

Subject: PSHE	Unit Title: Healthy Life Choices- diet, exercise and personal care
<p><u>Learning Objectives and Aims:</u></p> <ul style="list-style-type: none">• To support the development of personalised MAPP learning skills within the context of this unit.• To support mental health and wellbeing by developing skills and an emerging awareness of a holistic approach to self-care.• To develop an understanding through cross curricular links of the importance of a healthy diet and identify the key aspects of a healthy diet- food groups, nutritional balance and portion.• To identify and develop an emerging conceptual understanding of why exercise is important for our body and wellbeing. Identify types of exercise that are accessible and how often we must exercise. Recognise how our body feels when we exercise.• To carry out personal care regimes with increasing independence and have an emerging understanding of why they are important.	
<p><u>Suggested Lesson Activities & Unit Coverage:</u></p> <ul style="list-style-type: none">❖ Personal care regimes can be a part of a pupil's PSD MAPP personalised learning intentions, linked to EHCP outcomes and may include aspects of: toileting; dressing and undressing; teeth brushing; hair care including washing and brushing; eating and drinking; hand washing and showering/bathing; using personal hygiene products; awareness of health conditions. Working with families, and health care colleagues in a shared and collaborative approach is essential. School based projects may include- teeth cleaning routines after lunch and the introduction of a 'Teeth Time' club, pupil has a teeth cleaning bag from home with brush/toothpaste and class is encouraged to take time after lunch to brush teeth, wash face and hands in readiness for the afternoon.❖ Exercise: discuss with pupils the need for exercise and what we mean by being active- moving our bodies and the impact of this on our heart and muscles. How do we feel when we exercise- carry out some experiments, feeling where our heart is and beating -when we move does it go faster? Do we breathe more quickly do our muscles ache? Make a chart with body part images and tick according to impact of body when sitting still, walking, dancing, or running.❖ Daily exercise: Look at the types of exercise we have access to and identify, discuss what types of exercise pupils take part in- create an exercise diary to keep for the half term, share with home a record each day what exercise has taken place and for how long- links to Maths, English & Science. 'Walk & Talk'- each morning the pupils take place in a morning registration outside as they walk around the outdoor track, take the opportunity to chat and discuss the day ahead and how we are feeling, wonderful opportunity to support relationships, wellbeing, and communication skills- links to Zones of Regulation. Consider raising sponsorship funds during 'Walk & Talk' for a mental health charity and complete an evening event 'Walk & Talk' with family and friends on the school grounds. Links to PE lessons and weekly sessions of swimming and rebound- compare how body feels during these sessions too.❖ Diet- linked to Design Technology unit on Healthy Snacks & Creative unit Fruit & Vegetables. Explore and identify what food groups there are, the balance of these food groups and sort/match items from food groups. What each food group helps our body stay develop? Design a 'healthy portion' plate and dinner mat to illustrate and Maths link to a pictorial pie chart of food types and proportions.	