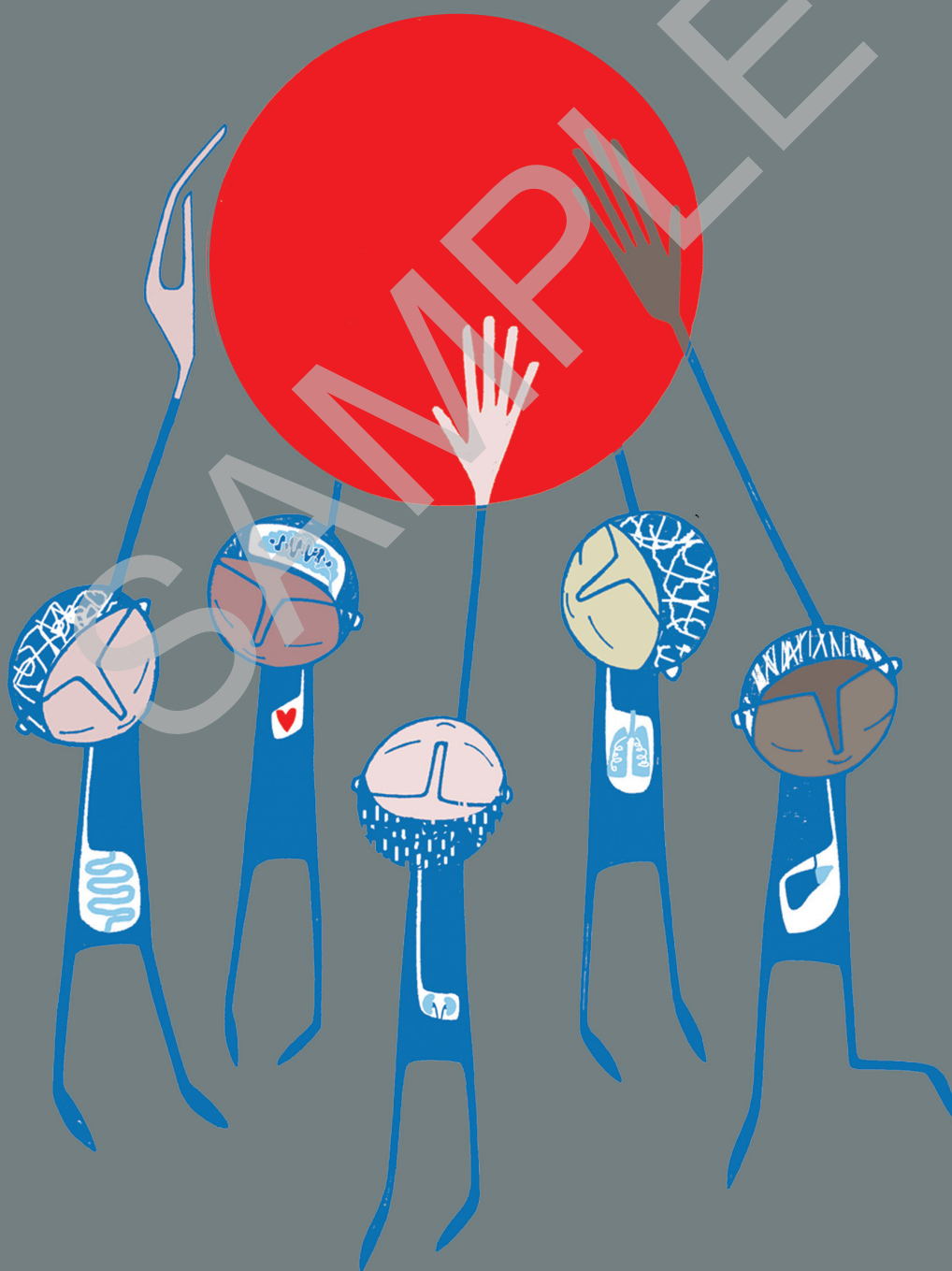


Teacher's book  
Primary – Fourth edition



# Facts4Life



redefining health education

# Foreword

Welcome to the fourth edition of the Facts4Life teaching resource for primary schools. The resource has been updated in the light of our work with more than 160 primary schools.

