

# PHSE/Life Skills Structured and Sensory Learners Rubric Spring 1 2024

## Healthy Lifestyles and Healthy Minds **Article 4, 14, 24, 27 & 33**

C Dudley

<p>Subject curriculum intent:</p>	<ul style="list-style-type: none"> <li>• PSHCE education helps to prepare our pupils to live as independently as they can and supports them in making informed and safe choices about their lives.</li> <li>• This PSHE Policy works with, and alongside, our RSE, Behaviour and Safeguarding Policies.</li> <li>• Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies.</li> </ul>		
<p>End of topic intent/outcome</p>			
<p><b>End of KS3 intent/outcome</b></p> <p>Students will be able to identify safe adults and people who look after them. With support students will begin to take part in daily routines as part of taking care of themselves i.e. handwashing, teeth brushing. Students will be able to explore and identify healthy foods. Students will be able to link physical activity to being healthy. Students will understand that if unwell they may need to visit a doctor and/ or taking medicines. Students will begin to explore and recognise emotions.</p>	<p><b>End of KS4 intent/outcome</b></p> <p>Students will be able to identify people who help to look after them and explore the different roles they have. Students will be able to independently complete simple daily routines i.e. handwashing, teeth brushing. Students will be able to identify healthy foods and begin to explore a balanced diet. Students will be able to identify favourite forms of exercise and take part in planned activities. Students will be able to identify how to tell if you are unwell, uncomfortable or in pain and recognise simple ways to treat someone who is unwell or in pain. Students will be able to identify how they are feeling.</p>	<p><b>End of KS5 intent/outcome</b></p> <p>Students will be able to identify some simple self-care techniques. Students will be able to describe why it is important to take care of our bodies and explain what we and others can do to prevent the spread of germs. Students will understand why some foods are healthier than others and what a balanced meal looks like. Students will understand why it is important to exercise and be able to identify the challenges and solutions when facing exercise. Students will understand there are different forms of medicine and who may give them to us. Students will be able to identify some management strategies for when they are experiencing different emotions.</p>	
<p>Intent for this topic:</p>	<p>In this unit pupils will develop their knowledge about healthy eating, exercise and recognising and controlling emotions. Pupils will explore healthy menus and practice making simple everyday healthy snacks, develop daily exercise routines and explore a range of emotions and actions that relate to them.</p>		
<p>UNICEF Rights of The Child</p>	<p><b>RRS Articles:</b> This unit of work is linked to <b>Article 4, 14, 24, 27 &amp; 33</b> 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 an education and to have healthy lifestyle during this unit.</p>		

	<p>See the link for a summary of the Rights Of the Child  <a href="https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018">https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</a></p>			
Core vocabulary needed for this subject/topic:	Health, balance, safe, germs, medicine, drugs, exercise, activity, physical, diet, mental health, wellbeing			
Vocabulary pupils will have accessed in other topics or subject areas:	Health, germs, safe, exercise			
Big Questions	<p>Who helps to take care of you?          How can you look after yourself?          How and why should you eat healthy?          How and why should you stay active?          What should you do if you are unwell?          How and why do you take care of your mental health and wellbeing?</p>			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3, 4, 5	PE	Fitness	Autumn 1 every year	Gym, Circuit based Activities, Yoga, why we do exercise, the effect of exercise on the body
3, 4, 5	Life Skills	Personal social development	Spring 1 Year 1	Daily routines, staying safe
3, 4, 5	Life Skills	Community and citizenship	Autumn 2 Year 2	Safe people, good choices
3, 4, 5	Life Skills	Preparing food and drink	Autumn 1 Year 1	Healthy foods, healthy choices
Links to other subjects: PE, PSHCE, Cooking, SEMH				
Equality, Diversity and Inclusion: Pupils will explore rights in a number of context and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.				

