ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: WELLBEING UNIT: What can help us grow and stay healthy? CONCEPT: LEADERSHIP YEAR:2

BIG QUESTION	What can help us grow and stay healthy?	
END OF UNIT OUTCOME	How to keep healthy poster.	
NC OBJECTIVES	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time	
WEEK		**RESOURCES**
1	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • how to be physically active and how much rest and sleep they should have everyday	
RICH TASKS	From PSHE Association Health Education: Explain that Anna and Tyree are eating a healthy packed lunch. Ask: what might be in their lunch box? **Anna says:** *"Yay, I love this lunch, and it will keep me healthy. Pops always tells me that I should keep fit by running or playing football. But I don't want to. I eat healthier food and drink, so I don't need to do anything else to keep healthy."* **Tyree says:** *"I think your Pops is right because my nan says that you should try and be active every day. It doesn't matter if you're not the fastest runner, or the best at football because there are lots of different things you can do to keep healthy and fit."* What physical activities could they enjoy? Why is it a good idea for Anna to listen to Pops and be more active? Show ***Resource 1: Tyree's day***. Pupils identify what physical activity Tyree does during his day.	PSHE Association ks1 resources

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	Ask pupils to identify some physical activities that Tyree could do at home. Teacher-led discussion to identify that physical activity is good for people's bodies as it can keep them healthy by: strengthening muscle and bone; strengthening heart and lungs; it can also make us feel good by releasing 'happy chemicals' in our brains, and getting our bodies ready to sleep at night. Choose some examples from Tyree's day to identify the health benefits. What happens to Tyree's body when he is physically active? In small groups, pupils draw around a pupil's body outline and write or draw responses to: what happens to Tyree's body that we could see on the outside?. Then write or draw responses to: what happens to Tyree's body on the inside that we cannot see? When can Tyree make choices about when he will do activities? (eg playtime, free time at home/ in the garden / at the park). When might adults choose for Tyree? (eg teacher in PE, parents walking to school). Finish by thinking of one thing they might change/ do more of / do less of.	
2	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time	
RICH TASKS	PSHE Association: The Sleep Factor write or draw everything you know about sleep and the things someone can do to help them fall asleep. Next, add any of the things that might stop someone from falling asleep. Read *Resource 1: Mia's story*. • What does Mia's mum say every night to show Mia that it is time for her to go to sleep? What	PSHE The Sleep Factor KS1 lesson presentation and resources

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	might other families say or do? Encourage pupils to respond with the phrase: '*Other families might…*' What other routines might families have at bedtime? Draw a spider diagram on the board with '*Things that keep Mia awake*' in the middle section. Discuss some of the things that are keeping Mia awake. Take responses and group into categories eg Night time fears, physical, environment. *Resource 2: What can Mia do to rest and relax?* In groups, categorise the things Mia could do as: 1) good suggestions for what Mia can do that might help her to rest and relax throughout her day and when she is getting ready for bed 2) suggestions that are not so good for relaxing 3) suggestions that you are unsure of Use Resource 3a Mia's new bedtime routine and own ideas to create a new bedtime routine for Mia in pairs.	
3	To introduce the concept of male and female and gender stereotypes To identify differences between males and females	
RICH TASKS	Define similar and different Discuss differences between boys and girls Who does this belong to? Sorting activity - BOY/ GIRL/ BOTH. Select objects from a bag (toys, clothing, books, objects etc) and place in categories. Discuss why they have placed them there. Discuss stereotypes and assumptions- is it always true that only boys wear blue? Do we need to move any items? Male and female babies - look at pictures of clothed babies in groups - can we say if they are boys or girls? How would we know when babies are born if they are boys or girls? What does male/ female mean?	Teaching SRE with confidence including resources sheets
4	Describe some differences between male and female animals Understand that making a new life needs a male and a female	

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RICH TASKS	Review previous learning about males and females 2 - Male and female animals On the whiteboard show a selection of the pictures of male and female animals. Discuss how for some it is easy (eg lions, peacocks) for others it is not easy. Which animals feed their babies - males or females? Look at images of cow, bull, cat feeding kittens. Introduce word 'teats'. Explain that this is where milk comes out for female to feed her baby. Do they know other female animals that feed their babies like this? Remind children that male and female animals have different private parts too. Look at images of male and female animals - can we tell which is which? How? 3 - Use hops to create a venn diagram labelled male, female. Give each pair a body parts card and ask them to work out where it should go. Place cards and discuss that most body parts are the same. Which are different? Use female x-ray picture to explain that the vagina is inside the body. Use body parts worksheet to match up pictures and body parts. Label the parts male / female / both. Why is it important to know the scientific names for our private parts? Recap PANTS rules from last term.	Teaching SRE with confidence lessons 2 and 3,including resources sheets images of male and female animals image of cow, bull, cat feeding kittens hoops body parts labels body parts worksheet
5	Revision of key knowledge	
END OF UNIT OUTCOME	Recap what we have learnt about how to stay healthy - create a list on the board together. Create posters about how to keep healthy. Use scaffold to show key information that should be included.	