

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for:

Health Education

Mental Wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Physical Health and Fitness

- the characteristics and mental & physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including visits to the dentist.

Unit Description

This unit looks at a range of factors which contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time. This builds on the work they have done in unit HL1/2, revisiting the Eatwell Guide and using it to plan healthy, balanced meals. Children will learn about the physical and mental benefits of regular exercise and will consider the relationship between physical activity and nutrition. They will develop an awareness of factors which influence people's food choices and think about the benefits to our health of different kinds of food. They will be encouraged to think about the wider meaning of a healthy lifestyle, including sleep, dental hygiene, leisure activities and emotional health and wellbeing. Children should be given the opportunity to plan and prepare healthy snacks and/or meals and a religious festival or a class/whole school celebration could provide an ideal opportunity for this. Children are made aware of their own capacity to make healthy choices and encouraged to reflect on and take responsibility for their own lifestyles.

Notes for Staff

It is important for staff to be aware of different traditions and practices in families relating to food. This unit could provide opportunities to develop the children's awareness of difference and diversity in their school and community. Work in this unit can be supported by a visit from the Life Education Centre classroom which, as part of the Year 3 and 4 programmes, addresses the issue of developing a healthier and safer lifestyle.

This unit links to the development of one Aspect of Physical Education, the Knowledge and Understanding of Fitness and Health. It is important to recognise that at this age parents will make some choices about the children's lifestyles (for example use of free time, food choices) and therefore the emphasis needs to be on choices children can make, whilst recognising that some responsibility remains with adults. Food costs and availability will also have an influence.

This unit contains suggestions for food preparation and cooking activities and children will need to be made aware of the appropriate food hygiene measures. There are opportunities to link this work with national and local sporting events and to use these, including well-known sportspeople, to motivate the children to increase their physical activity.

Learning Expectations

At the end of this unit most pupils will:

- know that they can make choices which are healthier or less healthy and reflect on their own lifestyle.
- know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle.
- understand some of the reasons people sometimes make less healthy choices.
- be able to talk about some of the physical and mental benefits of exercise.
- know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.
- be able to state some of the influences on food choices and some of the persuasive methods used in advertising.
- understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.
- be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.
- know how much sleep we need and be able to talk about what happens if we don't get enough.
- know why dental hygiene is important and how they can look after their teeth.

Some pupils will not have made so much progress and will:

- know and suggest some choices which are healthier or less healthy.
- know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.
- be able to talk about some of the physical benefits of exercise and with support talk about the mental benefits.

Some pupils will have progressed further and will:

- understand that athletes and sportspeople need to train regularly and apply it to their own lives.
- know that a healthy lifestyle involves choosing a range of activities as well as getting sufficient rest and sleep.
- be able to detect patterns in survey information about children's use of free time and suggest ways of increasing physical activity/rest/sleep.
- know that school food has to meet certain standards.
- understand that our bodies need more of some food groups and less of others and why, including the consequences of an imbalance.
- use this knowledge to persuade others to make healthy choices.
- understand that they have some responsibility for themselves but that others can also help them maintain a healthy lifestyle.

As adults, we need to be aware that being healthy is a continuum and we can always be healthier, although some children of this age may find this concept hard to grasp.

Activities for Recording Assessment

'A' at the end of an activity indicates an opportunity for recording assessment.

Activity 1.2 / 11.1 - the children's healthy lifestyle diaries could be used at the beginning and end of the unit to record the development of their perceptions of health.

Activity 6.1 – the children's Eatwell guides can be used to record their understanding of which foods belong to each food group.

Activity 8.2 – the children's café menus could be used to assess their understanding of the need for a healthy balance of food based on the Eatwell guide model (and the Food Standards).

Out of School Learning

Activity 1.2 Lifestyle diaries are intended to be used at home as well as in school. It is important to explain to parents/carers that this is not a monitoring exercise and children and staff will not be making judgements on others' choices, but using the diaries to reflect on their own lifestyles.

Activity 5.2 Diamond ranking of reasons for choosing certain foods can be sent home to open up discussion about what influences food choices within the family. Be aware that children may not want to share this information back at school for a variety of reasons.

Activity 7.1 Food adverts from magazines – children can be asked to bring these in from home.

Using the website www.nhs.uk/Change4life children and parents can discuss ideas about how to increase physical activity and eat more healthily.

Sensitive Issues



Sensitive issues to be aware of are marked in the Notes column with this symbol.

In particular in this unit, the importance of being sensitive to children's different home situations, including cultural and religious practices is emphasised. It is also important for staff to be aware that some children may know about healthy lifestyles and know that their

family does not make healthy choices. They may therefore be reluctant to talk about their home situation. Ensure you help children to understand that healthy choices do not need to be expensive choices. It is also important to help children develop sensitivity towards others and be aware that looking ill or overweight may not be as a result of unhealthy choices. Children need to be taught not to make inappropriate or hurtful comments about their peers or adults. Children may need to be made aware that developments in dental care are relatively recent and that therefore some of their adult relatives may have dental problems which are not as a result of their own poor choices. When running a food tasting activity, staff need to be aware that there may be some foods which some children will not be able to taste, due to religious beliefs or allergies. Parents and carers must be informed of food tasting and cooking activities in advance.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units

DE 3/4 Drug Education

ME 3/4 My Emotions

RS 3 Relationships and Sex Education

FC 3/4 Financial Capability



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4. To understand that a healthy lifestyle involves making balanced choices about their free time.

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5. To be aware of the factors which influence their food choices.
6. To understand the importance of consuming a variety and balance of foods and drinks. (HE)
7. To understand how food helps them to be active and healthy and gives them energy.
8. To be able to plan and help prepare simple healthy meals. (HE)

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9. To know why good dental hygiene is important and how it contributes to a healthy lifestyle. (HP)
10. To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep. (HP)

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11. To be able to reflect on their own lifestyles and take responsibility for their own healthy choices.

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12. To understand what they have learned and to be able to share it with others.

Section A - A Balanced, Healthy Lifestyle

Framework question/s	Who is responsible for my lifestyle choices and how are these choices influenced?	
Learning Objective	1. To understand that they can make choices which contribute to a healthy lifestyle.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • know that I can make choices which are healthy or unhealthy • say some choices I make which are healthy 	
Teaching Activities		Points to Note
1.1 In Circle Time, ask the children to complete the sentence stem: <i>I can keep myself healthy and happy by...</i> Follow this with a discussion of what is meant by a <i>healthy lifestyle i.e. a combination of many of the factors mentioned during the Circle Time.</i>		<ul style="list-style-type: none"> • See TG Circle Time.
1.2 Ask the children to keep a diary of their lifestyle over a week. They can draw and/or write about any healthy choices they make each day in relation to food (school meals and meals at home), physical activity, leisure, rest and hygiene. A		<ul style="list-style-type: none"> • At the end of this unit ask the children to revisit this diary to see whether the learning in this unit has affected their lifestyle. • You may need to define the terms physical activity (moving your body and using energy, <i>e.g. PE, organised sport, playing in the garden, cycling</i>) and leisure time (free time after school and at weekends when they have a choice).

