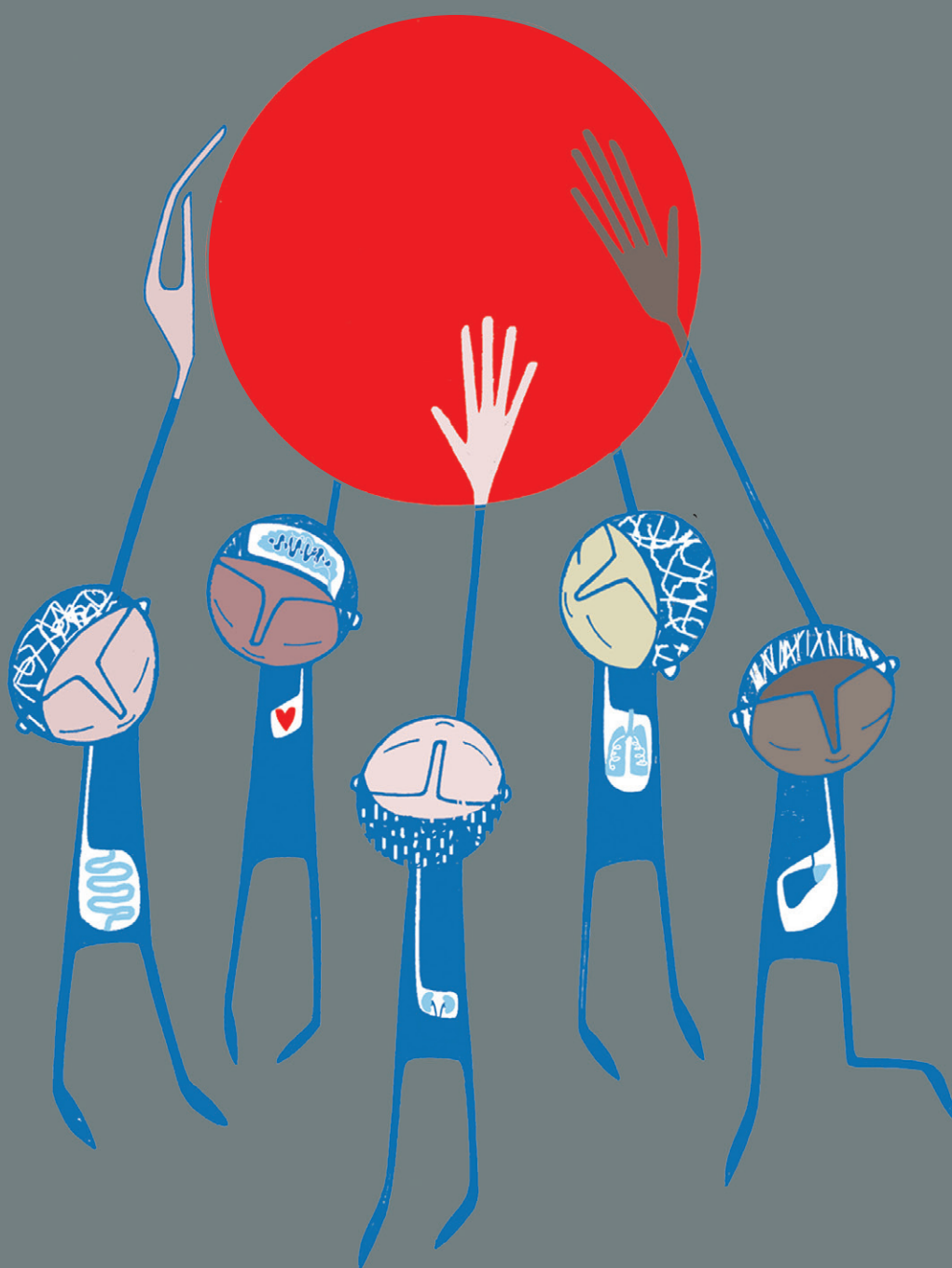


Teacher's book
Primary – Fourth edition



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.

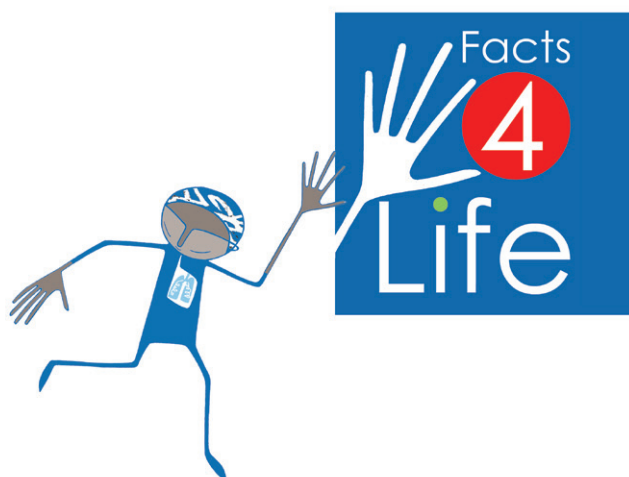
Studies have shown that about a third of children live with chronic conditions ranging from mild problems like eczema, asthma and ear problems to more serious illnesses like epilepsy, heart and lung problems and, rarely, cancer. In addition, we all have direct experience of a much wider range of illnesses 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.

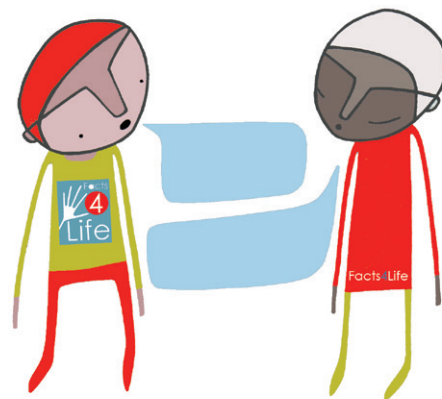
DfE Relationships Education and Health Education statutory guidance 2019

Key learning activities linked with Relationships Education and Physical Health and Mental Wellbeing Education can be found on the Facts4Life website.

