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| <b>Year 3 Summer 2</b><br>Why should we keep active and sleep well?<br><br><b>Theme :Health and wellbeing</b><br>Being healthy; keeping active, taking rest  |   |   |
| <b>PoS Core theme 1</b><br><b>Health and wellbeing</b>   | <b>Core theme 2</b><br><b>Relationships</b> | <b>Core theme 3</b><br><b>Living in the wider world</b> |
| <b>Healthy Lifestyles – physical wellbeing</b><br><b>H1.</b> how to make informed decisions about health<br><b>H2.</b> about the elements of a balanced, healthy lifestyle<br><b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these<br><b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle<br><b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle<br><b>H8.</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn<br><b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online<br><b>H14.</b> how and when to seek support, including which adults |   |   |
| <b>Prior Learning:</b><br>Year 3 Summer 1 Why should we eat well (and look after our teeth)<br>Year 2 Summer 1 What helps us grow and stay healthy?<br>Year 1 Spring 1 What helps us stay healthy  |   |   |

**End points :-**

- how regular physical activity benefits bodies and feelings
- how to be active on a daily and weekly basis - how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions
- how the lack of physical activity can affect health and wellbeing
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

**Key vocabulary**

Routines  
Benefits  
Active balance choices

***Relationship education, relationships and Sex education RSE and Health education statutory guidance***

**Relationship Education – graduated age appropriate programme links**

**Physical health and mental wellbeing : Primary**

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| <b>Physical Health and fitness</b>   |
| Pupils should know   |
| Characteristics and mental and physical benefits of an active life styles  |
| 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 |
| Risk associated with inactive life style (including obesity)   |
| How to seek support if they are worried about their health   |
| <b>Healthy Eating</b>  |
| Pupils should know   |
| What is a healthy diet – calories and other nutritional content  |
| Principles of planning and preparing a healthy meal  |
| Characteristics of a poor diet and associated risk with unhealthy eating– obesity, tooth decay, and other behaviours e.g. impact of alcohol on diet and health   |
| <b>Health and prevention</b>   |
| Pupils should know   |
| How to recognise early signs of physical illness – e.g. weight loss, changes to body   |
| Importance of enough sleep – lack of sleep affects ability to learn, weight and mood   |

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| <b>Citizenship</b> | <b>Character Education –</b><br><br>Beamont core values<br><br>Aspiration<br><br>Belonging<br><br>Compassion<br><br>Respect | <b>British values</b><br>Rule of Law<br>Tolerance and respect<br>Democracy<br>Individual Liberty<br><br>Protected Characteristics<br>Equality Act | <b>Careers Curriculum</b> |
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| <b>Spiritual</b><br><br>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life<br><br>knowledge of, and respect for, different people's faiths, feelings and values<br><br>sense of enjoyment and fascination in learning about themselves, others and the world around them<br><br>use of imagination and creativity in their learning<br><br>willingness to reflect on their experiences | <b>Moral</b><br><br>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England<br><br>understanding of the consequences of their behaviour and actions<br><br>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | <b>Social</b><br><br>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds<br><br>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively<br><br>acceptance and engagement with the fundamental British values | <b>Cultural</b><br><br>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others<br><br>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain<br><br>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities<br><br>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop<br><br>willingness to participate positively |
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## Y3 Summer 2 Why should we keep active and sleep well?

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|  |  |  | <p>to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p> |
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### Sequence of lesson to follow

Lesson Plans and resources DfE approved

<https://pshe-association.org.uk/hcms/mem/login?hsLang=en>

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

*PSHE Association power points, resources linked to topic – click on the purple links to download*

*NB: You will need to be logged in to the PSHE Association to access resources*

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| <b>Summer 2</b><br>Why should we keep active and sleep well? | <b>Health and wellbeing</b><br>Being healthy: keeping active, taking rest<br><br>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14 | <ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul> | <a href="#">PSHE Association - Keeping safe at home</a> |
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