ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Gods, Monsters and Morals TERM: Legacy YEAR GROUP: 6

THE BIG QUESTION			
How can we keep healthy as we grow?			
END OF UNIT OUTCOME	Pupils create a *personal wellbeing plan* for their future selves (as a teenager). It must include choices around: diet, sleep, physical activity, friendships, communities, avoiding harmful substances, and dental health.		
OBJECTIVES	• how to make choices that support a healthy, balanced lifestyle. • how positive friendships and being involved in activities such as clubs and community groups support wellbeing. • how mental and physical health are linked. • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them.		
CONCEPT: Legacy	The end of unit outcome has strong links to legacy – what they do now shapes their future.		
LESSON 1 QUESTION	**How can we make choices which support a healthy, balanced lifestyle?**		
KEY KNOWLEDGE	**How to make choices that support a healthy, balanced lifestyle.** - how to plan a healthy meal. - how to stay physically active. - how to maintain good dental health, including oral hygiene, food and drink choices. how to benefit from and stay safe in the sun		
RICH TASK	Introduce The Big Question – what do they already know? Make a mind map in books – children to come back to this at the end of the unit and add new learning in a different colour. Collate ideas on the board about how to make heathy choices prompting them to share previous knowledge about healthy eating, sleep, physical activity, dental health and sun safety. Discussion: Use making choices storyboards in resources to discuss who and what can influence our health choices.		
SUPPORT AND CHALLENGE	**Support:** Find one example of something that might be a positive influence on the character in the situation. **Challenge:** Pupils discuss which influence might be the strongest in the situation. For example, in storyboard A, is Uma more likely to be persuaded by her friends, her swimming teacher or the TV documentary? Why do they think this?		
KEY VOCABULARY	Healthy, balanced, lifestyle, influence, documentary, persuaded, situation	**RESOURCES**	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles
LESSON 2 QUESTION	How does sleep and screen time affect our health and wellbeing?		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Gods, Monsters and Morals TERM: Legacy YEAR GROUP: 6

KEY KNOWLEDGE	**How to make choices that support a healthy, balanced lifestyle.** - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep - how and why to balance time spent online with other activities.		
RICH TASK	**RETRIEVAL TASK:** Quick quiz – recap Lesson 1. • Name 2 things you can do to stay physically active. • What is a balanced lifestyle? • Why is dental health important? Fact hunt – using information pages in resources, go on a fact hunt around the classroom for different sleep facts. - Make a poster of 10 top tips for a good night's sleep. - Each to share something they will try to change for a better night's sleep. Link time spent online and on devices/screens with sleep issues. Discussion: share own experiences of being online. - Touch on the idea that it can be difficult to come offline, addictive and can often change our mood negatively if we are on a device for too long. - Think of ways we can limit our screen time and other activities we can do instead. Link back to other ideas of a healthy, balanced lifestyle from previous sessions.		
SUPPORT AND CHALLENGE	**Support:** Pupils could draw and label their ideas on **Resource 3: Sleep schedule**. **Challenge:** Ask groups to imagine that it is a few years later. Nathan is now 13, at secondary school, has his own mobile phone and needs a new sleep schedule! Groups should discuss how his daily routine might change.		
KEY VOCABULARY	Habits, routine, sleep, schedule, negative, positive, impact, mood, devices	**RESOURCES**	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association and - The sleep factor (KS2) Every Mind Matters – Sleep, Social media & physical wellbeing (KS2)
LESSON 3 QUESTION	How can medicines help us stay healthy, and how do we use them safely?		
KEY KNOWLEDGE	• **describe how medicines, when used responsibly, can support health and wellbeing** • **explain how preventative medicines such as vaccinations can stop disease from spreading** • **explain the safe use of medicines to help manage illness and allergies** • **identify where to find further advice and guidance about the correct use of medicines**		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Gods, Monsters and Morals TERM: Legacy YEAR GROUP: 6

<table>
<tr><td>RICH TASK</td><td colspan="3">RETRIEVAL TASK: Quick-fire questions – recap Lesson 2.

• Why is sleep important?
• Give one strategy to improve sleep.
• How might screens affect our mood?