	<u>B2P Step 4-6</u>	<u>B2P Step 7 - 8</u>	<u>B2 Step 1 &amp; 2</u>
<b>Key learning: Healthy Eating</b>			
<b><u>Subject specific knowledge</u></b>	<p>Knows that some foods are healthy and some foods should not be eaten too often.</p> <p>Knows the difference between a meal and a snack/treat e.g. knows that chocolate bars are not a main meal.</p> <p>Knows that food needs to be prepared and equipment may be needed.</p>	<p>Knows and identifies some examples of healthy foods.</p> <p>Knows and identifies some examples of foods that should only be eaten once in a while.</p> <p>Knows and identifies basic equipment needed to make a healthy snack e.g. sandwich, fruit salad, pasta salad.</p>	<p>Knows and can explain why some foods are healthier than others.</p> <p>Knows and can explain why we might need to eat foods we might not like very much</p> <p>Knows what it means to eat a healthy, balanced diet.</p> <p>Knows that some people may not be able to eat certain foods because they will make them ill (allergies).</p>
<b><u>Subject specific skills</u></b>	<p>Is able to identify foods that we like and dislike to eat.</p> <p>Is able to match equipment to objects or symbols e.g. a knife is needed to butter bread.</p> <p>Is able to follow picture instructions to make a simple healthy snack with the support of an adult.</p>	<p>Is able to sort foods in to healthy and healthy regardless of personal preference.</p> <p>Is able to follow symbol instructions to make a healthy snack with only verbal support from staff.</p>	<p>Is able to write a healthy meal plan containing a range of important food types.</p> <p>Is able to follow verbal instructions to independently make a healthy meal.</p>
<b>Key learning: Fitness and Exercise</b>			
<b><u>Subject specific knowledge</u></b>	<p>Knows and recognise what is meant by a healthy lifestyle.</p> <p>Knows that movement and exercise is good for you.</p> <p>Knows that their heart beats faster when they exercise.</p>	<p>Knows different ways that people can live a healthy lifestyle.</p> <p>Knows that physical movement can help us to stay fit and healthy and can what could happen if we don't exercise enough</p> <p>Knows and communicates different ways to stay active.</p>	<p>Knows what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p>Knows a range of different ways we can exercise.</p> <p>Knows what happens to the body when we exercise in relation to our heart, breathing, muscles etc.</p>
<b><u>Subject specific skills</u></b>	<p>Is able to copy a simple exercise routine, e.g. dance, aerobics etc.</p> <p>Is able to communicate when they are tired and need a rest from movement.</p>	<p>Is able to follow a circuit of exercises</p> <p>Is able to communicate when they are tired and need a rest from movement by saying what is happening to their bodies.</p> <p>Is able to create a basic exercise routine.</p>	<p>Is able to plan a basic exercise routine</p> <p>Is able to lead an exercise circuit</p> <p>Is able to communicate when they need a rest by describing what is happening to their bodies.</p> <p>Is able to use basic health equipment e.g. gym equipment, heart rate monitor, pedometer.</p>

## Key learning: Recognising emotions

<b><u>Subject specific knowledge</u></b>	<p>Knows there are different kinds of feelings we may have experienced; those we like and those we don't like.</p> <p>Knows that our actions may cause people to feel happy, sad, angry, excited etc.</p>	<p>Knows and can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</p> <p>Knows that it is ok to feel a range of different emotions</p> <p>Knows that not everyone feels the same emotions at the same time.</p> <p>Knows and recognises ways we can help ourselves to feel better if we are feeling sad or upset.</p>	<p>Knows and can explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p> <p>Knows that our actions have consequences - good and bad.</p>
<b><u>Subject specific skills</u></b>	<p>Is able to identify things that make us feel happy.</p> <p>Is able to identify things that may make us cry/feel sad.</p> <p>Is able to identify what makes us feel upset, angry, worried, anxious, frightened.</p>	<p>Is able to demonstrate vocabulary/ communication skills to express a range of different feelings.</p> <p>Is able to look at others (in person or images) and identify emotions they may be feeling.</p> <p>Is able to modify frustration or anger with support from adults.</p>	<p>Is able to demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.</p> <p>Is able to describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.</p> <p>Is able to self-modify frustration and anger.</p>

### **Suggested activities**

Exploring healthy foods  
Making healthy foods  
Planning a healthy diet  
Identifying exercise and taking part in class exercise activities  
Recognising own fitness - pulse, heart rate etc.  
Identifying emotions  
Reflecting on past events and describing emotions of themselves and others.

### **Online resources**

<https://resources.autismcentreofexcellence.org/courses/> - transporters log in [c.flannagan@northridge.manchester.sch.uk](mailto:c.flannagan@northridge.manchester.sch.uk) password Northridge01  
<https://padlet.com/healthyschools/i-matter-v3-secondary-download-centre-as88g4olj146btla>  
Password: Manchester matters

### **Evidencing Work**

Where appropriate the following should be available as evidence:

- Notes on discussions pupils have had
- Written/symbol supported pupil work
- Recipe sheets/instructions
- Worksheets

- Photo/video evidence

Please submit 3 pieces of work from Higher, middle and lower ability in your class to the PSHCE lead each half term for evaluation. These should be clearly annotated and dated.