

RUBRIC – Health and Wellbeing

Unit Overview:

This unit of study gives students the opportunity to engage with activities which promote a healthy lifestyle. Students will engage with familiar and unfamiliar activities to develop their knowledge of enjoyable physical activities which promote lifelong participation. Each area promotes independence and enables pupils to learn new and exciting skills they can use in different physical activity areas. Pupils will be able to engage in activities which push their physical fitness levels and guide them into relaxation techniques to focus their body and mind. Activities to be covered include fitness, yoga, leisure and mindfulness

Unit Learning Objectives:

- Pupils will develop a better understanding of the types of exercise they can complete as part of a healthy lifestyle
- Pupils will develop their ability to participate in mindfulness, to enable them to focus and relax their minds
- Pupils will develop an understanding of Yoga and how it is used to focus then mind and increase flexibility
- Pupils will engage in familiar and unfamiliar leisure activities to develop their understanding of how to relax, develop independence, create friendships and use their own time as part of lifelong participation

Cross curricular links:

- PSHCE
- ICT
- Maths
- English
- Physical Education

Key elements	OU WTE	OU Entry Level 1	OU Entry Level 2	OU Entry Level 3	OU Level 1
Key Knowledge concepts (Fitness)	<p>Pupils understand that fitness is good for their body</p> <p>Pupils are able to recognise specific body parts</p> <p>Pupils understand there are healthy foods and are able to choose at least 2 healthy foods from a given selection.</p> <p>Pupils are able to recognise their favourite exercises as part of personal exercise plan (PEP)</p>	<p>Pupils understand that different exercise machines work different parts of their body and can name each body part being used</p> <p>Pupils can recognise and name at least 2 benefits of exercise for their body from a list of options.</p> <p>Pupils understand fitness can be planned using a personal exercise plan (PEP).</p> <p>Pupils are aware of the terms healthy and unhealthy and can sort at least 5 different foods into the correct groups e.g. apples are healthy, chocolate is unhealthy.</p>	<p>Pupils develop an awareness of the different types of exercise they can perform during cardiovascular workouts</p> <p>Pupils understand different exercises effect different parts of their bodies</p> <p>Pupils will develop their understanding of the function of the heart during exercise</p> <p>Pupils are aware of the function of muscles during exercise</p> <p>Pupils are aware of the key muscles names in most exercises they are performing</p>	<p>Pupils will develop an understanding of how different exercise types affect the way their body looks e.g. cardio exercise supports heart health, free weight sessions build muscles</p> <p>Pupils will understand how exercise can affect their fitness levels e.g. make them stronger, faster</p> <p>Pupils understand the importance of fitness to help them lead healthy lifestyles</p> <p>Pupils are aware of the muscles they are using during specific cardiovascular exercise and resistance training.</p> <p>Pupils will develop their understanding of the nutrients the body needs e.g. vitamins, minerals, essential oils.</p>	<p>Pupils are aware of the exercise needs of different people in relation to losing weight, developing muscles and supporting a healthy body</p> <p>Pupils are aware of at least two different biological systems in the body.</p> <p>Pupils understand that there are different elements to fitness e.g. exercise and nutrition</p> <p>Pupils are aware of how they can support other pupils by using suitable demonstrations, key words and physical support</p>
Key Skill Concepts (Fitness)	<p>Pupils can use a range of fitness equipment with increasing independence</p> <p>Pupils are able to exercise for allocated periods of time using several methods (circuits, gym, outside exercise)</p> <p>Pupils can follow a simple PEP for at least 6 weeks supported by staff and undertake each activity independently</p> <p>Pupils can recall and</p>	<p>Pupils can use all equipment in a gym setting independently by following teacher modelling.</p> <p>Pupils can use resistance training equipment and name at least two muscles they are using from a given selection.</p> <p>Pupils and have an awareness of how they can meet specific targets and can set at least one personal goal from a given choice</p>	<p>Pupils can state a preference for cardiovascular exercise they want to complete as part of a 6 week exercise program e.g. I want to complete HIIT this week.</p> <p>Pupils can state what the body uses protein and carbohydrate for and say which is used by their muscles and which gives them energy to exercise.</p> <p>Pupils can demonstrate each exercise they perform with</p>	<p>Pupils can plan and undertake their own 6 week exercise plan and complete it independently to show their own progress over time.</p> <p>Pupils can choose a 'balanced diet' from the 'eat well' pyramid and state which foods contain proteins and carbohydrates.</p> <p>Pupils can monitor own repetitions and sets when using free weights, and ares</p>	<p>Pupils can outline the role biological system play in the body e.g. the skeletal system supports the body and protects vital organs.</p> <p>Pupils can put together a plan for themselves and others which relate to specific goals e.g. I want to lose weight, I want to build muscle, I want better cardiovascular endurance.</p> <p>Shows a good understanding of</p>

