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| ***Lesson 1: Our wonderful bodies*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * Identify and name the different parts of the human body. * Be aware of the movements, functions and abilities of the human body. * Explain that Christians and other religious people believe that human bodies have been made by God. * Look for some similarities and difference in human bodies. * Think of reasons why all people can celebrate their bodies.   **Key words:**  Body: arm, leg, hand, fingers, feet, toes, neck, head, shoulders, tummy, chest, eyes, nose, ears, mouth, tongue. Senses: seeing, hearing, smelling, tasting, touching.  Same, different, wonderful, thankful.  **Key values:** Thankfulness, respect.  **Key theology:**  Created | **Moving our bodies**  It would be best if this can take place in a hall / part of a PE lesson. This lesson will need adapting and greater sensitivity if you have pupils with physical disabilities.  Explain that pupils will be moving around the room to music (some track that encourages funky or expressive movement - to your taste). When the music stops you will call out the name of a part of the body and they will then put their finger on it, point to it, wiggle or wave it.  Now change the rules. This time you have to call out what *sense* is linked with this body part; “if I call out ‘nose’ you all shout ‘smelling’.  Change the rules again. We are all the same and we are all different. This time when the music stops stand opposite the person nearest you, stop, be still, really look at each other. Put one hand out say and something that’s the same and then join hands. Put the other hand out and say something that is different then join hands. (e.g. eye colour, hair colour/texture, height, mouth shape, shoe size, skin tone etc.) Before you re-start the music, pupils make jazz hands and say “Same, different and all wonderful”. Repeat this at least 3 times.  Now create a ‘body celebration’ movement sequence. With the last person they were opposite they now join up with another two near them. They will make a movement sequence called ‘Our Wonderful Bodies’. They must accompany it with words of the body and the senses and the words ‘same, different and all wonderful. (This can be recorded).  **Consolidate and reinforce learning**  Show <https://www.bbc.co.uk/bitesize/clips/zsjsbk7>  Label diagrams of the body (many are available online or this could be already covered in Science Year 1).  **Sing our bodies**  Head, Shoulders, Knees and Toes ‘God gave me fingers’ (The Body Song) *Kidsource 2* p474  **Explore what Christians believe about how special all people are.**  Psalm 139: A text that Christians and other faiths believe shows them how special they are. This is a children’s version:  *1 God! You know me through and through!  You care about each thing I do.  2 You see me sleep each night and work each day.  You hear each thing I think and say.  3 You keep me safe wherever I go.*  *There's nothing about me you don't know.  4 You put me together inside my mum.*  *You knew me before I came out of her tum.  5 You made me brill: I don't know how, God.  You made me brill: I just say 'Thanks, God'!*  Ask pupils to make actions or draw pictures for each verse.  (This idea is taken from <https://ideas.brf.org.uk/psalm-139-an-easy-to-learn-psalm>)  **Make a class collage: “Fearfully and Wonderfully Made” (Psalm 139)**  Get children to take pictures of each other’s bodies or draw pictures and create labels on one big cut-out body (drawn around a child).  **Class poem**  Make an acrostic poem to SPECIAL ME and then SPECIAL US  **Extension question: When my body lets me down**  How does that feel? (This lesson is based on Lesson 3 in *Love and Sex Matters KS1* (2012 Salisbury and Bristol DBE and Hope’s Place)) | Emerging:   * Recognise some body parts.   Expected:   * Recognise the majority of external body parts and talk about what they do. * Talk about how wonderful it can feel when a body moves well and give some examples. * Show some knowledge of words from the Bible that Christians might use to explain why they believe the body is so special. Talk about why you think Christians and other people might want to say thank you to God for their bodies. * List some ways in which all bodies are the same and some ways they are different.   Exceeding:   * Give examples of how it can be hard for all people to grateful for their bodies all of the time. |

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| ***Lesson 2: How we love and care for ourselves (A: exercise, being in nature, healthy food, good sleep)*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * Identify some of the ways we can exercise. * Explain why being outdoors is good for us, carefully describe the things we see in the natural world. * Identify what is healthy food and talk about what can happen if people do not eat healthily. * Talk about what is good sleep and why that helps people grow and live well. * Explain why people are worth looking after.   **Key words:**  Exercise: running, jumping, skipping, football, swimming, climbing, outdoors indoors, nature, food types, fruit, vegetables, sleep, healthy, unhealthy, observation (seeing), amazement, thankful, wonderful  **Key values:**  Respect, thankfulness  **Key theology:**  Created, frail (fallen) | **Introduction (to lessons 2 and 3)**  Watch <https://www.bbc.co.uk/bitesize/clips/zgtr82p> What can you remember? Have picture/object prompts: an apple, a ball, a pillow, a bar of soap etc.  **Exercise**  Some activities (needing some adaptation) are here: <https://healthpoweredkids.org/lessons/move-it-the-importance-of-daily-exercise/>  You can do a before and after activity, listing all the exercise we enjoyed recently. Do a human bar chart of exercise done in the last week by children in the class (and possibly by the adults who they live with). Then challenge them to do more exercise the next week - and repeat it. (If you already have whole-school initiatives that cover this then this could be a summary conversation.)  **Nature**  Some activities are here: <https://healthpoweredkids.org/lessons/get-out-and-enjoy-nature/>  If you have Forest School you may feel this is already covered but you can still have a conversation about indoors and outdoors and why being outdoors is healthy. What have children seen that they are amazed by and thankful for? Who would Christians and people of other faiths say thank you to? Taking objects found in nature is a good activity when linked to the outcomes; if the objects could speak what would they say about the outdoors and nature? You could also place pieces of nature on the class worship table but not if it’s been made into a creature!  **Healthy Eating**  (This may be covered in some other aspect of your school life e.g. ‘healthy schools’ work or DT.)  These clips again are a good way in to talking about healthy eating:  <https://www.bbc.co.uk/bitesize/clips/zrd4d2p>  <https://www.bbc.co.uk/bitesize/clips/z2pxpv4>  These Department of Health resources cover all you need and more. You will need to select a few activities from here or this could be many lessons of materials! (Year 2 Science) <https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS1-Toolkit>  **Sleep**  Watch: <https://www.youtube.com/watch?v=ZT8FzxiXWFk>  Summarise: Ask what pupils can remember about why they need to sleep. What was Pig like because he had not slept? Why did the professor say sleep is important? Has anyone here ever not had enough sleep - why was that? What stops us from falling asleep? What helps us to fall asleep?  Discuss: Do a room divide: all children stand in the middle of the room, one side is ‘helps you sleep’ and the other side is ‘stops you sleeping’. Call out these words and children move to the correct side of the room: drinking Coco-cola in the afternoon or evening; having a bath; reading a book or having a book read to you; having loud music in your bedroom; everyone going to bed at the same time; watching or using a screen close to bedtime; playing computer games in bed; having a large snack before bed; doing lots of exercise and having fresh air during the day.  Summarise: Why is sleep important? What can you do to get good sleep? How many hours do you need? (10-12 hours!)  **Whole lesson summary:**  Mime time! Exercise = (run on the spot). Why do we exercise?  Nature = look around and up to the sky. Why go outdoors? Healthy eating = eating an apple. What is healthy eating? Sleep = sleeping. Why is it important?  Final question: Why are all of us worth looking after? Because we are wonderful (back to the jazz hands of last lesson). | Emerging:   * Name some forms of exercise, healthy and less healthy food, and say why we need good sleep.   Expected   * Name several different kinds of exercise. * Describe things seen in nature, talk about them and why being outside can make you feel good. * Talk about why Christians and other people think it is important to give thanks to God for the beauty they find in nature (CW). * List many healthy and less healthy foods. (DT) * List actions and activities that will make for good sleep.   Exceeding:   * Identify some of the benefits of exercise, being in nature, eating healthily and getting good sleep. * Begin to be able to make links between beliefs about creation and the reasons people give for why humans are worth looking after. (RE) |

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| ***Lesson 3: How we love and care for ourselves (B: personal care, hygiene (including teeth cleaning), sun safety, prayer and meditation, hobbies and helping others)*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * Identify why it is good to keep our bodies and our teeth clean. * Talk about how we can protect ourselves from the sun. * Understand that prayer or meditation can be calming and refreshing. * Talk about hobbies that people have and why they can be good. * Talk about the ways we can help other people and why that is good for them and us.   **Key words:**  Hygiene, washing, clean, dentist, teeth, brushing, plaque, sun factor, shade, reflect, meditate, still, observe, volunteer, helping  **Key values:**  Respect, service, thankfulness, compassion  **Key theology:**  Created, frail (fallen), Gospel (included) | **Personal hygiene**  Read the story *I don’t want to wash my hands* by Tony Ross (which is read well here): <https://www.youtube.com/watch?v=bNZxmkHWA2Y>  Why does the Princess have to wash her hands? List the reasons.  What other parts of our bodies do we need to keep clean? (e.g. bodies, feet, faces) Use a persona doll and explain that they may be a bit dirty - where might they need to wash? Why is it good for them to keep clean? What would it be like if they didn’t?  