

Health and Wellbeing - It's My Body

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.



Home Learning

It's My Body – A Healthy Recipe: For this task, children are encouraged to research and if possible, prepare a healthy snack or a meal, commenting on why they consider their choice to be a healthy option.

It's My Body – Sleep Chart: In this activity, children will record their bedtime routine over the course of a week, reflecting on how the amount of sleep they have had affects how they feel the following day.



Wider Learning:

The class or whole school could have a 'Healthy Living Week' with focus days or sessions covering aspects of healthy lifestyles, such as different physical activities, mindfulness, positive thinking and food technology.

Assessment Statements

All children should be able to...

- understand that they can choose what happens to their own bodies;
- know where and how to get help if they are worried;
- understand the importance of sleep, exercise and healthy eating;
- identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;
- identify positive aspects about themselves;
- discuss the choices related to health that they make each day;
- identify choices that will benefit their health and provide a 'balanced lifestyle';
- identify ways to protect their bodies from ill health.

Most children will be able to...

- define consent and autonomy;
- explain the importance of vaccinations and immunisations;
- identify the implications of not getting enough sleep;
- understand why they need to change some of their habits and routines as they get older;
- identify where the pressure to try harmful substances might come from;
- understand that many images seen in the media are artificially enhanced;
- identify some factors that influence the choices they make about their bodies;
- understand that the choices they make about their bodies have consequences.

Some children will be able to...

- understand that different people have different boundaries;
- identify the best bedtime routine for themselves;
- use meditation at bedtime to aid a peaceful sleep;
- challenge stereotypical notions of 'the perfect body';
- understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing.

1. It's my body

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

I know that my body belongs to me and that I have control over what happens to it.

2. Exercise Right, Sleep Tight

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

I understand why getting enough exercise and enough sleep is important.

3. Taking Care of Our Bodies

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

I understand how to take care of my body

4. Harmful Substances

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

I understand the harmful effects of using drugs, including alcohol and tobacco.

5. How We Think and Feel About Our Bodies

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

I understand what a positive body image is.

6. Healthy Choices

H1. how to make informed decisions about health

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

I can make informed choices in order to look after my physical and mental health.