	participate in several exercise circuits and complete at least 10 exercises	Pupils can follow a 6 week PEP with visual and verbal support.	<p>teacher prompts.</p> <p>Pupils can demonstrate safe use of resistance equipment (free weights, resistance bands, medicine balls)</p> <p>Pupils can use key terminology to explain the flow of blood and how it fuels their muscles e.g. the blood carried oxygen through my veins into my muscles.</p>	<p>beginning to use technical terminology when performing each exercise e.g. I am completing bicep curls which engages my bicep muscle.</p> <p>Pupils can discuss the benefits of regular fitness workouts for their health giving specific examples of the 'benefits of exercise'</p> <p>Pupils can outline the importance of protein to help their muscles rebuild and grow, and how carbohydrates give them energy to exercise.</p>	<p>the benefits of exercise and can talk about the physical and mental wellbeing benefits of exercise for children and adults.</p> <p>Pupils can plan and prepare pre and post exercise meals.</p> <p>Pupils can demonstrate the safe use of cardiovascular and resistance equipment for other students.</p>
Key elements	OU WTE	OU Entry Level 1	OU Entry Level 2	OU Entry Level 3	OU Level 1
Key Knowledge concepts (Yoga)	<p>Pupils understand that sitting/lying quietly can help them relax</p> <p>Pupils know that there are different types of yoga positions for them to undertake</p> <p>Pupils are becoming aware of the difference between stretching and relaxing</p> <p>Pupils understand the need for warming up their bodies before exercise and cooling down afterwards</p> <p>Pupils can recognise the differences between standing, sitting and lying postures.</p>	<p>Pupils will develop their understanding of the body parts being used during yoga</p> <p>Pupils will develop an awareness of the yoga poses they are undertaking and learn the names of each pose.</p> <p>Pupils can watch teacher modelling of various yoga poses to develop understanding of how to undertake them</p> <p>Pupils understand the simple health benefits of taking part in yoga sessions e.g. helps them relax, makes them happy, and provides a challenge.</p> <p>Is able to name at least five yoga movements, eg cat,</p>	<p>Pupils recognise there are different traditional yoga poses e.g. downward facing dog, cobra, warrior, tree.</p> <p>Pupils are aware of the term transition in relation to yoga flows.</p> <p>Pupils understand the importance of teamwork to support others learning.</p> <p>Pupils will develop an understanding of the importance of yoga for a healthy body and mind.</p>	<p>Pupils have a clear understanding of the differences between various yoga poses and postures.</p> <p>Understands the relationship between yoga and flexibility. Is able to independently demonstrate at least five yoga positions which show fluency of transition and an increase in flexibility</p> <p>Pupils are aware that the body needs to have specific amounts of control to undertake yoga poses and positions.</p> <p>Pupils understand they have to control their breathing during yoga poses to ensure they can maintain posture and pose.</p>	<p>Pupils understand there are relationships between relaxation, flexibility and regular yoga sessions.</p> <p>Pupils understand there are different types of yoga with varying difficulties and effect different parts of their bodies both internally and externally.</p> <p>Pupils understand the importance of undertaking a short meditation session before Yoga to clear the mind and focus their thoughts.</p>