Completing this quiz together may help consolidate learning:  <https://www.educationquizzes.com/ks1/personal-social-and-health-education/hygiene/>  This song will drive you up the wall but will reinforce language:  <https://www.youtube.com/watch?v=gS_Mz3ekkck>  **Looking after your teeth**  This video shows how to brush teeth properly: <https://www.bbc.co.uk/newsround/33525802>  These materials help explore how sugary drinks and sweets affect teeth:  <https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans>  It would be good to invite a dentist or dental nurse to talk to the children and answer their questions about how to look after their teeth and why it matters.  **Sun safety**  The ‘dress to impress’ activities from these downloadable worksheets will enforce the key messages:  <https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids> <https://www.teachprimary.com/interactive/view/sun-safe-schools>  **Prayer and reflection**  Talk about when you pray or reflect in school. Can they remember a time? How did it make you feel? Why might it be good for your health? Take 30 seconds of quiet to notice how you feel. Take two minutes to notice every sound you hear - draw the sounds on a piece of paper. Now take 30 seconds again to notice how you feel. Discuss why it is good to notice and to take time to be quieter.  **Hobbies**  Relate back to the last lesson and talk about ways people spend their time. Outside school people may take part in sport - recap why that is good for them. Other people have hobbies or interests they spend time on. Have pictures on desks: cooking, handiwork, gardening, painting, playing board or computer games, making models, ballet, karate, swimming. Each child picks their favourite two hobbies and says why they would make them happy to do those things.  **Helping others**  List all the ways you have helped other people this week. List all the ways you have seen other people help others this week (model this). Why is it good to be kind to others? How does it help our health too? Who can we help this week?  **Summarise the lesson**  What have we learnt? I am going to mime something and you are going to tell me what you learnt: (a) washing hands and face (b) cleaning teeth (c) putting on sunscreen and a hat (d) close eyes and pray (e) doing a hobby (f) helping someone.  Replay the video we began with in Lesson 2: <https://www.bbc.co.uk/bitesize/clips/zgtr82p>  What have we learnt?  **Extension question 1**  What would it be like if we didn’t wash, clean our teeth, put on sun cream, pray, have hobbies or help others?  **Extension question 2**  Is laughter the best medicine? | Emerging   * Show through actions or pictures some understanding about washing, teeth cleaning and sun protection.   Expected   * Identify how to look after personal hygiene and dental care. * List the actions needed to keep safe in the sun. * Talk about what prayer and meditation is. * Identify hobbies that people do in their spare time. * List the ways that people can help other people. * Give reasons why personal hygiene, sun safety, prayer and meditation, hobbies and helping others can help people stay healthy.   Exceeding:   * What would it be like if someone did none of these things to keep them healthy? Is there anything else you think helps you keep healthy that we haven’t mentioned? Is laughter the best medicine? |

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| ***Lesson 4: Keeping safe with screens*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * List all the ways we can enjoy television/screens and the internet. Talk about how it can help learning. * Talk about times when watching too much television or being on our screens has not been a good thing. Make some screen time rules. * Talk about people being nasty online because they are behind a ‘mask’ and who to ask for help if you feel uneasy. * Talk about what information you should not give away so that you keep yourself safe.   **Key words:**  TV, phone, tablet, laptop, computer, entertainment, information, lying, bullying, grown-up, safety, trust  **Key values:**  Truthfulness, thankfulness, respect, courage  **Key theology:**  Worthy/dignity (Incarnation) | **Screen time**  What do we enjoy? Have some pictures up around the room of currently popular TV characters or from films that you know the children in your class watch. Also include some pictures from more factual or nature programmes.  Which of these programmes do you find the most entertaining? (go to those pictures) Which ones give you the most information? These can also be the most entertaining. Think of other sorting questions. You could just have images on the screen and do thumbs up, thumbs down. Talk about/go to their favourites and say how they make them feel.  Take 30 seconds of gratitude. Ask pupils to finish this sentence in their heads: “I am grateful for this programme because…” Choose two children to say their sentences.  If you are spending lots of time looking at a screen, how does it make you feel? What might it do to your body? (Links to poorer sight, back problems.) What are you not doing? Have some stimulus pictures: walking, cycling, talking, laughing with friends, praying or meditating, dancing, spending time with your family. Ask pupils for other ideas. What is their favourite?  