We all get ill at times - some of us more than others. Over a lifetime we experience illness in many different forms. How do we react to being ill? How do we deal with it? Is illness always such a bad thing?

Facts4Life is a visionary approach to health education which links knowledge about health and illness with a positive message. It is about how we can effectively manage illness, physical and mental, throughout our lives, giving children - and adults – clear ideas of what to expect in life and better tools for self-caring. By understanding key 'facts for life' we can take more responsibility for our health and make better choices.

This resource for primary schools makes the Facts4Life message accessible and engaging for children. It provides a bedrock for existing issue-based health education initiatives, connecting the various strands of health education that shape our understanding of wellness. It helps children to develop a holistic understanding of health and illness on a personal and societal level.

Mostly we see illness as something that suddenly happens to us. In reality, we are all successfully fighting off illness all the time. We live in symbiosis with well over ten times more bacteria than there are cells in our body; despite this, children generally get only five to ten minor illnesses a year. They are minor because we have fantastically efficient immune systems. The immune system works best when we are well-nourished, consume a good balance of foods and vitamins, get plenty of rest and exercise regularly (there are virtually no conditions which don't improve with exercise...). Vaccination also provides the immune system with the foreknowledge of many of the worst illnesses that we may encounter.

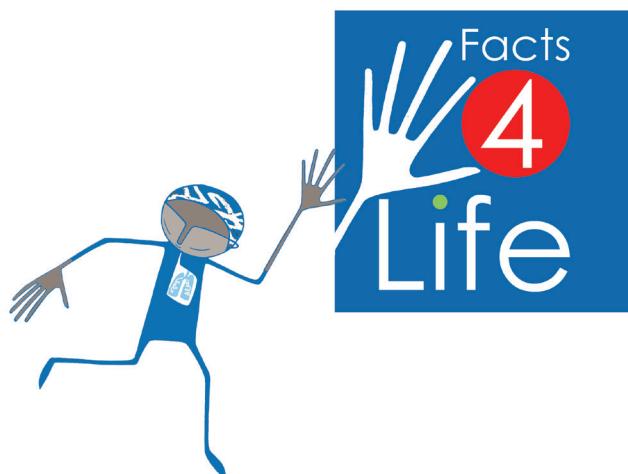
Studies have shown that about a third of children live with chronic conditions ranging from mild problems like eczema, asthma and ear problems to more serious illnesses like epilepsy, heart and lung problems and, rarely, cancer. In addition, we all have direct experience of a much wider range of illnesses through our personal relationships with family and friends, and encounter illness in the media. Illness is part of normal life but we have little opportunity to learn about it. The interconnectedness of our physical and mental health is now widely accepted. An understanding of the range of normal health experience will equip young people for their lives inside and outside school. They have a hunger for knowledge and are more than able to deal with complex issues which affect their lives. As educationalists, we need to fill this void in the understanding of our bodies and minds, so that children can manage their own health and illness throughout their lives. Over time, this will lead to the development of a common language of health which will transform the dialogue between health professionals and patients.

Dr. Hugh van't Hoff & John Davis  
Directors, Facts4Life



# Contents

Aims & Objectives .....	2
Background Information for Teachers .....	3
National Curriculum Links .....	4
Assessment .....	6
Draft Letter to Parents and Carers .....	7
Stop and Take a Breath .....	8
Reception	
Programme Outline .....	9
Facts4Life Introduction & Baseline .....	10
Brilliant Bodies .....	11
Bodies are Smart - PE Lesson .....	12
Only One You .....	14
Years 1 & 2	
Key Stage 1 Programme Outline .....	16
Baseline Activity .....	17
This is Me .....	18
Self-care .....	20
My Health .....	22
Medicines .....	24
Years 3 & 4	
Key Stage 2 Programme Outline .....	26
Pre and Post Attitudes Evaluation Sheet .....	27
Baseline Assessment .....	28
Introduction to Homeostasis (Balance) .....	29
Balance Ball Activity .....	30
Healthy Me .....	31
The Family .....	32
Years 5 & 6	
Baseline Assessment .....	34
Introduction to Homeostasis (Balance) .....	35
Healthy Me .....	36
The Family .....	38
Scenarios .....	40



