

Health and Wellbeing - It's My Body

PSHE & Citizenship | LKS2 | Planning Overview

About the Topic

This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.



Home Learning

Where Does the Sneeze Go? In this activity, children will predict and map out where they think a sneeze can travel to. Children are encouraged to share their map with other children to discuss ideas and clarify misconceptions.

Superhero Lunch: In this activity, children are encouraged to cut out or draw pictures of healthy foods to create a lunch fit for a superhero.



Wider Learning:

Reinforce the lessons learnt during this unit beyond the classroom, e.g. at home, in the playground, at the park. This will ensure that the children consolidate their knowledge and ability to make safer choices.

Assessment Statements

All children should be able to...

- understand the importance of sleep, exercise and healthy eating.
- discuss what happens to muscles when we exercise them.
- understand they can choose what happens to their body and know when a 'secret' should be shared.
- explain that too much sugar is bad for health.
- know the difference between medicine and harmful drugs and chemicals.
- explain how germs travel and spread disease.
- identify ways to protect their bodies from ill health.

Most children will be able to...

- list some of the effects of sleep deprivation.
- explain the effect of exercise on the heart.
- know how to get help for themselves or another in the case of serious problems.
- explain why eating a balanced diet is important.
- know how to check medicine instructions.
- know how to inhibit the spread of germs.
- explain the importance of vaccinations and immunisations.

Some children will be able to...

- describe how a bedtime routine improves the chance of a good night's sleep.
- explain why muscles tremble when fatigued.
- know the signs of serious problems.
- explain why eating a rainbow of food increases minerals and micronutrient intake.
- explain what different hazard signs mean.
- explain the difference between bacterial and viral infections.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

1. My Body, My Choice

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

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 can choose what happens to my body and I can get help with any concerns.



2. Fit as a Fiddle

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

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.

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

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)

I know how to keep my body healthy.

Sticky notes - one per child



3. Good Night, Good Day

H1. how to make informed decisions about health

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

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 know why it is important to get enough sleep.



4. Cough, Splutter, Sneeze!

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

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

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

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 understand the importance of hygiene and what to do if I feel unwell.



5. Drugs: Healing or Harmful?

H38. how to predict, assess and manage risk in different situations

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

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

I know how to take medicine safely and keep safe around drugs.



6. Choices Everywhere

H1. how to make informed decisions about health

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

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 know how to make better choices and choose healthy habits.



Sticky notes -
two per child