Organise pupils into groups and label each group a different colour (e.g. yellow, blue, red, green, purple and orange).
Give each group a different case study to read and discuss - select these from Resource 3: Case studies.
Ask pupils to focus on the following questions:
• What is the medicine?
• Why is it used?
• How is it used?
• Is it used for every day/sometimes, for emergencies, or both (if both, explain how)?

Next, pupils make ‘rainbow groups’ ensuring that each group includes one person from each colour of the rainbow and so that each person in the group has read a different case study. You may want to keep one of the case studies back to model the following activity. In their rainbow groups, ask pupils to draw a grid on a large piece of paper with the following headings across the top: ‘What?’, ‘Why?’, ‘How?’, ‘Every day/Emergency’, and the names of the medicines down the left-hand side. Pupils discuss the different medicines in their new groups and add the information to the grid.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Provide pupils with sentence stems for support.

Challenge: Medicines in emergency situations - Ask pupils to identify those medicines that might be used in an emergency and focus on one medicine - inhaler, EpiPen or insulin, and then write the steps for their safe use in an emergency situation. For example, asthma attack: Step 1: Sit upright Step 2: Take one puff every minute for 10 minutes Step 3: If attack continues call an ambulance</td></tr>
<tr><td>KEY VOCABULARY</td><td>Medicine, Dose, Allergy, Vaccination, Immune system, Prescription, Over-the-counter, Side effect, Responsible use, Emergency medication</td><td>RESOURCES</td><td>PSHE Association – Drug and Alcohol Education (Year 5-6)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">What influences a person's decision to use or not use drugs, and how can we manage these influences and respond assertively?602</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">• explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use
• recognise that drugs have laws related to them and that some drugs are illegal to own, use, intend to give, or give, to others
• analyse the level of risk in different situations, identifying that drugs can affect people in different ways
• explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; and where to report any concerns they have</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Gods, Monsters and Morals TERM: Legacy YEAR GROUP: 6

<table>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity: True/false recap of Lesson 3.

Diamond 9:
Ask pupils to discuss the different people, places or things that might influence someone to use a drug. Make a list on the board. Responses might include: where they are; who they are with; what they have seen/heard about the drug; their health; how they get the drug.

Ask pupils to think of a drug and work in groups to consider what would most influence whether a person would use the drug. Ask pupils to rank the following influences from most to least influence in a diamond 9: friends; family; online gamer/influencer; religion/beliefs; money; health advice (e.g. from a doctor); the situation; their feelings/emotions (mental health); their physical health – using Resource 2: Influences diamond 9 cards. The card at the top of the diamond should represent what they think is the greatest influence and the card at the bottom of the diamond should represent what they think is the least influence. The cards in the middle section are placed in rows that they think are ‘equally important’.

Compare responses from different groups. If there are any other influences that may not have been included on the cards, that pupils discussed, highlight these with the class.

Now ask pupils to consider reasons why someone might choose not to use a drug (any drug, including medicines). Record their responses on the board, next to the original list of reasons why someone may use a drug. Note whether the pupils think the influences for or against using a drug are similar or very different.

Ask pupils to repeat the diamond 9 activity, thinking about the same drug but this time considering what is most likely to influence someone not to use the drug. Take feedback, drawing out what happened to the diamond 9 cards and noting whether the cards change position or remain similar. It is likely that family, religion, health advice will be higher in this version of the diamond 9, whilst friends and online influencers will be lower. Ask pupils to discuss which examples they think are the most influential and why.

Show and read aloud one of the scenarios from Resource 3: Pressure scenario cards. Working in pairs, ask pupils to identify who or what the character is being influenced by and whether they are feeling pressure, including peer pressure (pressure from those around them). Then, ask pupils to consider the different ways the character could respond:</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Ask pupils to work with a reduced number of influences in a diamond 5.