		camel, half spinal twist.			
Key skill concepts (Yoga)	<p>Pupils can sit/lie quietly and comfortably while music is playing</p> <p>Pupils can hold a yoga position/adapted yoga position for up to one minute.</p> <p>Pupils can stretch and relax upper and lower limbs independently/supported</p> <p>Pupils can perform warming up and cooling down exercises by flexing and moving different body parts.</p> <p>Pupils can use staff support to perform a standing, sitting, lying posture and hold it.</p>	<p>Pupils can name at least five parts of the body used in yoga during some poses e.g. in the warrior pose I use...</p> <p>Pupils can use symbols and/or images to choose favourite yoga poses and practice them with staff support in isolation.</p> <p>Pupils can participate in yoga session and attempt each yoga pose by watching teacher modelling.</p> <p>Pupils are able to discuss how they feel when they have completed a yoga session.</p> <p>Pupils can name at least five yoga movements, eg cat, camel, half spinal twist.</p>	<p>Pupils mirror at least three traditional yoga poses and demonstrate and/or match each one e.g. downward facing dog, cobra, warrior, tree.</p> <p>Pupils demonstrate at least five of the following: cat, dog, cobra, plough, tree, triangle, warrior etc.</p> <p>Pupils can watch teacher modelling and then demonstrate their own transitions between at least two yoga poses e.g. downward facing dog to cobra.</p> <p>Pupils can work with a partner to practice, coach and demonstrate at least two yoga poses.</p> <p>Pupils can discuss at least two of the benefits of yoga.</p>	<p>Pupils can perform a standing, sitting, lying posture and hold it.</p> <p>Pupils can independently demonstrate at least five yoga positions which show fluency of transition and an increase in flexibility</p> <p>Pupils will demonstrate excellent body control e.g. slowness of movement, transitioning from one position to another.</p> <p>Pupils can monitor breathing patterns during Yoga and talk about how controlled breathing helps maintain body position.</p> <p>Pupils can participate in an entire Yoga session of more than 30 minutes which includes relaxation, meditation, sun salutation and various yoga poses.</p>	<p>Pupils can design and participate in own yoga session which lasts longer than 30 minutes e.g. including warm-up, main activity and cool down.</p> <p>Pupils can discuss the relationship between relaxation, flexibility and regular yoga sessions.</p> <p>Pupils can outline several benefits of yoga for their wellbeing and give specific reasoning around physical and mental wellness and show awareness of how this can benefit them into later life</p>
Key elements	OU WTE	OU Entry Level 1	OU Entry Level 2	OU Entry Level 3	OU Level 1
Key Knowledge concepts (Leisure)	<p>Pupils understand there are different leisure facilities they can access</p> <p>Pupils understand there are different types of leisure activities</p> <p>Pupils are aware of the different types of transport they can use to access leisure facilities</p>	<p>Pupils are aware of the leisure activities that are relevant for them e.g. things they are interested in.</p> <p>Pupils understand there are several community facilities in their local area.</p> <p>Pupils understand that leisure has a positive effect on their life.</p>	<p>Pupils understand that some leisure activities are relaxing and that some can be challenging.</p> <p>Pupils understand that leisure activities can be shared and other people may be trying something new for the first time</p> <p>Pupils are aware that they can</p>	<p>Pupils understand that some leisure activities require them to develop new skills</p> <p>Pupils understand there are several benefits for engaging in leisure activities e.g. going to the gym keeps you fit, listening to music helps you relax.</p> <p>Pupils understand there are social and personal benefits to</p>	<p>Pupils have the understanding of how to plan a trip to a leisure facility locally.</p> <p>Pupils are aware of the different types of leisure activities aimed at different people e.g. women only swimming, inclusive cycling.</p> <p>Shows an understanding of the barriers they face in relation to</p>

