

It's My Body: Fit as a Fiddle

Aim: 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.	The Big Questions: What does your body need to be healthy? If you eat junk food regularly, what are the effects on your body? What can you do to become healthier?	Resources: Lesson Pack It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack. Sticky notes – one per child
Success Criteria: I know that a healthy diet and regular exercise helps my body and mind. I know that sometimes things are sold as healthy but are not. I know what I can do to keep my head, heart, teeth and muscles healthy.	Key/New Words: healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink	Preparation: Head, Heart and Muscles Worksheet – one per pair Sell It! Template – one per child Experiencing Exercise Notes Sheet – one per child

Prior Learning

It would be helpful if children are aware of what constitutes a well-balanced diet, including main food groups like protein, carbohydrates and fruit and vegetables.

Special Considerations

Children will have different physical abilities and some children may be physically impaired. It is important to remind children that being healthy is about how your body works, not how your body looks. Make sure you use positive examples from all children in your class.

Learning Sequence

	Reconnecting – Splat the Answer: Share the Big Questions and ask the children to discuss them in their groups. Ask the children to share their thoughts about what they can do to keep their body healthy. Split the class into two teams to complete 'Splat the Answer' using the Lesson Presentation. Children take it in turns to pick the healthy items to win points. This will provide a baseline of the children's current understanding of healthy eating.	
	Exploring – Body and Mind: Using the Lesson Presentation, ask the children to look at the long-term effects of exercise and a healthy lifestyle. Using the Head, Heart and Muscles Worksheet, ask children to find things to help different areas of the body stay healthy. Remind them that some items are trick items and that they have to work out which ones they are.	

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

	Exploring – Sell It! Explain that companies often manipulate how things are perceived in their adverts, with careful wording and choice of image. Ask children to create an advert to sell junk food but market it as healthy to their peers using the Sell It! Template . Remind them that they cannot lie but that they can use persuasive techniques to mislead the buyer. Remind children to be sceptical about advertising and to find evidence for claims.	
	Reflecting – Healthy Choices: Using the Lesson Presentation , ask children to find the missing words to complete the sentences - use this as an assessment task. Return to the Big Questions and assess the children's learning .	

 	Consolidating – Experiencing Exercise: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ask children to give examples of how their body feels in a resting state. Use the Experiencing Exercise Notes Sheet to record observations. Once the first column is complete, lead children in two minutes of moderate exercise using the Lesson Presentation . When they have completed the exercise, ask them to compare how they feel afterwards and write their observations on the Experiencing Exercise Notes Sheet . Scaffold children in expressing the immediate effects of exercise by sharing their observation ideas.
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	Supporting: Encourage children to use the prompts in the Lesson Presentation if needed. Support children in the 'Exploring – Experiencing Exercise' activity by creating a bank of adjectives. In the 'Exploring – Sell It!' activity, support children by sharing some examples of persuasive language or by creating a class advert first.
	Extending: Ask children to create a one minute exercise sequence, with a view to demonstrating and teaching the class their sequence.

	Developing: Children can research good exercises for different areas of the body and design an exercise plan. The home learning activities, Superhero Lunch and Where Does the Sneeze Go? could also be used within the lesson if they are not used as tasks to be sent home.
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Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.