The national curriculum in England Framework document - July 2013

Section 2.5

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.



Science

Year 1 - Animals, including humans

Statutory Requirements

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 - Animals, including humans

Statutory Requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 3 - Animals, including humans

Statutory Requirements

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Non-Statutory Guidance

- pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions
- they might research different food groups and how they keep us healthy and design meals based on what they find out

Year 4 - Animals, including humans

Statutory Requirements

- describe the simple functions of the basic parts of the digestive system in humans

Non-statutory Guidance

- pupils should be introduced to the main body parts associated with the digestive system, such as mouth, tongue, teeth, oesophagus, stomach and intestine and explore questions that help them to understand their special functions

Year 5 - Animals, including humans

Statutory Requirements

- describe the changes as humans develop to old age

Year 6 - Animals, including humans

Statutory Requirements

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Non-Statutory Guidance

- pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function
- pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body
- pupils might work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health

PE - Aims

- lead healthy, active lifestyles
- enjoy communicating, collaborating and competing with each other
- develop an understanding of how to improve in different physical activities
- to evaluate and recognise their own successes
- compare their performances with previous ones and demonstrate improvement

DT - Cooking and nutrition

- to apply the principles of nutrition and healthy eating
- understand and apply the principles of a healthy and varied diet



Cross-curricular opportunities

As well as the above, many other areas of the curriculum can link in with this Facts4Life resource, including:

- history – e.g. plague (then and now)
- geography – e.g. illnesses in different climates, clean water, sanitation, maternal mortality across the globe
- philosophy, politics, ethics – e.g. link between poverty and illness, decisions about who to treat and what treatments to give, availability of free health care
- environmental issues – e.g. how pollution affects health, the benefits of green spaces
- maths – e.g. statistics about who gets ill, variation in physical characteristics and physical functioning
- Cross-generational – helps children to understand more about the health of the older generations, and of younger children, fostering understanding and improved caring relationships

We encourage teachers to measure the impact of Facts4Life learning through a range of assessment methods that link to the objectives of the resource, both for internal record keeping and to share with external audiences:

Knowledge and Understanding

There are a number of draw and write tasks, as well as discussion and presentation opportunities highlighted in the resource, that can be used as evidence for teacher assessment against agreed criteria on completion of each theme or the full unit of work.

Skills and Attitudes

The Pre and Post Evaluation Sheet (see p.27) is to be completed by pupils from Year 2 upwards both before starting the Facts4Life themes and upon completion of the work. This will demonstrate the impact of the teaching upon pupil attitudes and show levels of health resilience and confidence in managing their own health.

Behaviour

The Facts4Life 30 Day Activity Challenge and the Facts4Life 30 Day Wellbeing Challenge are designed to encourage pupils to apply learning from the resource and translate it into healthy behaviours. For instance, the 30 Day Activity Challenge encourages pupils to identify an aspect of their day to day life on which they would like to focus. This could relate to physical activity, their diet (eating more fruit and vegetables or cutting down on sugary foods or drinks), sleep patterns or other behaviours. The Facts4Life 30 Day Wellbeing Challenge works in the same way to help pupils put into practice the 5 Ways to Wellbeing and support their mental health. Pupils use the Challenge Cards to record whether they have achieved their challenge each day over a 30 day period and receive a bronze, silver or gold certificate, depending on the outcome. The Challenges are a good opportunity to involve parents/carers in Facts4Life ideas and can be extended beyond 30 days if desired. (See Additional Resources on the F4L website for the Challenge Cards and Challenge Certificate templates.) Other initiatives can be linked to the challenges e.g. 'The Daily Mile' (St. Ninian's Primary School) to the 30 Day Activity Challenge.



Draft Letter to Parents and Carers

This letter can be sent to all parents and carers of pupils in a teaching group prior to introducing the Facts4Life resource. It is intended to both inform parents and carers of the nature of the work and encourage parental and carer involvement in the ideas discussed. The letter can also be downloaded as an editable word document from the website.

Dear Parents and Carers,

Illness is something that affects everyone and yet, until now, it has rarely been explored in schools. We are now addressing this through a visionary project called Facts4Life interlinking physical and mental health and illness with a positive message. The key ideas look at how we manage illness and maintain our physical and mental health effectively throughout our lives. Fundamentally the project is about giving people – children and adults – better tools for self-caring and clear ideas of what to expect in life.

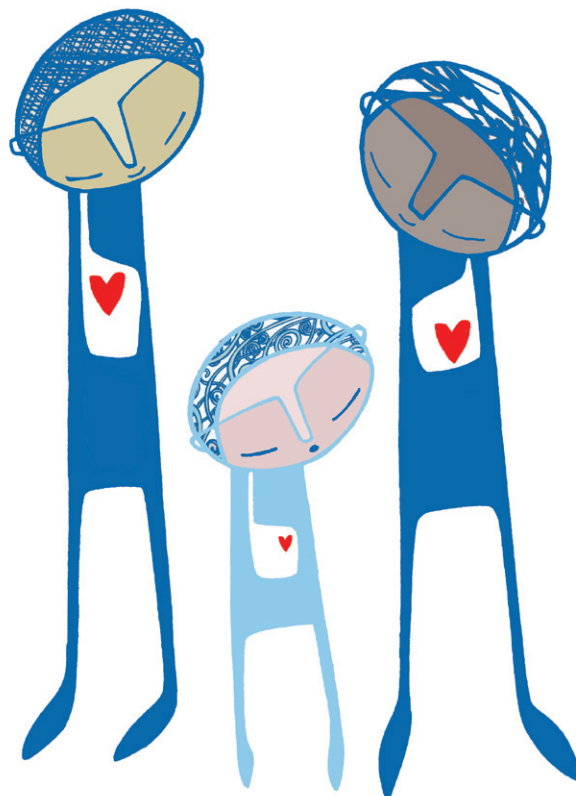
The Facts4Life resources have been put together by specialist teachers from the Facts4Life team and have been evaluated by the University of the West of England. The evaluation shows a very positive impact on children's knowledge and understanding of these important issues.