Section A - A Balanced, Healthy Lifestyle continued

Framework question/s	What is mental wellbeing and how is it affected by my physical health? MW	
Learning Objective	2. To understand how physical activity and nutrition affects their physical and mental health. (MW)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know that I need to eat healthily, be active and sleep well to have a healthy lifestyle • understand some of the reasons why people sometimes make unhealthy choices • know that one of the benefits of physical activity is that it helps us to feel good about ourselves 	
Teaching Activities		Points to Note
2.1	<p>Look at the lifestyle diaries children have made and ask them to highlight in one colour their healthy choices relating to food and in another colour their healthy choices relating to physical activity. Ask them to talk to a friend about what they notice and if there is more of one colour than the other. Also ask them to consider if this is a usual week for them – for example maybe they went to two birthday parties and did not eat healthily or if they went away for the weekend. Ask the class to suggest reasons why we need to do both and also include enough rest in our week. Ask them to consider what they might change next week so that they have a healthier balance. Ask them to tell a friend what they plan to do.</p>	<ul style="list-style-type: none"> •  Be aware that some children may be reluctant to talk about their lifestyle diary as they know they do not always make healthy choices. This may be as a result of adults making the choices for them. Encourage the children to think about their own lives and not to make judgements about their peers. Discuss with them the occasions when they do have a choice and the times when adults choose for them.
2.2	<p>Use Case Studies and give out one case study per small group. Ask each group to discuss their character and say what is healthy about their lifestyle and what is unhealthy. Collect their ideas and then ask them to return to their groups and suggest reasons why their character makes those choices. As a class, talk about why some people make unhealthy choices, e.g. <i>some people do not like PE and haven't found a sport/type of physical activity they like; sometimes people want to be like their friends and copy their food choices; some people are very busy and do not have time for physical activity.</i> Ask the children to return to their small group and write down in some Speech Bubbles what they might say to one of the characters to persuade them to make some changes to their lifestyle e.g. <i>Try to give yourself time to eat a good lunch and then you will be even better at gymnastics (Leah); There are sports you can do where you don't need to be good at running (Kim); Go to scouts because you will get chance to do some fun exercise (Sam).</i></p>	<ul style="list-style-type: none"> • See Resource 1 for Case Studies. •  If you have children in your class with the same names as those in the case studies, you should change the names in the case studies. • See Resource 2 for Speech Bubbles. • The group who has Jamal may want to write speech bubbles for the other characters, or they might have some suggestions to give Jamal so he can have an even healthier lifestyle.
2.3	<p>Review with the children what we know about the four characters in the Case Studies resource. Ask them why they think Jamal likes football and swimming and how they think he feels when he is doing these activities. Ask if they think this is the same for Leah. Discuss with the children why physical activity and healthy eating are both important. Show See-saw Picture showing the balance you are aiming for with a healthy balance of food on one side and physical activity on the other. Ask the children to make their own see-saw showing what their ideal healthy balance would look like. Ask them to choose a few foods they like which contribute to a balanced meal or diet over the course of the week (depending on the children's levels of understanding), and a few examples of physical activity they enjoy and put these on each end of the see-saw or scales. Discuss with them how they feel when they have a good balance of different foods, and have enough physical activity - perhaps by contrasting it with how you might feel if you have been to a party and eaten lots of sugary foods, or a lot of one type of food, how you feel when hungry (e.g. <i>you might be more irritable, you might feel tired</i>), or how you feel on a rainy Sunday afternoon when you haven't had any exercise or time outside. If you feel comfortable, you could use examples from your own experience to distance the learning from the children's own experiences which they may not feel confident to share with others.</p>	<ul style="list-style-type: none"> • For this activity, encourage the children to think about what they would like their lifestyle to be and not necessarily how it is at the moment. These pictures could be displayed in the classroom or sent home to remind the children of what they are aiming for. Talk about what would be realistic, perhaps giving an example from your own experience e.g. <i>I would like to do lots of swimming but I'm quite busy so I'm going to start by going once a week; I sometimes eat biscuits after school so I'm going to have some fruit instead.</i> • See Resource 3 for See-saw Picture. •  Be sensitive in this discussion as in some families, children may not have a balanced diet for a variety of reasons, or may feel hungry for longer stretches of time, rather than just before a meal. If you have any safeguarding concerns, speak to your Designated Safeguarding Lead and follow your school's procedures.

Section A - A Balanced Healthy Lifestyle continued

Framework question/s	What is mental wellbeing and how is it affected by my physical health? MW	
Learning Objective	2. To understand how physical activity and nutrition affects their physical and mental health. (MW)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know that I need to eat healthily, be active and sleep well to have a healthy lifestyle • understand some of the reasons why people sometimes make unhealthy choices • know that one of the benefits of physical activity is that it helps us to feel good about ourselves 	
Teaching Activities		Points to Note
<p>2.4 Give each pair of children 3 post-it notes or small pieces of paper. Ask them to write down or draw one type of physical activity on each. Remind the children to include activities which are not organised sport <i>e.g. playing in the garden, riding a bike, skipping</i>. As a class, put the notes together on the board, doubling up activities which are already represented. In Circle Time, ask the children to choose their favourite activity and say how they feel when they are doing it, <i>e.g. When I am riding my bike downhill I feel excited; When I play in the garden I enjoy the fresh air; When my football team wins I feel proud of everyone</i>. Encourage them to think about their mood and emotions not just how their bodies feel. Show Benefits of Physical Activity on the Interactive Whiteboard and add in the children's suggestions <i>e.g. It makes you feel pleased with yourself; it is fun</i>. Ask them to imagine they have a supply teacher one day who says that instead of PE that day they will have an extra maths lesson. Organise the children into talking partners and ask them to talk about what they might say to that teacher to persuade them why PE is important. This activity could be repeated but this time they are persuading a parent to let them cycle to school instead of going in the car.</p>		<ul style="list-style-type: none"> • See TG Circle Time. • Keep these small pictures of different kinds of physical activity for activity 3.2. • See Resource 4 for Benefits of Physical Activity. • You could adapt this activity based on your local context, promoting more physically active ways of travelling to school.