# Aims & Objectives



## Aims

- To provide an environment in which children feel safe to explore physical and mental health and illness
- To enable children to develop a language to talk about their experience of health and illness
- To encourage a greater sense of personal responsibility in children for their own health

## Objectives

### To enrich children's knowledge and understanding of key aspects of illness:

- illness as a normal part of life affecting us all
- maintaining balance in the body (homeostasis)
- causes of illness including genetics, chance events, lifestyle choices
- features of a range of illnesses they wish to learn about (e.g. common childhood illness, anxiety, asthma, illness through injury, heart disease, cancer, dementia)

### To develop attitudes and skills that enable children to:

- manage illness effectively, reducing fear and stigma
- take personal responsibility for their own health to help avoid certain conditions and illnesses
- make choices that support a healthy lifestyle

### To promote behaviours that enable children to:

- engage in the 5 ways to wellbeing: connect, be active, keep learning, take notice, give
- eat healthily
- sleep and rest well

## Facts4Life Materials

### Facts4Life materials comprise the following:

- Teacher's Book (containing overview and teaching guidance and plans)
- Pupil materials (see resource section of the Facts4Life website)
- Assembly materials

Additional useful links will also be found in the resource section of the website.

# Background Information for Teachers

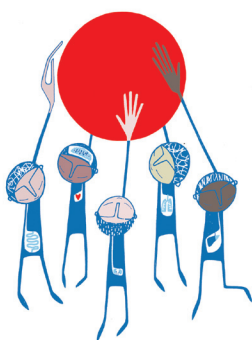
## Key Messages

Using the metaphor of life as a journey, there are three key messages underpinning this teaching resource:



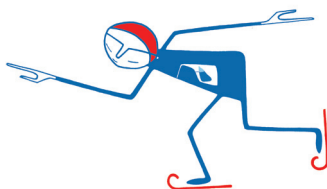
### 1. Riding the Ups and Downs

*As we journey through life, our state of health is constantly changing because of the challenges we meet and how we respond to them. Rather than being either 'ill' or 'well', we move along an undulating path with high points (when we are more well) and low points (when we are less well). Everyone's journey will be different, but it is in our power to minimise the 'downs' and maximise the 'ups'. It is a normal part of life to be ill from time to time.*



### 2. Keeping Balanced

*Throughout life, our bodies are constantly meeting challenges which knock us off-balance. A variety of processes in our bodies respond to these challenges. For example, a pulled muscle leads to inflammation which helps it to heal. A viral infection may lead to fever which helps to kill the virus. In this way, we 'loop back' into a balanced state again. We call this homeostasis. By and large we are very successful at responding to challenges – most of the time, most of us get better from most illnesses without help. This is of equal relevance to our physical and mental health, which are, of course, interconnected.*



### 3. Smoothing the Path

*How our bodies respond to challenges will depend on a number of factors, many of which we can control. For example, we can exercise so that our heart is strong and keep our stress levels down through getting enough rest and relaxation. We can help our bodies to 'loop back' by equipping ourselves with certain things – a bit like putting ball bearings in a wheel so it can roll along smoothly. We can choose to eat healthily and ensure we have enough rest, recuperation and contact with those who support us.*

## This is Fin and Bear

The Facts4Life book, *This is Fin and Bear*, can be used to explore the key messages with younger children.

## Assemblies

There are assembly materials in the Additional Resources section of the F4L website that can be used to introduce and develop each of the three key messages. Additional assembly materials can also be found under this section of the website and can be used to support the delivery of National Awareness Day themes.

## The Facts4Life Approach

Facts4Life is conceived as a spiral curriculum which enables children to revisit themes and build on prior learning. The flexible nature of the materials encourages children to explore at greater depth and draw from new experience. This pupil centred approach allows for individual interests to be pursued.

# Reception: Programme Outline

Each session should feature reference to how our bodies work to maintain balance, how we experience ups and downs with our health and how we can help our bodies to do their jobs by looking after them (smoothing the path).