Through Facts4Life your child will explore how the body keeps itself in balance and how we can help it to do that. S/he will learn about some common illnesses and how a healthy lifestyle can reduce the likelihood of illness and increase the chance of recovery when ill.

Your child may have questions about illness which s/he will ask you about at home. Please encourage your child to talk about what they have been learning in school.

For more information about Facts4Life, you can visit www.facts4life.org or come in and talk to your child's teacher.

Yours sincerely



Stop and Take a Breath

Stop and Take a Breath is a simple introduction to mindfulness; a practice that is based around the skill of paying attention to the present moment with focused awareness. It is a technique to support mental wellbeing which teachers may wish to develop in the classroom over the course of the Facts4Life unit of work.

Ask the students to reflect on a time when they have felt a strong emotion; excitement, anxiety, anger. Can they think of how their body felt at the time? Where exactly in the body did they feel the emotion? (Stomach, chest, legs etc.?) How might we feel before a test? A special occasion?

Explain how it is normal for our heart rate to quicken when we feel a strong emotion and that we may notice our breathing becoming quicker or more difficult. This can make us feel funny sometimes. We might not like it. Sometimes we can help ourselves when we stop to take some deep breaths.

Sit down in a comfortable position with feet flat on the floor and the spine supporting itself. Close your eyes or look down at your hands.

Pay attention to your breathing. Gently breathe in and then slowly breathe out. Notice where you feel the flow of the breath most strongly. Keep your shoulders relaxed. If your mind tries to think about other things, bring your attention back to your breath.

Feel your stomach rising and falling (students can place their hands on their stomach). Keep your tummy soft and relaxed.

Open your eyes slowly and take another slow, deep breath with your eyes open.

Discuss

What did you notice about your breathing today? Did your mind try to think about other things? How did you keep your mind on your breathing?

You can share how learning to notice your breathing has helped you in difficult moments and how breathing with awareness like this can help the students to calm down when they get upset or nervous. It can also help them focus better at school, perhaps when they take a test.

Any time we are aware of our breathing, whatever we experience in the moment improves – the breath is always available as an anchor.



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
<p>Introduction & Baseline Card sort and discussion using images of things that may help or hinder our health and happiness</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Understand that we all get ill; that's normal • 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) • Understand that there are simple things that we can do to help support and promote our own good health
<p>Brilliant Bodies What is a body and what does it do? What are the correct names for body parts?</p>	<ul style="list-style-type: none"> • Value their bodies and capabilities • Know what makes each of us unique and special • Use correct names for body parts
<p>Bodies Are Smart How do our bodies tell us things? Hungry, tired, thirsty, hot, cold, sad, happy, poorly What can I do for myself?</p>	<ul style="list-style-type: none"> • Be aware of body needs e.g. water, sleep exercise etc • Take responsibility for themselves
<p>Only One You How do we care for ourselves? Diet, exercise, rest, hygiene, cuddles What keeps me healthy/in balance?</p>	<ul style="list-style-type: none"> • Be aware of body needs e.g. water, sleep exercise etc • Brushing teeth • Hygiene
<p>Role Play Packs</p> <ol style="list-style-type: none"> 1. Feeling sad (child, adult, teddy, listening ears, sunshine smiles) 2. Tummy ache (child, adult, toilet, hand washing, water, sleep) 3. Common Cold (child, adult, tissues, hand washing, playing, sleep, fruit and veg) 	<p>Reinforcement of theme outcomes</p>
<p>Suggested Books 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.</p>	
<p>Theme Enrichment Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the Facts4Life website.</p>	

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

Outcomes

Children will be able to name external body parts, including using the correct names for genitalia.

Children will be able to talk about physical differences.

Children will be able to explain what makes each of us unique and special (i.e. the range of normality).

Some children may describe a range of feelings and what happens to our bodies when we feel these emotions.

Key questions

What is a body?

How are girls and boys different?

In what other ways are we all similar and different?

What feelings do our bodies experience?

How might our bodies show these feelings?

Resources

Large pieces of paper/roll of paper

Activity posters

Your Body is Brilliant
by Sigrun Danielsdottir

Art & craft materials

This is Fin and Bear by Kelly Green
and Imogen Harvey-Lewis

Main Activities

Brilliant Bodies

Circle activity – ‘The sun shines on people with’ Choose a physical feature such as brown eyes or blonde hair and all of the children with that feature leave their place to find a new place. Children take turns to say the phrase adding a feature of their choosing. Add in the odd example of a feature that everyone will have in common as well as ones that are more unique.

Same and Different

What is a body? Invite responses. Draw a life-size figure on a large sheet(s) of paper. Ask children to label the parts that they know. Sing, ‘Head, shoulders, knees and toes’ to remind them of the basics. What other parts do we know? Draw around another child of a different gender. **How are girls and boys different?** This would be a good opportunity to introduce the correct names for genitals though the level of detail need only be basic e.g. boys have a penis and testicles, girls have a vulva. **In what other ways are we all similar and different?**

Point out that boys and girls have far more in common than different.