Take 30 seconds of gratitude. Ask pupils to finish this sentence in their head: “I am grateful for this activity that does not involve a screen because…” Ask two children to share their sentence.  Is it good to make rules about screens in order to keep yourself healthy? What rules might we make about when we have screen time? (Time limits, not at the table/when sharing food, not when you are chatting to a friend, outdoors.)  **Playing games online**  Establish prior learning: What do children know about games online? How many play games on screens? What types of games? Some games are really good for children your age and some not (Pegi 3) see <https://www.net-aware.org.uk/news/age-content-ratings-apps-games/>  Watch this CEOPfilm *Lee and Kim’s Adventure*:  <https://www.youtube.com/watch?v=-nMUbHuffO8>  This is free after registering: <https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/>  So much stuff here… good materials, enough for 2 lessons at least. Prioritise: Personal Information sort activity and Sid’s ‘Protect your Secret Stuff’; print 5 Top Tips for remembering and reinforcing learning.  What happens to Lee and Kim? What is personal information?  What do they learn on their adventure? What are the five top tips?(plenary)  **Extension**  Make a new song or poster called ‘Great Screens, Safe Screens’ | Emerging   * Identify a few ways to keep healthy when using screens.   Expected   * List some of the ways that screens improve our lives. * Give some rules about how much time is healthy for us when we are using screens. * Identify how people use ‘masks’ online to be nasty and who to ask for help. * List what information should not be shared online.   Exceeding   * Make links between screen use and being healthy.   **Parents online safety information**:  <https://www.net-aware.org.uk/>  <https://www.internetmatters.org/resources/online-gaming-advice/>  <https://www.thinkuknow.co.uk/>  This has some great materials called *Jessie and Friends* to signpost for parents. It includes photo sharing which is not covered in the lesson. |

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| *Lesson 5: Talking about feelings* | | |
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| * To recognise and describe different feelings in themselves and others. * To recognise that feelings change and that not everyone experiences the same feeling in the same situation. * To talk about ‘big’ feelings and how to manage them.   **Key Words:**  Big feelings, not-so-big feelings,good feelings, not-so-good feelings, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous  **Key values:**  Perseverance, peace, truthfulness, compassion, justice  **Key theology:**  Worthy (Incarnation), included (Gospel) | **Recognising, allowing and managing feelings**  It is recommended that staff read this guidance from the PSHE association before beginning: <https://www.pshe-association.org.uk/system/files/Mental%20Health%20guidance%20online%20version%20%28Updated%20July%202019%29.pdf>  The PSHE association provides excellent materials for RSHE and the membership cost for a school is £125 pa. However, their materials on mental health and wellbeing were funded by a grant from the Government and are free:  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>  There are three lessons of materials which are well-constructed with some excellent resources. They feature an alien, Max, and pupils are helping him with his emotions. The first lesson could be taught in Year 1 and the next in Year 2. It would be possible to select, adapt and condense the material to achieve the same outcomes.  These *Heart Smart* resources arehighly recommended – they address the emotional literacy of children and are written for Church Schools (as well as community schools).  There is a pricing structure for Primary Schools ranging from £195 - £395  [www.heartsmartprimary.com](http://www.heartsmartprimary.com)  **Using prayer and meditation as a tool for observing emotions and stilling the big feelings**  In Church of England schools and Methodist schools, regular rhythms and practice ensure that times of silence, stillness, calm and self-reflection are modelled as normal. Times when pupils are invited to notice their breath and rising thoughts (maybe in class worship, beginning with candle-lighting and a signifying sound of a bell or chime) can help pupils be aware of their driving emotions and to still them. The World Community for Christian Meditation recommends that children meditate for as many minutes as they are years old (e.g. Year 1 for 5 minutes etc.).  [www.prayerspacesinschools.com](http://www.prayerspacesinschools.com) has many excellent creative ideas and can be a really helpful tool to help you offer variety and interest to the spiritual wellbeing in your school. Often members of local churches may be able to lead on this initiative and support your pupils’ emotional wellbeing through this service.  Other biblical meditations may help by using the imagination to enter in to a story (‘Ignatian’ practice):  Matthew 8: Saint Peter’s feelings in the storm and his feelings after Jesus calmed the storm. The painting *Be Calm* by Sieger Köder is a great image of this story.  