Section B - Physical Activity

Framework question/s	What is an active lifestyle and how does it help me to be healthier? (PHF)
Learning Objective	3. To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. (PHF)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know why practising is important if we want to improve our levels of physical activity • know the three main benefits of exercise to our bodies • give examples of activities which develop strength, stamina and flexibility
Teaching Activities	Points to Note
<p>3.1 Search for information about a current famous athlete or sports personality and share this with the children. You could also ask them to suggest names of people they know who are famous in their particular sport. Ask them to suggest reasons these athletes have become so successful. Establish with them that as well as some natural talent, determination and willingness to learn from their mistakes, athletes need to practise and train regularly. Discuss the need for a positive attitude to their training. Introduce the children to the three different types of physical activity – active living, e.g. <i>walking, gardening</i>; active recreation e.g. <i>play, dance, cycling</i>; organised sport e.g. <i>school sport; competitions</i>. Using a diary format as in activity 1.2 or the Being Active resource ask the children to record the different types of physical activity they take part in over the course of a week. Review the children’s diaries with them at the end of the week and discuss what could be improved.</p>	<ul style="list-style-type: none"> • See Resource 5 for Being Active.
<p>3.2 Introduce the children to the idea of three main benefits to their bodies of daily physical activity – developing strength, stamina and flexibility. Illustrate these with the examples of climbing or handstands for strength, running long distance or playing a football match for stamina and gymnastics or dance for flexibility. Also start to introduce the idea that athletes need to develop all three whatever their sport. Look back at the pictures/post-its from activity 2.4 and ask the children to decide which of these three each activity develops. Use Strength, Stamina and Flexibility and ask the children to record one activity for each which they will try to do regularly. Use Benefits of Physical Activity with suggestions of different activities and how they benefit our bodies to give the children some ideas. Link this to PE lessons and where possible teach the activities in the same week.</p>	<ul style="list-style-type: none"> •  Be aware that some children may not be able to take part in some leisure activities for financial, religious or cultural reasons, or because they have physical disabilities, or because they spend weekends in different homes. In addition, some children may have less free time than others because they have commitments outside school, such as religious classes or responsibilities as a young carer. • Some activities may have more than one benefit e.g. <i>gymnastics helps you develop strength and flexibility</i>. • See Resource 6 for Strength, Stamina and Flexibility. • See Resource 4 Benefits of Physical Activity.
<p>3.3 Plan to use ten minutes each day to help the children improve their stamina, strength or flexibility. Involve the children in choosing the activity or group them according to which skill they would like to work on. <i>For example one group could run round the field or playground, a second group could use the monkey bars and a third could do some simple gymnastic stretches</i>. Ask the children to keep a record of their improvement and then report back to the class in Circle Time e.g. <i>Last week I could only run once around the field before I got tired but now I can do it twice</i>.</p>	<ul style="list-style-type: none"> • This has links with a Cambridgeshire PE Programme <i>Drop Everything And Move</i> (DrEAM) www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/DrEAM-Drop-Everything-and-move.pdf . See also www.cambslearntogether.co.uk/home-learning/pe

Section B - Physical Activity continued

Framework question/s	Who is responsible for my lifestyle choices and how are these choices influenced?	
Learning Objective	4. To understand that a healthy lifestyle involves making balanced choices about their free time.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know that part of a healthy lifestyle is choosing a range of activities and that some of these will be more active than others • know that sleep and rest are an important part of a healthy lifestyle 	
Teaching Activities		Points to Note
4.1	Group the children into randomly mixed groups of 3 or 4. You may wish to use a Group Mixing activity here. On a large piece of paper, ask them to draw themselves in the middle. Then invite them to make a collage (using pictures from magazines and catalogues) that represents how they like to spend their leisure time. The focus could be things they like to do after school, at weekends and in the school holidays. Ask each group to share their collages with the class, suggesting they choose one activity to talk about that they have in common with someone else in the group, and one that is individual to each of them.	<ul style="list-style-type: none"> • For Group Mixing see TG Group Work. •  Be aware that some children may not be able to take part in some leisure activities for various reasons (see note with Activity 3.2). • You could ask the children to use ICT to present the results of this survey.
4.2	Focussing on a typical weekend, conduct a survey in the class about the number of hours children spend on the following activities, and create a bar chart from it. Categories could include: <i>Physically active (e.g. sport, dance)</i> ; <i>Sitting down activities (e.g. watching television, using the computer/tablet)</i> ; <i>Food related (e.g. cooking, eating)</i> ; <i>Work / jobs (e.g. tidying bedroom, other help in the house)</i> ; <i>Going to other groups / interests (e.g. place of worship, environmental club)</i> ; <i>Resting / sleeping</i> . You may want to extend this by asking the children to compare week days with weekends or holidays.	<ul style="list-style-type: none"> • www.nhs.uk/Livewell/Childreassleep has a section called How much sleep do kids need? which gives the recommended number of hours for each age. Currently for 6 - 12 year olds, the recommendation is 9 to 12 hours.

Section C - Healthy Eating

Framework question/s	Who is responsible for my lifestyle choices and how are these choices influenced?
Learning Objective	5. To be aware of the factors which influence their food choices.
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know what might influence what we choose to eat • know what might influence adults when they are shopping for food • know how food companies might try to persuade us to buy their food
Teaching Activities	
Points to Note	
<p>5.1 Give each child an extract from Jayden's Food Diary. Make a physical timeline for the day across the classroom, with breakfast at one end and dinner at the other. Children go and stand on the line to show which part of the day their extract refers to. This will group them and each small group then needs to read their section and decide why Jayden has made that particular choice. List these influences on the board <i>e.g. TV advertising, dad, mum, friends, religion, being too busy, feeling sad, feeling ill</i>. Give the children a blank template of a plate and ask them to write on it some sentences which explain what influences them to choose certain foods, <i>e.g. I bring an apple for snack time because my friends do; I asked mum to buy a new type of yogurt I saw on TV; When I feel ill, I only like eating toast or breadsticks; Sometimes I eat lunch quickly so I can get outside to play earlier.</i></p>	<ul style="list-style-type: none"> • See Resource 7 for Jayden's Food Diary.
<p>5.2 Show Supermarket Shopper. Tell the children that this represents the adult in their house who is doing the food shopping. Ask them to talk to a partner about what might make the person choose certain foods, <i>e.g. They are cheap; they contribute to a healthy meal/diet; someone in their family likes it</i>. Fill in the thought bubbles as a class. Give out Food Choices cut to make a set of cards with reasons why people make certain decisions when choosing which foods to buy. Explain to the children how to diamond rank the cards according to how they think their families make choices, and ask them to do this in small groups. Discuss the results as a class and ask the children to consider whether the diamond ranking might change sometimes and why <i>e.g. When we are on holiday we don't always choose a healthy balance but we choose something new to try; When it is Christmas we sometimes choose special food which might not be very cheap.</i></p>	<ul style="list-style-type: none"> • See Resource 8 for Supermarket Shopper. • See Resource 9 for Food Choices. • See TG Discussion Strategies for Diamond Ranking. • Children could take these cards home and ask their parents/ carers to diamond rank the reasons. This may open up discussions about how we choose our food. •  Be aware that children may not want to talk about this with the class and may want to keep their family discussions private.
<p>5.3 Give each child a copy of Food adverts and explain how to fill in the table. Show three different adverts for food from Youtube which are aimed at children <i>e.g. cereal, chocolate bars, yogurt</i>. Ask them to fill in the table to say whether they think the advert is persuasive and give reasons. In pairs, and then as a class, talk about their reactions to the adverts. Ask the children if they can think of any television or online food adverts which they like. Discuss what makes an advert effective – <i>e.g. saying a food is healthy; showing happy children; using fun music; including animals or cartoons.</i></p>	<ul style="list-style-type: none"> •  Youtube can be a useful resource but is not designed specifically for children, therefore teachers need to choose clips carefully and check thoroughly beforehand that the content is appropriate. If you are using clips from Youtube, you may choose to view them through a service such as www.safeshare.tv to give you more control over what the children see on screen. • See Resource 10 for Food adverts.