What Do Bodies Do?

Look at the posters of bodies doing different things. What can you see? What else do bodies do? **What feelings do our bodies experience? How might our bodies show these feelings?**

Role play/Drama – act out the many different things a body does during the day, e.g. different activities that we engage in, emotions we feel. Show me how you feel at break time. Show me what you do. Explore other scenarios, consider times of the day or week.

Ask children to draw/craft pictures of bodies doing different things; challenge the class to create a wall of activity with as much variation as possible.

Story Time

Share the book *Your Body is Brilliant* by Sigrun Danielsdottir.

Extended Challenge – Create your own class book of ‘Brilliant Bodies’ using photos, suggestions and artwork created by the children.

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Brilliant Bodies heading.



Reception: Bodies are Smart

Outcomes

Children will be able to describe how their bodies feel as they exercise.

Children will talk about other ways in which their bodies tell them what they need (e.g. rumbling tummy when you're hungry, yawning when tired).

Some children may be able to share their daily routines linked to bodily needs (physical and mental).

Key questions

How does our body tell us things?

Why are we doing a cool down?

How did we help our bodies cool down?



Main Activities

Bodies are Smart

This activity is best delivered as part of a PE session.

Think about all the different things that our bodies can do. Let's remind ourselves using the posters we looked at before.

Discuss - [How does our body tell us things?](#)

Share what we know about what our bodies do and how our body shows what we are feeling, our physical reactions. Explain that we are going to do some activities to help us think about what happens to our bodies when we exercise and how we can help our bodies to feel good, to feel balanced.

Activity 1 - 10 minutes

Warm up:

Introduction of vocabulary

Three gears: 1. Walk 2. Fast Walk 3. Jog

Children move around in a 3 x 3 grid about 30 metres square in the gear modelled by the teacher.

Script for Teacher:

When I say 'Go!' you can choose to go to this corner or that corner. This corner is called the 'hungry corner' and that corner is called the 'thirsty corner'.

When the children are moving you call out 'Go!'. Once the children have gone to the corners you ask 'why have you chosen that corner and how does it feel to be hungry?'. Now refer to the other corner and question accordingly

Finish with a corners game. Starting with gear 1 allow the children to move around, then shout 'Go!'. With your eyes closed choose a corner. The children in that corner sit down and the remaining children start again. Repeat until only a few are left (it doesn't take long to reduce the numbers). Once in gear 3, remain in this gear until the winners are identified.

What could you do if you were ...hungry, sad, thirsty, angry, tired? When might you feel...? Who could you tell if you were...?

Activity 2

Applying self-regulation

Focusing on 'Hot' & 'Cold'

Stand the pupils in pairs around the square, each pair at a cone. Add more cones around the square depending on how many pairs you have.

1 person from the pair goes into the square.

The person on the outside is going to be the investigator using their senses.

Set an in square physical challenge:

Stand up/sit down x 10

Cone turn over

Move to music etc.

Main Activities



After 1 minute ask the pupil in the middle to go back to their partner and teacher to go through the questions.

Keep swapping and introduce different activities. The big concept is to make sure the children in the middle know they are getting hot and are feeling tired, and that they now have a choice to make, to help their body back to its normal state.

Pupils on the outside:

What can you see? Looking at their face/whole body

What can you hear? Listening closely to their breath.

What can you feel? Hold your hand on your partner's chest.



Activity 3

Cool down

Repeat Activity 1 but start at gear 3 then finish at gear 1

Why are we doing a cool down? To help bring the body back to its normal state.

How does our body let us know if we are hot?

What did we see? Hear? Feel?

How did we help our bodies cool down? Stop and rest.

How do we feel at the end of the day when we have been very active? What do we do to help our bodies to rest and recover? Relax? Sleep? What happens if we don't get enough sleep? Our body doesn't get as much rest and we are left tired.

When we feel hot, cold, tired or hungry, we need to make choices that help to bring our bodies back to their normal state. This helps our bodies to regain balance - we're 'Smoothing the Path'.

Smoothing the Path with Sleep

Explore the theme of sleep further using the 'Sleep Well Boo' story and accompanying activities on the website.

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Bodies are Smart heading.

Resources

Floor cones or similar to mark out boundaries

Reception: Bodies are Smart resource folder (see website)



Outcomes

Children will be able to explain why their bodies need food and drink.

Children will be able to talk about different food groups and demonstrate recommended portion sizes using their hands.

Some children may be able to talk about our emotional responses to thirst and hunger.

Key questions

What food and drink is good for helping us to be happy and healthy?



Main Activities

Only One You

Introduce a puppet, teddy or doll to the class.

This is He/she is very special to me and I need to take really good care of him/her.

Help me decide how best to take care of ...

Let's use our imaginations.

.... has just woken up and needs to get ready for school. What do we need to do before we go?

Oh dear, looks a bit tired and his tummy feels a bit funny. What might he/she be feeling?

It's time for lunch! What does need to do?

.... has been spending lots of time sitting when he/she gets home from school. How might this affect his/her body?

Oh look at this sad face! I wonder what's wrong with What can we do to help feel better?

Goodness me, it's been such a busy day! Look how tired is. What should we do?

.... has had a great time playing outside today. He/she has got all hot and sweaty. What should we do?

Add or amend scenarios to suit class need.

Healthy Eating

Your body is such a precious thing; it needs lots of looking after. Just like we need to keep clean, healthy and happy. We also need to think carefully about what we eat and drink. Our bodies are busy and need lots of exercise and good things to give us energy, help us grow and help us to heal. When we do things to help ourselves feel happier and healthier, we are 'Smoothing the Path'.