Theme	Summary of Learning
<b>Introduction &amp; Baseline</b> Card sort and discussion using images of things that may help or hinder our health and happiness	<b>Children will learn to:</b> <ul style="list-style-type: none"> <li>Understand that we all get ill; that's normal</li> <li>Understand that most of the time our bodies will get better from most illnesses on their own; that our bodies are remarkably efficient in restoring balance (homeostasis)</li> <li>Understand that there are simple things that we can do to help support and promote our own good health</li> </ul>
<b>Brilliant Bodies</b> What is a body and what does it do? What are the correct names for body parts?	<ul style="list-style-type: none"> <li>Value their bodies and capabilities</li> <li>Know what makes each of us unique and special</li> <li>Use correct names for body parts</li> </ul>
<b>Bodies Are Smart</b> How do our bodies tell us things? Hungry, tired, thirsty, hot, cold, sad, happy, poorly What can I do for myself?	<ul style="list-style-type: none"> <li>Be aware of body needs e.g. water, sleep exercise etc</li> <li>Take responsibility for themselves</li> </ul>
<b>Only One You</b> How do we care for ourselves? Diet, exercise, rest, hygiene, cuddles What keeps me healthy/in balance?	<ul style="list-style-type: none"> <li>Be aware of body needs e.g. water, sleep exercise etc</li> <li>Brushing teeth</li> <li>Hygiene</li> </ul>
<b>Role Play Packs</b> <ol style="list-style-type: none"> <li>Feeling sad (child, adult, teddy, listening ears, sunshine smiles)</li> <li>Tummy ache (child, adult, toilet, hand washing, water, sleep)</li> <li>Common Cold (child, adult, tissues, hand washing, playing, sleep, fruit and veg)</li> </ol>	<b>Reinforcement of theme outcomes</b>
<b>Suggested Books</b> This is Fin and Bear by Kelly Green and Imogen Harvey-Lewis. Educational picture book that is underpinned by the Facts4Life approach and key messages. Your Body is Brilliant by Sigrun Danielsdottir – Body Respect for Children. Explores function, variation and general brilliance of the human body using child friendly language.	
<b>Theme Enrichment</b> Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the Facts4Life website.	

# Reception: Facts4Life Introduction & Baseline

## Outcomes

Children will talk about factors that help or hinder our health (both mental and physical).

Children will talk about how they feel mentally and physically when they are unwell.

Some children may suggest further ways in which we can feel 'better'.

## Key questions

What do we do to help ourselves when we are ill?

How might people look or behave if they are not feeling happy or healthy?

How can we help ourselves to feel good?



## Resources

Behaviour cards

Scenario pictures

Art & craft materials

## Main Activities

### Facts4Life Introduction

Sing 'If you're happy and you know it'.

### Card Sort Activity

Don't we look a happy and healthy bunch today?!



I want you to help me sort through some pictures. We need to decide which of these pictures help us to feel happy and healthy, and which ones aren't so helpful.

Look at each of the cards in turn and decide how they should be sorted – you could sort the cards into two hula hoops to create a Venn diagram; as the sorting progresses, remember some of the cards could be both helpful and harmful depending on how they are used.

By repeating the same activity at the end of your Facts4Life work you should have a means of showing impact.

### Scenarios

Explain that we all get ill, that's normal. Sometimes we feel good and sometimes we don't. We call this 'Riding the Ups and Downs'.

**What do we do to help ourselves when we are ill?**

Consider which of the cards would be helpful in dealing with various scenarios:

- Having a cold
- Feeling sad
- Having a tummy ache

The children may wish to suggest scenarios from their own experience e.g. broken bone, chickenpox etc.

Children may question if feeling sad is being ill – explain that feeling sad all of the time is an illness, we can have a mental illness (to do with our emotions) as well as physical illness (to do with our bodies) and usually, both our bodies and our feelings are affected when we are ill.

E.g. people with anxiety may well have stomach upset with sickness and diarrhoea and/or headaches.

People with a virus may well feel fed up and grouchy and may cry for no particular reason.

### Discuss

How might people look or behave if they are not feeling happy or healthy?

How can we help ourselves to feel good?

### Independent Activities

Card sort

Scenarios

Art/craft – Create your own picture of something that helps us to feel happy and healthy

Art/craft – Create a picture to show what emotions look like

# Key Stage 2: Programme Outline

Each session should feature reference to how our bodies work to maintain balance, how we experience ups and downs with our health and how we can help our bodies to do their jobs by looking after them (smoothing the path). It would be useful to keep a record of content covered so that previous learning can be taken into account so as to ensure progression.