Section C - Healthy Eating continued

Framework question/s	What does healthy eating and a balanced diet mean? (HE)	
Learning Objective	6. To understand the importance of consuming a variety and balance of foods and drinks. (HE)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know the different types of food in the Eatwell guide • sort foods into their groups on the Eatwell guide • understand why our bodies need a balance of different kinds of foods • suggest examples of daily menus which would give someone a good balance of different types of foods 	
Teaching Activities	Points to Note	
6.1 Refresh the children's memory of the Eatwell guide. Introduce the idea that the Eatwell guide shows us the proportion of different foods we need each day from the four main sections. Organise the children into small groups and give out Food Cards . Alternatively you could use pictures from magazines. Give each group a copy of an empty Eatwell guide, and ask them to organise the different types of food into the correct sections. Ask the groups to discuss the Eatwell guide they have made and find one food they like in each section. Ask the groups to present their Eatwell guide to the class and talk about their group's likes and dislikes. A	<ul style="list-style-type: none"> • See Resource 11 for the Eatwell guide. • You could use a Group Mixing activity here, see TG Group Work. • Food Cards are available as a pdf file on www.foodfactoflife.org.uk by searching for <i>food cards</i> and scrolling down to the <i>Teacher Resources</i> section. 	
6.2 Read a poem such as Herbert Glerbett . Discuss with the children what the poet suggests will happen if you eat only one food. Ask them what is likely to happen in reality if you do not eat a good balance of food from the different groups? Talk about long term effects as well as short term e.g. <i>You will not have strong and healthy teeth; you might put on lots of weight; your muscles will not become strong</i> . Discuss with the children how the different types of food benefit our bodies, e.g. <i>Meat, fish, eggs and beans help our bodies to grow and repair themselves; Milk and dairy foods help us to grow and build strong and healthy bones and teeth; Bread, rice, potatoes and pasta give us energy which lasts; Fruit and vegetables help us to have healthy bodies and prevent us getting ill; Foods and drinks high in fat and sugar give us instant energy but this is not long lasting so they have minimal benefit</i> . Ask the children to do a Circle of Feelings showing how they would feel physically and emotionally (e.g. <i>tired, full, slow moving etc</i>) they choose to eat only their favourite food and one showing how they would feel if they eat a balance of foods from all the food groups.	<ul style="list-style-type: none"> •  Be aware that some children may need to eat a different diet due to a special educational need or disability. Although sugary food and drink is usually discouraged, for a child with diabetes, for example, it may sometimes be necessary to restore their health. • Note that foods high in sugar or saturated fat have been removed from the Eatwell guide as they are not essential for a healthy balanced diet, but some people choose to eat them. • See Resource 14 for some examples of Healthy Lifestyles Poems. You may wish to research further examples yourself or ask the children to bring some in from home. • See Resource 12 for Herbert Glerbett. • For Circle of Feelings, see TG Classroom Strategies. 	
6.3 Remind the children of the poem Herbert Glerbett or use another which talks about the effects of eating too much of the same food. Ask the children to work in pairs to devise a day's menu for the character in the poem which would give them a variety and balance of food and drink. Refer the children to the Eatwell guide to help them make their decisions. Come back together as a class and ask for some suggestions. Ask the talk partners to identify where the menu choices fit on the Eatwell guide. Discuss whether they would choose that menu for themselves. Finish the activity with a round: <i>My favourite food from the menus we made is... It is from the ... section of the Eatwell guide</i> .	<ul style="list-style-type: none"> • For Talk Partners, see TG Discussion Strategies. 	

Section C - Healthy Eating continued

Framework question/s	How do nutrition and physical activity work together?	
Learning Objective	7. To understand how food helps them to be active and healthy and gives them energy.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> understand that different types of food provide energy and helps people to be active and stay healthy 	
Teaching Activities	Points to Note	
<p>7.1 Ask the children to bring in a variety of food adverts cut out from magazines or newspapers, or ask them to find (with an adult's help) an online food advert. In pairs or groups, ask them to look at the adverts and note what messages the advert is giving you e.g. <i>This type of food will make you have lots of friends; This food will help you play tennis better; You will have more fun if you eat this food.</i> Ask the children to feed back their findings to the class. Ask them to suggest the real reasons we need to eat food and write them on the whiteboard under the headings <i>Being active, Staying healthy</i> and <i>Growing</i>. Organise the children into small groups and ask them to choose a food to advertise from one of the sections of the Eatwell guide. Remind them that they will need to think about making their advert attractive but send truthful messages about the benefits of eating it. These could be created on the computer using a multimedia text or by using a digital camera or video camera to film the children advertising their product.</p>	<ul style="list-style-type: none"> For multimedia texts, see TG Using New Technologies. 	
<p>7.2 Read Eat Your Peas to the class or ask one of the children to read it out loud. Ask them how Daisy's mum tries to get her to eat her peas. Discuss with them the reasons she really wants Daisy to eat her peas. Display the Eatwell guide and talk again about how the different foods benefit our bodies. Ask the children to work in pairs or individually to produce a picture book for the Reception class, giving them messages about what the different foods do for them, e.g. <i>'Eat Your Yogurt' could be about having stronger bones for an activity they like doing and about healthy teeth so they do not need to go to the dentist too much.</i></p>	<ul style="list-style-type: none"> If you do not have the book, you could search for a reading of it on YouTube. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. PowerPoint). 	

Section C - Healthy Eating continued

Framework question/s	How can I plan and prepare healthy meals safely? (HE)	
Learning Objective	8. To be able to plan and help prepare simple healthy meals. (HE)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> plan a healthy, balanced diet plan and prepare a simple healthy meal or snack know that there are food standards which schools have to meet 	
Teaching Activities		Points to Note
8.1	In Circle Time , ask the children to think back to the Eatwell guide and mention one aspect of it that they can remember e.g. <i>I remember there is a part for meat and fish</i> . Refresh the children's memory of the Eatwell guide using Resource 11 and what it means for meal and snack choices. Ask the children to plan a week of balanced meals. This could be done in small groups or pairs, with each pair or group being given a meal to focus on, i.e. <i>breakfast, lunch, dinner, snacks</i> and then coming back together. This might provide an opportunity for the children to learn more about different foods and dishes their peers eat at home, and think of some new foods they might want to try. They could also use the internet to research recipes, if time allows.	<ul style="list-style-type: none"> See Resource 11 Eatwell Guide.
8.2	Ask the children to imagine they are setting up a new café in their town or village and need to plan the menu. Refresh their memory of the Eatwell guide and tell them that they will need to make sure each daily menu contains a good balance of the different food groups. Show them the School Food Standards and talk about what each standard would mean for their café. Divide the class into four teams, one for each meal – breakfast, lunch and dinner – and one team for snack foods. Ask them to plan a variety of choices for their meal which would meet the Eatwell guide requirements and the School Food standards. You could ask more able children to interview the school catering staff about the standards they have to meet. A	<ul style="list-style-type: none"> For the latest School Food standards see http://www.schoolfoodplan.com/standards/ For a child friendly version of the Food Standards, see Resource 13 Food Standards.
8.3	For a range of recipe ideas, see the Change 4 Life website. You could try making some of these as a class, or suggest the children use the website at home and try out some new recipes.	<ul style="list-style-type: none"> See www.nhs.uk/change4life/recipes You could link this work with the unit FC3/4 Financial Capability, for example costing the ingredients they will need and working out what prices they will charge in the café. This activity could be extended to creating a café in the classroom, preparing the food and then inviting parents in to sample the food. It could be linked to a particular topic area, for example another country or a religious festival. You might also use it when preparing food for a school fete or fundraising event.