What food and drink is good for helping us to be happy and healthy?

A Balanced Diet and Why it's Important

Carbohydrates are used as fuel to keep the body's cells working and muscles moving.

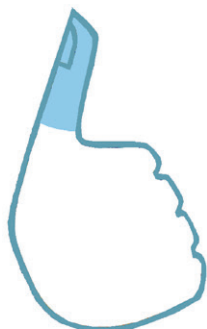
Fibre is made of bits of food that you can't digest like vegetable skins and seed husks. It helps sweep waste along your large intestine.

Minerals and vitamins are chemicals that you need in small amounts. These chemicals are used for many important jobs in helping our body work well to be healthy and strong.

Proteins are used to help the body grow, to repair damage within the body and to replace old cells.

Fats are used as a fuel for our bodies but also to help keep the brain, skin and hair healthy.

Main Activities



Sorting Activity

Establish that no food is a bad food as long as we eat or drink the right amounts. Show guideline portion sizes using hands and fingers and how this relates to your size e.g. small hand = small portion.

Fist = pasta, rice, potatoes

Flat hand = bread (starchy foods = 5 a day)

Fist = fruit and vegetables (at least 5 a day)

Palm = meat, fish, eggs (2 a day)

Thumb tip = fats and sugars (keep to a minimum)

Thumb = cheese and dairy (3 a day)

6-8 drinks a day (refer to British Nutrition Foundation guide for which types of drinks.)

It might be useful to introduce the guideline number of servings a day too though this varies depending on age and medical needs. A diet diary would help to illustrate the balance of food over the day or week.

Extension

Look at the food needed for a day of balanced eating using the recommended portion sizes.

Display Opportunity

Create an 'Eatwell Plate' collage using pictures, magazine clippings and food packaging.

Independent reinforcement tasks

Role Play

Using the Role Play packs, children can continue exploring the themes from the introductory activity.

Healthy Meals Activity

Meal design with varying food groups of varying portion sizes, big, small and just right with happy, neutral or sad faces according to food group. Children create different meals using the recommended portion sizes.

Being a Friend

Role play to act out friendship traits

- Sharing
- Listening
- Caring
- Helping
- Taking turns
- Playing

Emotions Faces

Art and craft to show different emotions. Discuss why someone might be feeling like this. For sad and angry, discuss how we could help someone feeling that way. Prompt cards of varying expressions.

Resources

Puppet/teddy/doll or similar

Art & craft materials

Reception: Only One You resource folder (see website)

Key Stage 1: 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).

<h2>Theme</h2>	<h2>Summary of Learning</h2>
<p>Baseline Card sort and discussion using images of things that may help or hinder our health and happiness</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Understand that we all get ill; that's normal • 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) • Understand that there are simple things that we can do to help support and promote our own good health
<p>This is Me Basic anatomy Why am I special? What do we have in common with others? How are we different? What are the correct names for body parts?</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Value their bodies and capabilities • Know what makes each of us unique and special • Use correct names for body parts
<p>Self-Care How I look after myself, diet, exercise, rest, hygiene 5 Ways to Well-being What makes me feel good about myself? Why do we keep clean? What keeps me healthy/ in balance? Who helps us to feel happy and healthy?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Hygiene • Personal responsibility • Diet, exercise and rest • Illness, wellness & balance • Recognising that our feelings can affect the way we behave • Who we can speak to about our feelings
<p>My Health My health journey so far. Common childhood illnesses/ health issues (chickenpox, threadworms, diarrhoea, head lice, slapped cheek syndrome, broken bones, common cold) What do I know about...?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Hygiene • Personal responsibility • Diet, exercise and rest • Illness, wellness & balance • Recognising that our feelings can affect the way we behave • Recognising that our feelings can affect the way our bodies react
<p>Medicines What is a medicine? When can medicines be helpful and when can they be harmful? Who takes responsibility for medicines when we're younger?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Drugs and their uses • Personal safety • Where we can go when we need to feel safe • Who we can go to when we need to feel safe
<p>Suggested Books 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. A Dose of Dr. Dog by Babette Cole – playful sequel to Dr. Dog looking at alternative/natural treatments for caring for common ailments.</p>	
<p>Theme Enrichment Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the Facts4Life website.</p>	

Outcomes

Children will be able to share their understanding of what helps or hinders our health.



Main Activities

Baseline

The initial session should simply be an elicitation of what the children already know and understand about being ill or being well. It is important that you don't lead the children's thinking in any way at this stage, as a baseline measure you must simply facilitate discussion. You may find it easier to 'rate' the children's understanding of the varying themes using a number scale or traffic light system, this will provide data to compare against when you repeat the activity after the delivery of the sessions.

Depending on your cohort, you may wish to allow the children to identify images of behaviours that would help or hinder our health and happiness as an independent task or as a group task if you are able to observe and record the conversations that take place around the images. (See Additional Resources section on F4L website.)

You could also use a card sort exercise and discussion in a grouping that works for your class using the set of health related images again, considering the things that may help or hinder our health and happiness.

The information generated by this activity should inform the emphasis that you place on the varying sessions so as to address any misperceptions or gaps in understanding.

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

Alternatively, you may wish to use a more formal assessment as on p.27 or a Draw and Write activity as described on p.28.



Outcomes

Children will be able to present a personal fact file demonstrating what makes them unique and special (including physical, emotional and personality traits) and will compare and contrast with their peers.

Children will be able to talk about the range of normality.

Children will be able to name external body parts, including the correct names for genitalia.

Key questions

What do people look like?

How are these bodies similar? How are they different?