	<p>Pupils understand that some people can help them access leisure facilities in their local area</p>	<p>Pupils understand it is important to try new leisure activities.</p> <p>Pupils show an understanding of the term 'leisure'</p>	<p>access certain activities at local leisure facilities by themselves.</p> <p>Shows an understanding of the idea of 'relaxing'</p>	<p>participating in leisure activities.</p> <p>Pupils know leisure activities can have different effects on their feelings and emotions</p> <p>Pupils understand that different types of transport can sometimes be used to get to leisure activities.</p>	<p>leisure activities in their local area e.g. independent travel, cost.</p> <p>Shows an understanding of the term 'lifelong participation'.</p>
<p>Key skill concepts (Leisure)</p>	<p>Pupils can make use of a community facility on at least one occasion supported by staff e.g. visiting the library to read</p> <p>Pupils experience a range of leisure activities and state a preference giving at least one reason why they like it</p> <p>Pupils can make short journeys to local community facilities either on public transport or by walking</p> <p>Pupils can choose and participate in a leisure activity which they have chosen from a given visual list</p> <p>Pupils accept the help of others to enable them to access specific leisure activities e.g. playing board games, getting ready to go swimming, being hoisted into a soft play area.</p>	<p>Pupils can participate in at least one leisure activity which is relevant to them and their interests.</p> <p>Pupil can access at least one community facility in their local area.</p> <p>Pupils can give at least one positive impact leisure activities have on their life.</p> <p>Pupils can participate in at least one leisure activity which they have never tried before.</p> <p>Pupils can give at least one example of when leisure can take place within a week. E.g. evening swimming classes</p>	<p>Pupils can participate in at least two leisure activities which they find challenging.</p> <p>Pupils can participate in at least two leisure activities which they find relaxing.</p> <p>Pupils can independently choose own leisure activity and participate cooperatively with others e.g. playing card/board games</p> <p>Pupils can independently access a local leisure facility and participate in an individual activity e.g. using the gym.</p> <p>Pupils can outline reasons why relaxing is important for their health.</p>	<p>Pupils can independently participate in a leisure activity where they have to develop new skills to participate e.g. different bowling techniques (ten pin bowling)</p> <p>Pupils can independently outline at least two benefits of specific leisure activities e.g. going to the gym keeps you fit, listening to music helps you relax.</p> <p>Pupils can participate in at least two familiar leisure activities and show an understanding of the personal and social benefits of each.</p> <p>Pupils can independently list their own leisure activities and categorize them with specific reasons as to how they make them feel e.g. relaxing, challenging.</p> <p>Pupils are able to participate in at least two leisure activities where they have to travel using public transport to access it.</p>	<p>Pupils can source, organise and participate in at least one of their own leisure activities.</p> <p>Pupils can independently participate in a range of familiar and unfamiliar leisure activities and give at least two social benefits of their participation.</p> <p>Pupils can outline various types of leisure activities which are aimed at specific people and give reasons why this is the case e.g. women only swimming, inclusive cycling.</p> <p>Pupils can discuss at least two different leisure activities they would define that fall into the category of 'lifelong participation' for them</p>