Challenge: Ask pupils to suggest another influence and add it to the blank card in Resource 2: Influences diamond 9 cards. Where would they place their suggestion in the diamond?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Drug, Risk, Effect, Addiction, Habit, Peer pressure, Law, Wellbeing, Dependence, Support services, influence, peer pressure, passive, aggressive, assertive</td><td>RESOURCES</td><td>PSHE Association – Drug and Alcohol Education (Year 5-6)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">How can everyday actions affect our dental health?</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Gods, Monsters and Morals TERM: Legacy YEAR GROUP: 6

KEY KNOWLEDGE	• Children aged 7 years and over should brush their teeth twice a day using toothpaste containing between 1350-1500ppm fluoride. • Children aged 7 years and over should aim to brush last thing at night and at least on 1 other occasion in the day. • Children should be encouraged to spit out after brushing rather than rinsing with water, so that the fluoride remains on the teeth. • It is recommended that water and plain milk are drunk during the school day. • After eating, a period of demineralisation starts to damage the tooth surface. It is important to limit the amount of demineralisation time after eating and increasing the amount of remineralisation time. For this reason it is recommended that high sugar items, such as fruit juices and smoothies, only be consumed once a day, and with a meal (150 ml). • Children aged 7 years and over should visit their dentist for a regular check-up (every 6 months).		
RICH TASK	Retrieval practice activity – match the key word up with the correct definition Give each group a set of Resource 1: *Everyday Actions* and ask them to sort the cards into piles of 'positive actions', 'negative actions' and 'not sure/depends' ***Dos and Don'ts*** In their groups, give pupils a set of Resource 3: *Dental Health facts*, and ask them to match the facts to the everyday actions from the previous activity. Then ask pupils to compile a 'dos and don'ts' list on maintaining oral hygiene, ensuring they justify their choices with a dental health fact ***Dental dilemma scenarios*** Give pupils one scenario per group and ask them to consider how the dilemma could be solved by responding to the questions		
SUPPORT AND CHALLENGE	**Support:** Give pupils a reduced number of cards from Resource 1: *Everyday Actions* and ask them to sort these **Challenge:** Pupils rank the actions using Resource 2: *Action continuum* (A3 size), by deciding which are harmful to teeth and which help to keep teeth healthy		
KEY VOCABULARY	Enamel, plaque, cavity, oral hygiene	**RESOURCES**	PSHE Association – Dental Health resources (KS2), NHS Dental Health factsheets
LESSON 6 QUESTION	How can we keep healthy as we grow?		
KEY KNOWLEDGE	Our choices now affect our health and wellbeing in the future (*concept of legacy*). A healthy lifestyle includes balanced eating, regular physical activity, enough sleep, good dental care, and limited screen time. Friendships and being part of communities or clubs help support mental wellbeing.		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Gods, Monsters and Morals TERM: Legacy YEAR GROUP: 6

<table>
<tr><td></td><td colspan="3">Risky choices (e.g. smoking, drinking, misusing medicines, staying up too late) can harm our health.

Mental health and physical health are closely linked — both need looking after.</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Retrieval activity - Ask pupils to write on three graffiti walls, demonstrating their prior understanding of dental health using the following headings:
What can help to keep teeth healthy?
What might damage teeth?
Why is dental health important? (Explain to pupils that ‘dental’ refers to ‘teeth’)

Pupils create a personal wellbeing plan for their future selves (as a teenager).

It must include choices around: diet, sleep, physical activity, friendships, communities, avoiding harmful substances, and dental health.

At the end, pupils could decorate their plans with drawings of their future selves looking healthy, happy, and active. We could even display them as a “Gallery of Future Selves” .</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Provide sentence starters for the wellbeing plan (e.g. “In the future I will…”, “To stay healthy I will…”, “A good friend is…”). Use word banks with key vocabulary.

Challenge: Ask pupils to reflect on the concept of legacy — How might their actions now affect them as an adult? Which choice do they think will have the biggest impact on their future wellbeing? Encourage extended written responses.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Wellbeing, lifestyle, legacy, choices, responsibility, community, future, health, physical, mental, influence</td><td>RESOURCES</td><td>Graffiti wall posters or large paper sheets

Pupil wellbeing plan template (with or without model answers)

Word banks / sentence starters

Coloured pens/pencils for decoration

PSHE Association Health and Wellbeing resources (KS2)</td></tr>
</table>