Main Activities

Circle Time activity

Teacher starts with the statement 'I like bananas.' Using a token to pass around the circle, each child states whether they too like bananas. If they don't, then they say what they do like instead e.g. 'I don't like bananas. I like strawberries.' The token then continues its journey around the circle with the next 'I like' statement. After a few journeys around, highlight that we have different tastes/likes/dislikes – there are some likes we have in common, some that are different and that's all normal.

Same and Different

What do people look like? Invite children to share what people have in common. Create labels of the body parts suggested and place them on a 'Word Bank' chart. Explain to the children that people have lots of features in common such as eyes, nose, mouth, arms, legs etc. Looking at physical features, invite the children to describe the teacher or teaching assistant starting with the head. Record their observations in a fact file template.

Written Task

Children complete a fact file of themselves commenting on appearance and preferences.

Guess Who?

Start making statements about the appearance of a child in the class but without making reference to gender. Repeat a couple more times. Describe the common characteristics of two or more children with a gender difference so the class are left with a few possible subjects. Point out that some of our differences aren't so easy to see.

Draw two life-size body outlines on large pieces of paper. Assign a gender to each one. Using the body labels in the Word Bank, look at the body outlines. Invite the children to label the different body parts. Explain that although these bodies have many features in common, they do have some differences. What are they? **How are these bodies similar? How are they different?** Children may use family names for genitalia so explain that in school, we use their proper names. Boys have a penis and testicles; girls have a vulva and a vagina. Add these labels to the body outlines. Add gender to the fact files.

Why am I Special?

Bodies are brilliant – they can do so many things! What do you notice these bodies doing?

Look at pictures or a video clip (see link on the 'This is Me' PowerPoint).

List all the different things the children notice. Demonstrate what wasn't so easy to see, our senses at work; smelling, hearing, tasting, touching and seeing, our emotions – how we are feeling. Children add these senses to their fact file, along with likes and dislikes for each.

Main Activities

Display Opportunity

Create a sensory wall or area. Perhaps you could include the completed fact files.

Useful Books to Share

p.8-9 Let's Grow with Nisha and Joe FPA resource
(downloadable non-printing PDF <http://www.fpa.org.uk/resources/leaflet-and-booklet-downloads>.)

p.10-11 What's the Big Secret? by Laurie Krasny Brown.
Published by Little Brown Books for Young Readers (2000).

Amazing You! by Dr Gail Saltz.
Published by Penguin USA (2008).

Home Task

Create a family map with you in the middle surrounded by the people who love and care for you. Under each person, write or draw what you think they are good at. Ask each person to tell you what they think they are good at and see how it compares, see if you both thought the same or if you were able to point out something about them that they hadn't realised. Ask each person what they think you are good at too and see how their ideas compare with yours.

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the This is Me heading.

Resources

Years 1 & 2: This is Me resource folder (see website)

Theme PowerPoint (see website)

Token – soft toy or similar

Paper and pens

Large piece/roll of paper



Outcomes

Children will be able to talk about the 5 Ways to Wellbeing (see www.fivewaystowellbeing.org) and give examples of how they look in practice in their own lives.

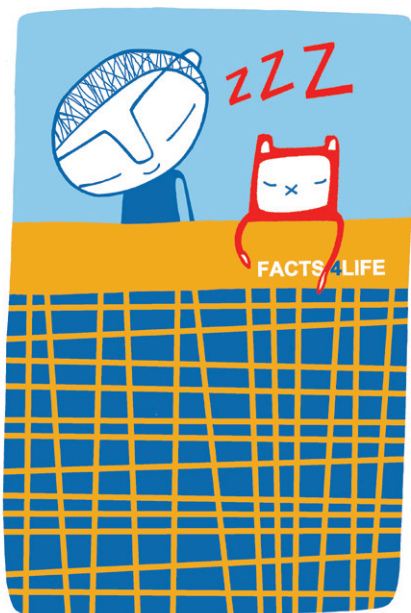
Children will be able to identify ways in which they can support their friends and family when experiencing different emotions.

Children will be able to identify when they need help, who can help them and how they can help themselves.

Key questions

What does need to be healthy and happy?

Who helps us to be healthy and happy? How do they help us?



Main Activities

Circle Time

I feel good when ... I feel tired when ...

Draw out the answers that related directly to physical health e.g. said he felt tired when he stayed up late. When else might someone feel tired? Collect different reasons from the children. Establish that there are emotional reasons for feeling tired too. Repeat for feeling good, this time making a point of collecting the physical reasons for feeling good e.g. when I've had a good sleep, when I've been to gymnastics etc.

Smoothing the Path with Sleep

Explore the theme of sleep further using the 'Sleep Well Boo' story and accompanying activities on the website.

Hot Seating

Using emotions cards, children volunteer to choose a card at random and sit in the hot seat, acting out the emotion from the card they selected.

... looks happy. Why might that be? Invite children to theorise.

... looks angry. Why might that be? Invite children to theorise and for each theory, try to think of a means of helping.

When we are helping ourselves to feel better, we are 'Smoothing the Path'.

5 Ways to Well-being

Lots of people have looked into what helps us to feel good and they came up with the 5 Ways to Well-being: **Connect**, **Be Active**, **Take Notice**, **Keep Learning** and **Give**.

Connect - talk with someone and really listen to what they have to say. Show an interest in what a classmate is doing at playtime and join in.

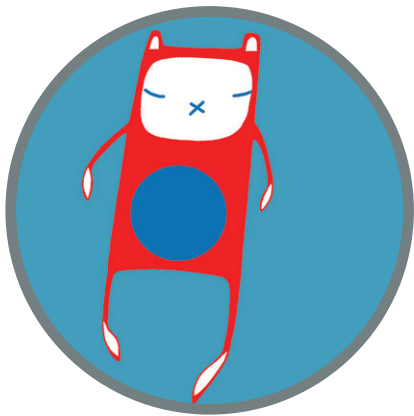
Be active – playing outside, going to a sports or dance club – something that gets you moving.