Key elements	OU WTE	OU Entry Level 1	OU Entry Level 2	OU Entry Level 3	OU Level 1
Key Knowledge concepts (Mindfulness)	<p>Pupils are aware that the term mindfulness relates to being able to relax</p> <p>Pupils understand that closing their eyes can help them relax.</p> <p>Pupils are aware that to be 'mindful' sometimes they have to sit in silence</p> <p>Pupils understand that some mindfulness poses can help them feel strong e.g. superman, wonder woman poses</p>	<p>Pupils are aware that their sense can be used as a mindfulness exercise.</p> <p>Pupils understand that listening to just one sound can help them be mindful.</p> <p>Pupils understand that mindfulness helps them focus on one specific activity.</p> <p>Pupils understand that they can access mindfulness activities for a short or longer period of time</p>	<p>Pupils understand the concept of a mindfulness jar for focussing their mind.</p> <p>Pupils understand that mindfulness can be a group or individual activity</p> <p>Pupils are aware of the benefits mindfulness can have on their body and mind.</p>	<p>Pupils are aware of the links between breathing rate and heart rate</p> <p>Pupils understand the term focus in relation to mindfulness activities.</p> <p>Pupils understand the importance of reflection in relation to their own thoughts and feelings.</p> <p>Pupils understand that people can have different thoughts and ideas related to mindfulness.</p>	<p>Pupils understand the term 'relaxation' as a key element of mindfulness</p> <p>Pupils are aware of the need for mindfulness 'immersion' sessions to support mental health.</p> <p>Shows an understanding of the importance of mindfulness on theirs and others wellbeing</p>
Key skill concepts	<p>Pupils can sit in silence for up to two minutes and use symbols/words to say how they feel e.g. happy, sad</p> <p>Pupils can close their eyes and listen to calming music and sounds in a small group.</p> <p>Pupils can control breathing by slowly blowing bubbles through a tube.</p> <p>Pupils can demonstrate at least one mindful body pose which makes them feel happy, strong or brave e.g. superman pose, wonder woman pose</p> <p>Pupils can use symbols/words to explain what they feel in a texture bag e.g. the sponge ball feels soft</p>	<p>Pupils can focus on the taste sense and make use of a blindfold to taste different foods and share their thoughts on what they are thinking.</p> <p>Pupils are able to listen to a mindfulness bell and focus their attention on the chimes until it stops.</p> <p>Pupils can share with others something which makes them sad and something which makes them happy.</p> <p>Pupils can share positive thoughts about another person in their class, school and/or at home</p> <p>Pupils are able to participate in a 10 minute mindfulness</p>	<p>Pupils can focus on specific parts of their body for at least 30 seconds when prompted e.g. focus on your feet, think about where they are on your body etc.</p> <p>Pupils can use a mindfulness jar and focus on it until the contents settle and give at least one example of what they are thinking as they watch it.</p> <p>Pupils are able to focus their attention on keeping a balloon in the air with a group of other students</p> <p>Pupils can choose at least 3 benefits of mindfulness from a given list and say which they think they have felt during mindfulness lessons</p>	<p>Pupils are able to monitor own breathing to return to or remain in a relaxed state.</p> <p>Pupils can focus on their senses and complete a countdown of what they use their sense for e.g. I can see trees, the sky, the table, I can hear birds, the fan, the rain etc.</p> <p>Pupils can participate in a body scan session which requires them to focus on specific body parts for longer than one minute following various verbal stimulus e.g. focus on your head, can you feel your hair</p> <p>Pupils are able to complete a weekly gratefulness journal sharing their thoughts on what</p>	<p>Pupils can plan and participate in own mindfulness session which lasts longer than 20 minutes.</p> <p>Pupils can participate in a 'relaxation' mindfulness session which focusses their attention for at least 20 minutes on the different parts of their body, while listening to verbal prompts</p> <p>Pupils can participate in mindfulness immersion sessions during a daily activity and explain in details what they are feeling as they complete it e.g. I can feel the grain on the wooden brush, I can smell the aroma from the flowers and plants.</p>

		session following verbal prompts from audio/staff	Pupils can listen to instructions from others and pose their body as part of a 'mindfulness camera' activity.	they are grateful for over a period of more than 6 weeks. Pupils can share their ideas of the benefits of mindfulness and give at least 3 examples of how it can make a positive impact on their life.	Pupils can participate in mindfulness sessions to focus on the regulation of their emotions e.g. when angry can calm down, when high can focus and relax Pupils can give specific examples of how mindfulness can help with various negative parts life e.g. reduce stress, anxiety and depression
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Key elements	Suggested Learning Activities – other activities can be completed
<h1>Fitness</h1>	<ul style="list-style-type: none"> • Using the gym to engage with various cardio and resistance training programmes • Participating in a 6 week exercise plan • Resistance training – circuit based • Healthy choices – related to nutrition • Understanding of muscles and body parts – labelling and verbal use of key terminology • Understanding of the organs and systems of the body through practical experiments • Use of community facilities to promote lifelong participation

<h1>Yoga</h1>	<ul style="list-style-type: none"> • Learning various yoga poses • Participating in yoga sessions of different lengths and different focus • Use theoretical knowledge to engage students understanding further e.g history, of yoga, countries where it is used etc • Developing own yoga sessions for others to participate in • Create links between yoga and mental wellbeing
<h1>Leisure</h1>	<ul style="list-style-type: none"> • Engage with familiar and unfamiliar activities to spend leisure time e.g. playing games with others • Use local facilities to try new activities • Planning simple visits to leisure facilities • Develop an awareness of what is available in their community • Links to independent travel
<h1>Mindfulness</h1>	<ul style="list-style-type: none"> • Body focus (mapping the body) • Drawing images by listening to simple instructions • Group mindfulness – balloon focus activities, sharing thoughts and discussions • The links between a healthy body and healthy mind • The positive effect mindfulness can have on mental wellbeing

Keywords

Exercise, health, wellbeing, programme, muscles, body, heart, speed, resistance, lifestyle, endurance, personal, testing, diet, nutrition