Section D - Dental Hygiene & Sleep

Framework question/s	How can I look after my teeth and why is it important? (HP)	
Learning Objective	9. To know why good dental hygiene is important and how it contributes to a healthy lifestyle. (HP)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know why it is important to look after my teeth • know some ways of looking after my teeth 	
Teaching Activities		Points to Note
9.1	Use a book such as I know why I brush my teeth to discuss with the children why looking after our teeth is very important to help us stay healthy. Ask the children to suggest some key messages about tooth care and write these up on the board such as <i>You need to brush your teeth at least twice a day; Do not eat sugary snacks between meals; Go to the dentist for a check up every six months; Use a pea-sized amount of toothpaste.</i> Ask the children to create a poster or cartoon to help younger children understand what they need to do to look after their teeth.	<ul style="list-style-type: none"> • If you don't have access to this book, use any non-fiction book about teeth, or a section of a larger book about the body.
9.2	Give the children a template in the format of a table, with spaces for each day of the week. Ask them to fill in the days of the week and decorate around the edge with little reminders or pictures. Ask them to take it home and record with a sticker or smiley face every time they brush their teeth. Set a target for the class - for example a class of 30 should have 420 stickers or smiley faces after 7 days. So perhaps devise a class reward (not sugary!) once they reach 1000.	<ul style="list-style-type: none"> •  Be aware that some children are likely not to be brushing their teeth the recommended amount, and so ensure this is a group target, rather than focussing on individual children's charts.
9.3	Show the children the Hey Duggee (a CBeebies programme which can be found on Youtube or BBC iPlayer) episode <i>The tooth brushing badge</i> which is aimed at younger children. Ask them which consequences of not brushing teeth are mentioned to the lion (and in the song)? e.g. <i>your smile won't look good, your teeth will be yellow, your breath will be smelly, your teeth won't be strong for eating crunchy things.</i> Ask them to devise their own two minute drama/poem/song to encourage young children to brush for 2 minutes and to entertain them while they are doing it. Ask them to include some of the tips from the Duggee episode - e.g. <i>brushing front and back, brushing in tiny circles, using a small amount of toothpaste.</i>	<ul style="list-style-type: none"> • Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/ comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. PowerPoint).

Section D - Dental Hygiene & Sleep continued

Framework question/s	How much sleep do I need & what happens if I don't have enough? HP	
Learning Objective	10. To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep. (HP)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • say how many hours of sleep I need at night • say how it feels when I don't have enough sleep, and name some of the possible consequences • explain some ways of helping myself if I am having trouble sleeping 	
Teaching Activities	Points to Note	
<p>10.1 Show the children a clock - for the purposes of this activity it might be worth using both an analogue and a digital one. Ask them to think about what time they usually go to bed, and show them some possible times on the clock, e.g. 7pm, 7.30pm, 8pm. Ask them to then think about what time they wake up in the morning. Help them to count how many hours of sleep that is. Explain that the recommended amount for children of their age is 9 to 12 hours, and give them some examples of this as to what time they would go to bed and what time they would wake up. Acknowledge that not everyone goes to sleep straight away when they go to bed, they may read for a while or have a book read to them by an adult. Ask them why they think there is a "recommended amount" and why they can't just go to bed whenever they like. Establish some of the benefits of a good amount of sleep, e.g. <i>having energy for exercise, being able to concentrate at school, being mentally healthy etc.</i> Give the children a small piece of paper each and ask them to do themselves a reminder of when to go to bed and when to get up, using pictures and words, and with a note of why this is important.</p>	<ul style="list-style-type: none"> •  Be aware that for many children, bedtime routines and choices will still be set by the adults in their household. If any children mention anything about their home life which gives you a possible cause for concern, inform your Designated Safeguarding Lead and follow your school's safeguarding procedures. 	
<p>10.2 The children may have begun to have "sleepovers" at friends' houses, or may have stayed with relatives over the weekend or during school holidays - either alone, or with their parents/carers. Ask them to talk with a partner about why they might get less sleep than usual in one of these scenarios: e.g. <i>they stay up later than usual, they share a room and talk to the other person after they should be asleep, they eat more sugary food than usual, their bed is different, they are missing a part of their usual routine like an adult reading a story, they are missing someone from home, they watch TV or use a screen much later than usual.</i> Gather feedback from the children about some of these problems. Ask them to imagine they have just got home again the next day - and talk in pairs again about what sorts of things might help them to sleep better the next night? e.g. <i>being in their own bed, having a bedtime routine (perhaps with a drink and a bath), doing calm or quiet activities before bed, having the lighting just right, not using a screen before bedtime.</i> Ask them to work in the same pairs to create a short "book" of a few pages with sleep advice for someone just returning from their first sleepover. Encourage them to use words and pictures to describe an ideal situation where the child reading it will get plenty of sleep.</p>	<ul style="list-style-type: none"> •  Be aware that some children may not have yet been to sleepovers and/or may rarely travel away from home. Ensure that all the children feel included, by using a fictional character if you feel distancing would be preferable. If any children mention anything about their home life which gives you a possible cause for concern, inform your Designated Safeguarding Lead and follow your school's safeguarding procedures. 	
<p>10.3 You could run a sleep-themed day or afternoon, with a range of activities relating to sleep. For example, children could wear or bring their pyjamas to school, they could read a range of bedtime stories either to each other or to children from Reception, use fabric paints/crayons to decorate a pillow case, compose a simple lullaby for a baby (or calming music for any age group), find out facts about the moon and stars, create a role play in a group about someone struggling to sleep and others suggesting ways they could help themselves.</p>		

Section E - Making Healthy Choices

Framework question/s	Who is responsible for my lifestyle choices and how are these choices influenced?	
Learning Objective	11. To be able to reflect on their own lifestyles and take responsibility for making healthy choices.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> say some choices I make to keep healthy think about my lifestyle and suggest something I could do to be healthier say some people who help me to stay healthy and make healthy choices 	
Teaching Activities		Points to Note
11.1 Return to the children's diaries that they started at the beginning of this unit. Ask them, in groups, to make a list of all the activities, behaviour and choices that impact on their physical, social and emotional health. You may need to give some examples of each, to help the children understand what is meant by social (<i>e.g. having friends; spending time with others; meeting new people</i>) and emotional (<i>e.g. knowing how to name and manage different feelings; knowing where to go for help</i>). Collect all these ideas together in a class Wiki. In Circle Time, ask the children to reflect on their own healthy lifestyles and to think about one change they would like to make in the present or in the future to enhance or improve their health. Ask them to complete the sentence stem, <i>I would like to change my healthy lifestyle now / in the future by... A</i>		<ul style="list-style-type: none"> If this unit has been taught over several weeks, the children could be asked to repeat the healthy lifestyle diaries and then to see if they have made any changes following their learning. Alternatively, this could take place several months down the line to see if they have made any longer term changes to their healthy lifestyle and if they have overcome any barriers there were to having a healthier lifestyle. For using a Wiki, see TG Using New Technologies. See TG Circle Time.
11.2 Ask the children to draw and label the different people whose job they think it is to keep children healthy. They then circle the two people who they think are most important in keeping them healthy. Collect their ideas together in a class survey, using a grid with the headings of people (<i>e.g. parents/carers, doctors/nurses, teachers, the government, dentists, themselves</i>) at the top, and a tally of the number of children who have identified each underneath.		<ul style="list-style-type: none"> Activity 11.2 is based on a <i>Draw and Write</i> activity in Health for Life, which includes more detailed instructions on how to carry out the survey.