Take notice – take the time to notice what is happening around you. Use your senses to really be in the moment.*

Keep learning – we're learning all the time. Listen, try for yourself, make mistakes and keep practising – that's how we learn!

Give – take the time to be kind to someone. When you are kind to others, it feels good for them and it feels good for you!

* Mindfulness supports this element beautifully, see 'Stop and Take a Breath' on p.8 for a basic introduction.



Resources

Years 1 & 2: Self-care resource folder (see website)

Theme PowerPoint (see website)

Puppet, doll, teddy or similar

Main Activities

Display Opportunity

Create pictures, written examples and take photos of children showing the 5 Ways to Well-being.

Role Play

Introduce a puppet or teddy to the class (a class pet could also be used).

This is He/she is very special to me and I need to take really good care of him/her. Help me decide how best to care for ...

What does need to be healthy and happy?

Draw out the need for a balanced diet, exercise, rest, friendship/company and good hygiene.

Task

Draw and write how you help to keep yourself healthy and happy.

Discuss

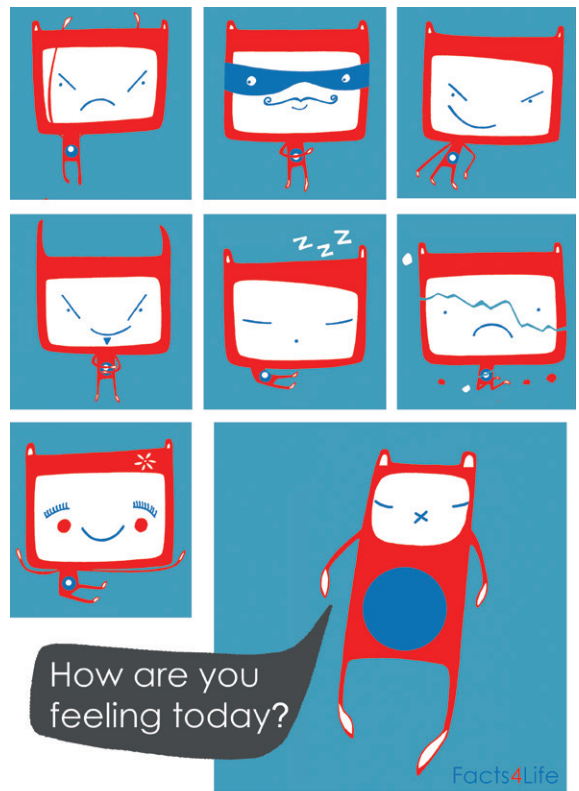
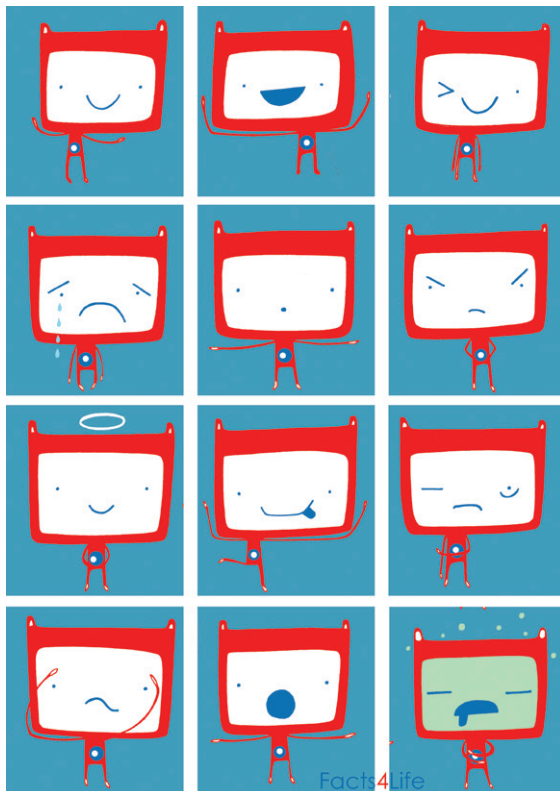
Who helps us to be healthy and happy? How do they help us?

Home Task

Share the 5 Ways to Wellbeing with your family and collect examples of how you and your family do things that come under the 5 headings.

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Self-care heading.



Outcomes

Children will be able to describe a range of common childhood illnesses and how to manage them.

Children will be able to explain that most people will get better from most illnesses on their own (e.g. managing a cold or chickenpox).

Children will be able to explain ways in which they can stay healthy and reduce their chances of getting ill.

Key questions

When you were ill, what was wrong?

How did you get better?

What can we do to help us cope with illness better?

How can we help our bodies to stay healthy, happy and reduce the chance of illness?



Main Activities

What is Health?

Invite responses. Establish that health is to do with how we are feeling and how our bodies are working. Explain that our health fluctuates; sometimes we feel good, sometimes we feel bad and often we feel somewhere between the two - that can depend on what's going on around us or maybe what is happening to us. We call this 'Riding the Ups and Downs'.

Stand Up, Sit Down Activity

Who has been ill this year?

Who was ill last year?

The results will illustrate the normality of illness, everyone gets ill but for most people, most of the time, you also get better. Make this point with the children; they've all been ill before but they are also here to tell us about it so their bodies recovered from those illnesses.

Discuss

When you were ill, what was wrong? E.g. chickenpox, cold/virus, broken bone.

How did you get better? Rest, lots to drink, time, cuddles.