Genesis 22: Jacob wrestling with the angel. What did he feel as he wrestled? What did he shout in the angel’s ear as he wrestled? How did he feel when the daylight came and the wrestling was over and he had persevered and survived? <https://www.tate.org.uk/art/artworks/epstein-jacob-and-the-angel-t07139>  Also modelling The Examen in class as a guide for self-regulation and growth will help understanding and managing emotions: <https://www.ignatianspirituality.com/?s=children>  A good practice/rhythm for the end of the school day:  1. Give thanks for the day and be grateful (to God) for it. Ask two children to give thanks for something in the day.  2. Think about the day and consider where you/I might have done wrong and what things were wrong around me.  3. Look forward to the evening and to tomorrow and all of the good things that might be shown (ask two children to say what they are looking forward to) and ask for (God’s) blessing on the evening and tomorrow.  **Summary**  Draw a picture called ‘calming big emotions’. Write around it all the words you would like calmed. For the frame, write down who you can ask for help and the ways you can calm the big emotions.  **Extension:**  When is it right to have big emotions? What is a good way to use them? (Justice / courageous advocacy) | Emerging:   * Recognise and name some feelings that they might have. * Identify that it is important to ask for help and to help others with feelings. * Name feelings that are good and bad, and big and not so big, use words to ask for help.   Expected:   * Recognise and name most emotions they have. * Describe how others might be feeling. * Identify who can help them with feelings and how they can help others. * Identify feelings that are good and not-so-good, big and not-so-big, and explain what can make their feelings change. * Identify what can make them feel better when they have bad or big feelings. * Talk about how being able to describe feelings can help people be well. * Describe why people think prayer and/ or meditation can help to manage emotions. * Use good words or phrases to ask for help from a trusted adult.   Exceeding:   * Recognise that people feel differently about things and situations. * Suggest things that can help them and others to feel better. * Recognise that feelings can get stronger. |

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| ***Summary lesson: ‘Making Planet Healthy’*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * To sum up all their learning about health education that they have had this/these 2 year(s). * To be able to use key language learnt in previous lessons.   **Key words:**  All those used in previous lessons, plus temptation.  **Key values:**  All  **Key theology:**  All from previous lessons | **Setting up the task**  Remind pupils about Max (the alien from the last lesson about feelings). He is returning to his own planet but on his spaceship he needs to take with him everything that he has learnt while he was on Earth about how to be healthy so he can tell everyone on his planet how to be healthy.  **Creating**  Make a class picture of Max with his space ship for the wall display called ‘Making Planet Healthy’. Each group has words and pictures to cut out (or they can draw and write them). These are for Max to take to his planet to remind him what he needs to teach the aliens on his planet about how to be healthy.  Group 1: Pictures and words about healthy and active bodies.  Group 2: Pictures of people exercising, words for types of exercise, pictures of healthy food, words to label, picture of someone sleeping.  Group 3: Someone washing, a sun hat and sun cream, someone praying, someone with a hobby and someone being helpful to another person.  Group 4: Pictures of screens and the rules for being safe on screen.  Group 5: A picture of someone nearly not managing their emotions (angry, hands on hips) and some words or actions in a bubble that they can use/do instead.  Each group should also complete these two sentences (RE): - “Some people are Christians and they believe the reason people are worth keeping healthy is..”  - “Other people say the reason humans are worth looking after is…”  When each group comes up to stick their pictures and words on the space ship they must either tell the class or read out their piece of writing, which is called ‘What Max will tell the alien children on his planet’. e.g. “I learnt on earth that to be healthy, it is good to…”  **Reinforcing learning: a healthy spy challenge**  Do you know that Max noticed something while he was here? Even though some people know how to be healthy, they don’t always do it. So, I am going to send Max a message to tell him how healthy we are being. In the next week if you see someone in the class doing something healthy, like the things we’ve put in the spaceship, you can come and tell me and I’ll write it down. Or write on a post-it note their name and what you saw them doing that was healthy and put it here. But they shouldn’t know you saw them. I’ll send a letter to Max and we’ll see if we get a reply!  **Extension**  Why do we sometimes make bad choices about our health? (RE) | Emerging:   * Identify some key things people can do to keep themselves healthy.   Expected:   * Identify some of the things that can stop someone being healthy. * List many ways in which people can keep themselves healthy * Explain why people are worth keeping healthy (refer to Christian and other beliefs).   Exceeding:   * Suggest some reasons people struggle to make good choices. * Suggest some ways people can help themselves and other people to make healthier choices. |