Section F - Processing the Learning

Framework question/s		
Learning Objective	12. To understand what they have learned and to be able to share it with others.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> say what I have learned share my ideas with others 	
Teaching Activities		Points to Note
12.1 In Circle Time, ask the children to complete the sentence stem: <i>In this unit I have learned...</i>		
12.2 As a class, create a mind map of all the key messages from this unit.		<ul style="list-style-type: none"> For Mind Mapping, see TG Discussion Strategies.
12.3 Form a Carousel and ask the children to talk about what they have learned in this unit and what they might change as a result of what they have learned.		<ul style="list-style-type: none"> Details on how to carry out a Carousel can be found in TG Discussion Strategies.

Resources to Support this Unit

The following resources are included in the Unit HL 3/4 Resource Pack linked to this Unit:

1. Case Studies
2. Speech Bubbles
3. See-saw Picture
4. Benefits of Physical Activity
5. Being Active
6. Strength, Stamina and Flexibility
7. Jayden's Food Diary
8. Supermarket Shopper
9. Food Choices
10. Food Adverts
11. The Eatwell Guide
12. Herbert Glerbett
13. Food Standards
14. Healthy Lifestyles Poems

These resources are directly referenced within this unit

Eat your peas Kes Gray & Nick Sharratt

I know why I brush my teeth (Sam's Science) Kate Rowan & Katharine McEwen

Food – a fact of life www.foodafactoflife.org.uk Provides a progressive approach to teaching about healthy eating. Devised by the British Nutrition Foundation.

Health for Life (Age 8 – 11 years) Noreen Wetton and Trefor Williams
Pub Nelson Thornes

These may also support work on this unit:

I don't want to! Bel Mooney

Why must I... Take Exercise Jackie Gaff

Sources of Information and Support

Food Standards Agency www.food.gov.uk

Eatwell is the Food Standards Agency's consumer advice and information site. Its aim is to help consumers make healthy choices.

Eat Move Learn www.wcrf-uk.org/eat-move-learn

Set up by the World Cancer Research Fund UK to help make food systems, food and physical activity essential parts of school life and learning.

Change 4 Life www.nhs.uk/Change4Life

An initiative by the Government designed to help families eat well, move more and live longer and happier lives.

Food for life partnership www.foodforlife.org.uk/schools

A whole-school approach framework that involves children, staff and parents in growing food, cooking, and visiting farms. It provides an award scheme to develop good school food culture and education, improve food quality, and build partnerships with local communities and businesses. It offers training and support for schools and caterers to develop healthy, sustainable school meal provision in many areas across England.

Health Matters Education www.healthmatterseducation.co.uk

A cross curricular resource designed to inspire and motivate children about the importance of a healthy, active lifestyle. It includes a wide range of resources, materials and activity ideas to promote healthy eating and physical activity. It is approved by the Change 4 Life programme and the Association for Physical Education.

Soil Association www.soilassociation.org

This contains a Schools section which aims to get children excited about growing and cooking local, seasonal and organic food, and learning about life on the farm. There is a *Primary resources* section with suggested activities and a downloadable pack *Food for Life*.

Royal Horticultural Society Campaign for School Gardening

<https://www.rhs.org.uk/education-learning/gardening-children-schools>

This website includes advice for schools on growing food.

E2bn <http://cookit.e2bn.org/>

The learning grid for the East of England, which contains a Cookit section including recipes, cooking methods and interactive activities. This section also includes a *History Cookbook* which may help you to link cooking activities with a history topic.

Festivals and Celebrations <http://projectbritain.com/calendars/index.html>

Six calendars of special holidays and festivals which may give you food / cooking activity ideas.

Adviser for Physical Education (or your local PE Adviser)

<https://www.cambslearntogether.co.uk/school-improvement/physical-education-school-sport-and-physical-activity>

For PE advice and training.

Cambridgeshire Outdoor Education Adviser Service

<https://www.cambslearntogether.co.uk/services-to-schools/outdoor-education-advisory-service>

For advice and guidance for schools in Cambridgeshire and academies about planning and organising visits and out of school learning opportunities.

For national information and guidance see www.oepng.info

For your local OE adviser, a list is available on www.oep.info

Life Education Centres (LEC) www.lifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the Life Education Centre classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between Unit HL 3/4 and the LEC programmes:

The Year 3 and Year 4 LEC programmes enable children to reflect upon aspects of a healthy lifestyle, including the impact of exercise both physically and mentally and emotionally.

British Nutrition Foundation www.nutrition.org.uk

The British Nutrition Foundation is a registered charity which promotes the wellbeing of society through the dissemination of knowledge and advice on the relationship between diet, physical activity and health. It has an **Education** section containing a range of resources for teachers and schools.

Oral Health Promotion Service www.dentalhealthcareoe.nhs.uk/services/oral-health-improvement/

This service offers 'Teeth Matter', a free educational programme for Foundation and Keystage 1 and 2 children. Oral Health Educators use a range of teaching methodologies and props to teach important messages about dental care and diet.

Parenting websites For example: www.supernanny.co.uk has a section on food and nutrition, giving advice for parents as well as healthy recipe suggestions and www.mumsnet.com has a food section with recipes.

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • HL 3/4 Healthy Lifestyles

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Click on the title of the resource you require.

Resource 1 - Case Studies

Hi! I'm **Leah** and I love gymnastics. I belong to a club and I go every Wednesday night and on Saturdays too. I'm also teaching my little sister how to do gymnastics. Sometimes we put music on and make up new routines. I cycle to school every day, sometimes with my friend Zac. I have school dinners because my mum says she's too busy to make packed lunches every day. I don't like them much, because they make us eat vegetables and I only like carrots. I usually try to give them to a friend when there are no grown-ups looking. I like it when there are biscuits but mostly I still feel hungry after lunch. I love having a long play so I try to eat quickly.



