they feel and what others may feel.	<p>Pupils can identify and begin to explain some factors that affect physical and emotional health and wellbeing</p> <p>Pupils are able to express their own thoughts and feelings giving reasoning for them and can begin to think of ways they can made things better if needed.</p>

Personal development	Team work				
	Problem solving				
	Communication skills				
	Self-belief	Self-belief	Self-belief	Self-belief	Self-belief
	Self-management	Self-management	Self-management	Self-management	Self-management

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 and/or meals

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.

Discuss thought and feelings of both themselves and others in a range of different scenarios.

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>