Theme	Summary of Learning
<b>Baseline</b> Draw and write activity prior to commencing project What does someone who is healthy and well look like? What does someone who is unwell look like?	<b>Key themes to embed throughout:</b> <ul style="list-style-type: none"> <li>Understand that we all get ill; that's normal (Riding the Ups and Downs)</li> <li>Understand that most of the time our bodies will get better from most illnesses on their own; that our bodies are remarkably efficient in restoring balance (Keeping Balanced)</li> <li>Understand that there are simple things that we can do to help support and promote our own good health (Smoothing the Path)</li> </ul>
<b>Homeostasis, including Balance Ball Activity</b> How the body maintains a balance and deals with illness What things can we do to help our bodies to stay in balance?	<b>Children will learn about:</b> <ul style="list-style-type: none"> <li>Personal responsibility</li> <li>Illness, wellness &amp; balance</li> <li>Normality of illness</li> <li>What things help or hinder the body's balance</li> </ul>
<b>Healthy Me</b> What factors help me to be healthy and happy? How do these factors help to prevent or reduce risk of illness?	<b>Children will learn about:</b> <ul style="list-style-type: none"> <li>Personal responsibility</li> <li>Diet, exercise, rest &amp; relationships</li> <li>Illness, wellness &amp; balance</li> <li>How our feelings can affect the way we behave</li> <li>Exploring and managing feelings</li> </ul>
<b>The Family</b> Children create a fictitious 'family' group  Children determine areas of focus, depending on the issues affecting their family & friends or simply choose medical themes that are of interest to them	<b>Children will learn about:</b> <ul style="list-style-type: none"> <li>A range of illnesses and how they affect the body and mind</li> <li>How our feelings can affect the way our bodies react</li> <li>How the health of an individual might affect the wider family</li> </ul> The Family theme of work will reinforce all of the learning that has been mentioned previously and can also be used to explore further themes such as: <ul style="list-style-type: none"> <li>Legal &amp; illegal drugs</li> <li>Effects and risks of drugs</li> <li>Identifying and assessing risks</li> <li>Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc</li> <li>SunSmart</li> <li>Emergency Aid</li> <li>Self-harm</li> <li>Bereavement</li> </ul>
<b>Ongoing Opportunities for Reinforcement</b>	Facts4Life 30 Day Activity / Wellbeing Challenges Facts4Life Game Scenarios & Extension Tasks
<b>Theme Enrichment</b> Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the Facts4Life website.	



# Years 3 & 4: Introduction to Homeostasis (Balance)

## Outcomes

Children will understand what helps them to keep their bodies working in balance.

Children will explain what things help or hinder their body's balance.

Children will understand that illness is a normal part of life.

Children will begin to explain when it is appropriate or not appropriate to visit a doctor or take time off school.

## Key questions

What do we mean by balance?

How do I keep my body in balance?

Do we all experience illness in the same way?

How are we responsible for our own healthy balance?

When we feel ill, do we always need to take time off school?

## Resources

Years 3 & 4: Homeostasis resource folder (see website)

Theme PowerPoint (see website)

Balance Ball



## Main Activities

### Discuss: Balance

**What do we mean by balance?** Record children's responses. Tease out themes such as stable, strong, constant, even.

Using a large balance ball, explain that to stay healthy your body needs to maintain a balance.

*Please see Balance Ball Activity (p.30) for full explanation*

**How do I help to keep my body in balance?**

### Written Task: Smoothing the Path

**How do I keep my body in balance?**

Think about a common childhood illness. How might this illness affect your body and mind?

Children show their understanding in words and pictures illustrating how they might experience that illness.

**Do we all experience illness in the same way?**

Now consider what you can do to help manage these symptoms and restore balance in your body. Using a different colour, annotate the symptoms with ideas to help you feel better, this is called 'Smoothing the Path'.

Discuss how most illnesses can be managed without medical help.

'Most of the time, most of us get better from most illness on our own.'

The most important thing to do is to listen to what your body is telling you and to give it what it needs e.g. Tired body and mind = more rest and relaxation.

### Discuss

**How are we responsible for our own healthy balance?** Who can help us with maintaining a healthy balance? When might we need to see a doctor or seek medical help?

What might cause illness? Reinforce that illness is a normal part of life and that the causes are varied.