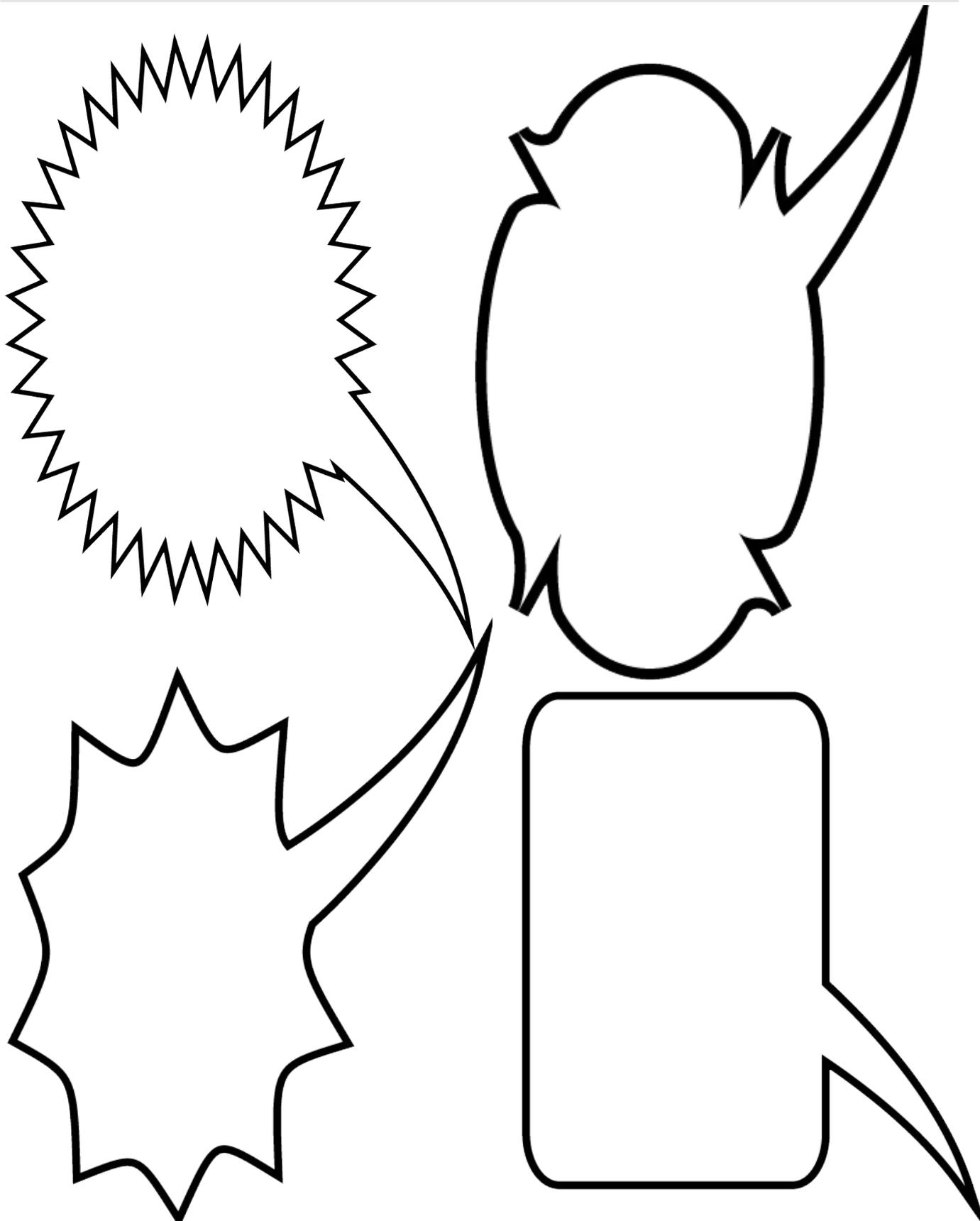
My name's **Kim** and when I'm older I want to be a chef. I usually help my mum or stepdad with cooking dinner and at the weekend I make breakfast for everyone. I'm really good at making different kinds of fruit smoothies. My favourite thing about school is the school dinners! We have a salad bar now and you can choose lots of different foods. I usually choose fruit or yogurt for pudding because it's healthier. I always eat everything on my plate. At break time I enjoy chatting to my friends and I go to lots of clubs - mainly music and chess. I don't like PE at all because I'm no good at running.

Hello! I'm **Sam** and I love going out for dinner with my family. I always choose something which comes with chips and my mum doesn't get cross when I don't eat my vegetables like she does at home. Sometimes at home she sends me upstairs without any pudding, but it doesn't matter because I ask my brother for some chocolate. He's 16 and he has money from his paper round. I think chocolate is my favourite food - I eat it every day if I can. In my spare time I like playing on my Nintendo DS and going to the cinema. My friend Tom goes to scouts and he said it's really fun so I might ask my mum if I can go too.



I'm **Jamal** and my favourite sport is football. I play for the school team and I go to the park with my friends to practise goalkeeping. I love swimming too and I've got loads of badges. I bring a packed lunch to school and my older sister sometimes makes it for me. I like it when she does because she chooses interesting ways of making it healthy like putting a box of raisins in, instead of just a boring apple! I don't eat sweets very often because I know they are not very good for you. I like it when someone in my family has a birthday because we have cake at tea time. The rest of the time we usually eat fruit if we are still hungry in the evening.

Resource 2 - Speech Bubbles



Resource 5 - Being Active



Worksheet 166

Being active

Name: _____

Record the different types of activity you have done this week.

Time	Type of activity		
	Active living, e.g. walking, gardening	Active recreation, e.g. play, dance, cycling	Organised sport, school sport, competitions

© Food - a fact of life 2008

Resource 6 - Strength, Stamina and Flexibility

I am going to improve my body's strength, stamina and flexibility by ...

Strength



Stamina



Flexibility



Resource 7 - Jayden's Food Diary

I always wake up first in my family and I'm allowed to watch TV. Today there was a really cool advert for a new type of cereal. For breakfast Dad made me some toast but I asked him about the cereal and he said it sounded like too much sugar to him.

At morning break time I felt really hungry but now everyone says it's babyish. I sometimes try to find my sister and ask her to share her fruit - she's in Reception so she still gets school fruit.

For lunch I had a really yummy cheese sandwich, an apple, some raisins and a yogurt. I don't have school dinners but I can choose to sit with my friends who do, and I don't mind really because my mum's a great cook and we always have a hot meal in the evening.

After school I went to the park with my friend Ethan and his mum. There's a brilliant climbing frame and we always have a race to see who can get to the top first. I slipped and fell off! Ouch! I bumped my head and had to sit with Ethan's mum until I felt better. She bought us ice creams to cheer us up. Then we decided to do running races until it was time for me to go home.

Just before dinner I started to feel very hot and a bit sick. Mum told me to sit quietly and have a drink. I didn't want to eat any dinner even though it was my favourite. I think I did too much running with Ethan in the park and forgot to drink enough water, and also I bumped my head.

Resource 8 - Supermarket Shopper



Resource 9 - Food Choices



I like it/someone in my family likes it



It's healthy



It's cheap or on special offer



I saw an advert for it



It's for a special occasion



One of my friends recommended it



It looks good/has nice packaging



It's grown locally

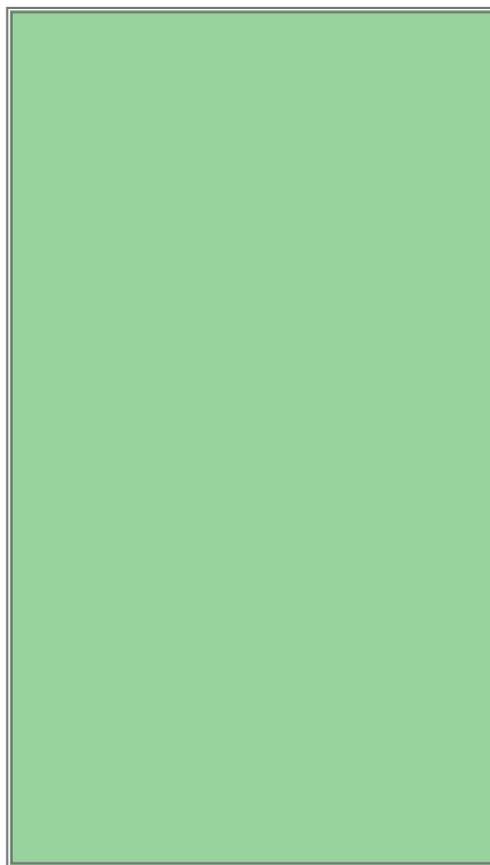


The people producing it were treated fairly

Resource 10 - Food Adverts

	Advert 1	Advert 2	Advert 3
What is the advert for?			
What happens in the advert?			
Do you think it would persuade someone to buy the food/drink? Why/why not?			
Is it a healthy food?			