**When we feel ill, do we always need to take time off school?**

### Extension/Homework

Discuss what a vaccination is. Acknowledge that parents make a choice about what vaccinations their child receives.

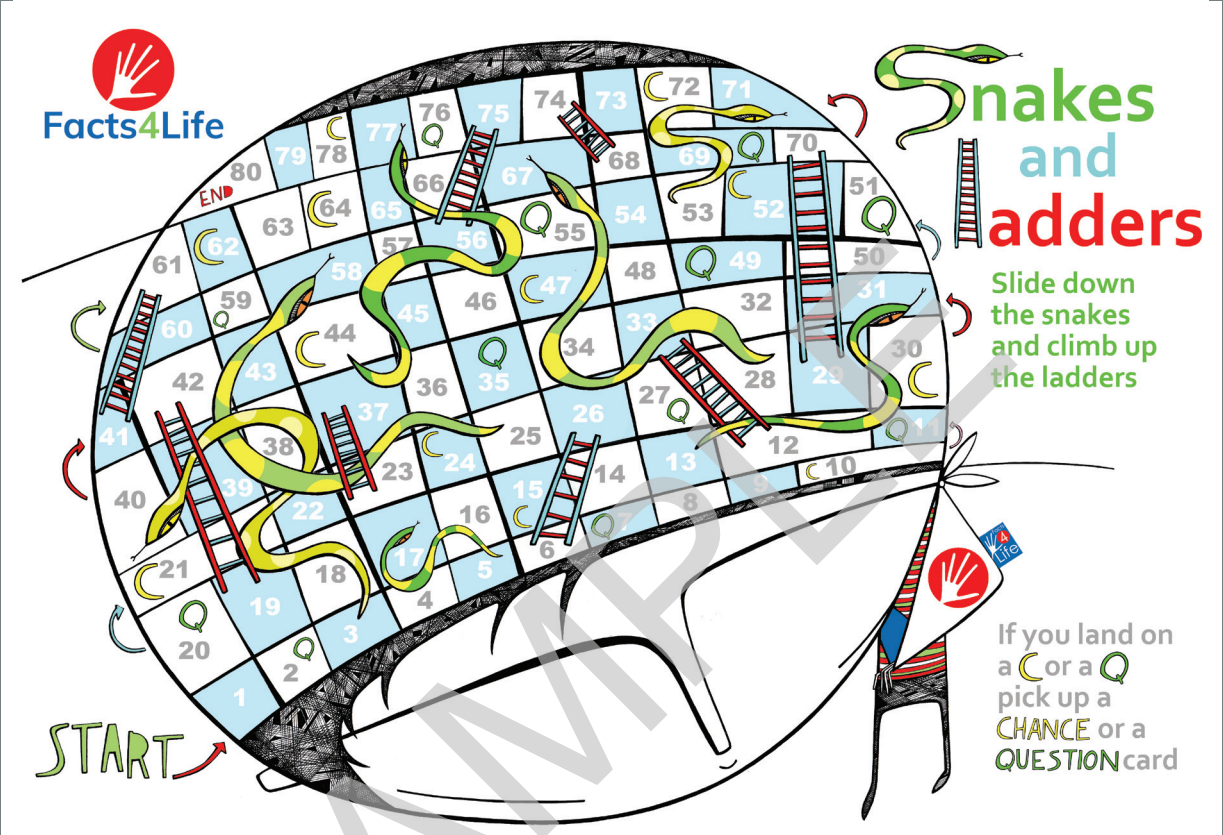
### Task

Research your vaccination history. What can you discover about childhood vaccinations?

### Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Years 3&4: Introduction to Homeostasis (Balance) heading.

# Facts4Life Game – Riding the Snakes and Ladders



## Sample Game Cards

### CHANCE

#### Positive

You don't feel very well so you have an early night.

Move forward two spaces.

### QUESTION

You can be a great athlete if you have asthma.  
True or False?

#### True

The famous British long-distance runner, Paula Radcliffe, has asthma. She is the current women's world record holder in the marathon. She is a three-time winner of the London Marathon, three-time winner of the New York Marathon champion and has won the Chicago Marathon

### CHANCE

#### Negative

You often skip breakfast.

Move back one space.