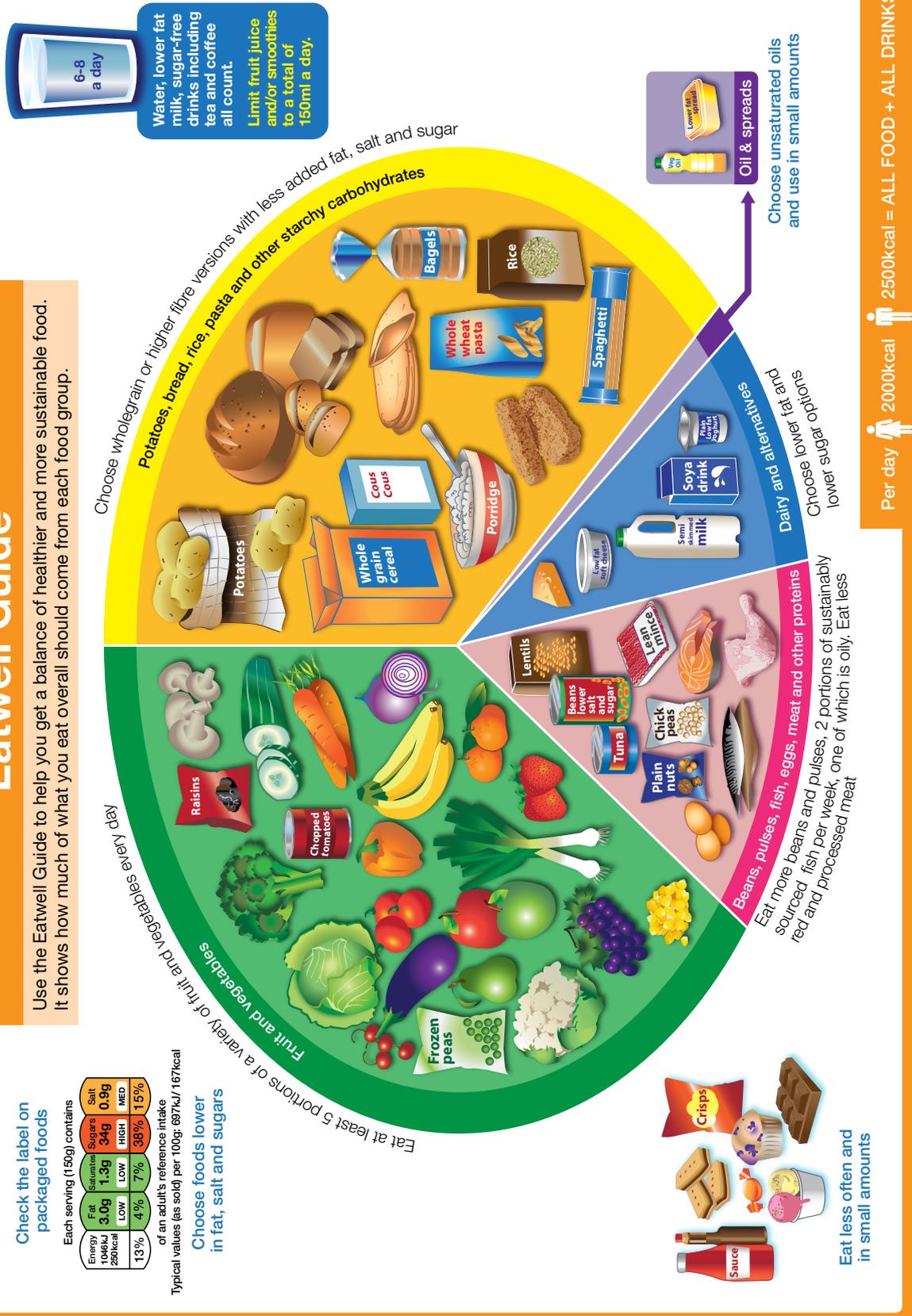
Draw a picture of part of your favourite television food advert. Explain what happens and why you like it.



Resource 11 - The Eatwell Guide

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



© Crown copyright 2016

Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

Resource 12 - Herbert Glerbett

Herbert Glerbett, rather round,
swallowed sherbet by the pound,
fifty pounds of lemon sherbet
went inside of Herbert Glerbett.

With that glob inside his lap
Herbert Glerbett took a nap,
and as he slept, the boy dissolved,
and from the mess a thing evolved—

a thing that is a ghastly green,
a thing the world had never seen,
a puddle thing, a gooey pile
of something strange that does not smile.

Now if you're wise, and if you're sly,
you'll swiftly pass this creature by,
it is no longer Herbert Glerbett.
Whatever it is, do not disturb it.

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Resource 13 - Food Standards



More fruit and vegetables.
(Fresh, dried, frozen, canned and juiced)



Free, fresh drinking water.



Healthier drinks.
(Water, semi-skimmed or skimmed milk,
fruit juice, plain yogurt drink)



No confectionery.
(Including chocolate and sweets.
Cakes and biscuits only at lunchtime.)



No salt.
(mayonnaise or ketchup - only 1 teaspoon or 10g)



No crisps.
(Nuts, seeds, fruit and vegetables
with no added salt, sugar or fat are allowed.)



Resource 14 - Healthy Lifestyles Poems

Food

Greedyguts Kit Wright

Chocolate Cake Michael Rosen

Mrs. McPhee Charles Causley

Sky in the Pie Roger McGough

The Centipede's Song Roald Dahl
(from James and the Giant Peach)

Willy Wonka's Wonka-Vite Roald Dahl
(from Charlie and the Great Glass Elevator)

The 'Veggy' Lion Spike Milligan

Manners

Kids Spike Milligan

Shut Your Mouth When You're Eating Michael Rosen

Leisure Time

Concerning Mike Teavee Roald Dahl
(from Charlie and the Chocolate factory)



Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Healthy & Safer Lifestyles HL 3/4 Healthy Lifestyles	R	A	G	Notes
Section A – A Balanced, Healthy lifestyle				
1. To understand that they can make choices which contribute to a healthy lifestyle.				
2. To understand how physical activity and nutrition affects their physical and mental health. (MW)				
Section B – Physical Activity				
3. To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. (PHF)				
4. To understand that a healthy lifestyle involves making balanced choices about their free time.				
Section C – Healthy Eating				
5. To be aware of the factors which influence their food choices.				
6. To understand the importance of consuming a variety and balance of foods and drinks. (HE)				
7. To understand how food helps them to be active and healthy and gives them energy.				
8. To be able to plan and help prepare simple healthy meals. (HE)				
Section D – Dental Hygiene & Sleep				
9. To know why good dental hygiene is important and how it contributes to a healthy lifestyle. (HP)				
10. To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep. (HP)				
Section E – Making Healthy Choices				
11. To be able to reflect on their own lifestyles and take responsibility for making healthy choices.				