Children may give medicines as an example of how they got better. Over the counter medicines tend to treat the symptoms of an illness rather than fight the illness itself. Prescription medicines may well speed up recovery by accelerating what the body would have done for itself given time. Most of the time, the body can fight off infection itself but we sometimes use antibiotics to speed up that process; medicines often help the body to help itself.

Establish that for most common illnesses, our bodies mend themselves – immune learning – our body figures out what to do with the illness and corrects the balance of the body. We call this 'Keeping Balanced'.

How might someone feel if they have an illness? Sad, grouchy, tired etc.

Sometimes, a person's illness might be to do with feeling very sad or generally low about all sorts of things. We call this mental illness as it affects our feelings. This kind of illness can also affect our bodies; we might feel tired all the time, or tearful, or maybe feel funny in our tummies. It can be different for different people.

What can we do to help us better cope with illness? How can we help our bodies to stay healthy, happy and reduce the chance of illness? Examples should include healthy diet, activity/exercise, plenty to drink, good sleep, people to talk to, people to properly listen to us etc.

When we do things to help us to feel happier or healthier we call it 'Smoothing the Path'. Helping ourselves to feel better can be further explored using the Brain Science resource (see website).



Resources

Years 1 & 2: My Health resource folder (see website)

Theme PowerPoint (see website)

Main Activities

My health journey so far

Home Task

Find out about what illnesses you've had since being born. Include any details that you can remember or ask a parent/carer to tell you about what it was like.

Discuss

Share the homework activity. The teacher makes a list of the variety of illnesses experienced. Pick out a few of the common illnesses e.g. cold. Create a fact file for a cold using what the children know about the illness.

What is a cold?

What causes a cold?

How will I know if I have a cold?

How can I help myself?

Who can get a cold?

Repeat activity for other common illnesses through conversation or using the KS1 Fact Files (see website). The video shorts could also support this activity (see website).

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the My Health heading.



Outcomes

Children will be able to explain what a medicine is.

Children will be able to explain that medicines can be helpful or harmful, depending on how they are used.

Children will understand that most people will recover from most illnesses on their own.

Children will be able to describe the safe and responsible use of medicines.

Key questions

What are the things that keep us healthy and can help to reduce the chances of us becoming ill?

Who would be the best person to look after’s medicine – at home and at school?

Where would be a safe place to keep’s medicine?

Where are your medicines stored at home?

Other than taking a medicine, is there anything else that could help to make feel better?

How can we try and stop ourselves from feeling poorly?



Main Activities

Introductory Discussion

What are the things that keep us healthy and can help to reduce the chances of us becoming ill? (Exercise, healthy food, enough sleep, water).

What is a medicine? (A drug that is made to help the body help itself. N.B. In most cases the body can recover by itself – a medicine just helps with that natural process of recovery.)

Introduce a class puppet (if you don't have a class puppet then use a suitable soft toy).

.... doesn't feel well. Invite the children to ask .. questions to try and determine what the matter with him/her is. (N.B. The children can ask the questions and can 'whisper' them into your ear and then you relay the answers back to the children).

Example questions might be:

- Are you in pain?
- Where does it hurt?
- How long have you felt like this?
- Do you have it all the time?
- Have you taken anything for it?
- Do you think you've caught it from someone else? Etc.

You can determine the type of illness has – e.g. a headache, a stomach ache, feeling wheezy, a cough, a temperature, runny nose, chickenpox.

Ask the children what might make feel better. This will vary according to the puppet's illness. If the children say 'take a medicine' then ask the following questions:

- Can take any medicine?
- How would we know what medicine should take?
- Where would we get’s medicine from? (A shop, a chemist or with a prescription)
- Where do medicines come from? (They are chemicals which work with chemicals in our body. Some made by scientists in laboratories and some are made by using ingredients from plants).
- How would we know how could take the medicine safely? (Read the instructions)
- What would happen if someone took’s medicine and they didn't need it?
- Who would be the best person to look after’s medicine – at home and at school?
- Where would be a safe place to keep’s medicine? Where are your medicines stored at home?
- What medicines have you heard of? What illnesses do those medicines treat?
- Other than taking a medicine is there anything else that could help to make feel better? (A rest, drinking water, fresh air, sitting somewhere quiet, staying warm, have a bath etc.)



Resources

Years 1 & 2: Medicines resource folder (see website)

Theme PowerPoint (see website)

Puppet, doll, teddy or similar

A Dose of Dr. Dog by Babette Cole

Main Activities

Ask the children to work in pairs and take it in turns to think of an illness. Their partner then has to ask them questions to try and find out what illness the other child has. Once they have found out what the illness is they can make suggestions as to what the child can do to feel better including both medical and non-medical suggestions.

On a flip chart or a whiteboard make a list of safety advice for using medicines e.g.

- Grown up should always look after a medicine
- Medicines should be stored safely out of reach
- People don't always need a medicine to feel better
- Always take the correct dose
- Only take a medicine when it's needed
- Other things can also help the body make itself feel better, e.g. water, sleep, fresh air, a cuddle etc.

Finish with a circle time activity asking children to complete the sentence, 'When I don't feel well, I...'

Optional Activity

Read the children A Dose of Dr. Dog by Babette Cole

- **What do you think herbal medicines are?** (Medicines made up of plants, trees or fungi).
- **Do you think herbal medicines are always safe to take?** (No, like other medicines they will have an effect on the body and may sometimes be poisonous).
- **Which of the herbal medicines shown in the book have you heard of?** (e.g. garlic, ginger, arnica).
- **What did Dr. Dog use the herbal medicines to treat?** (e.g. garlic juice for itchy mosquito bites, ginger tea for sickness).
- **How could the Gumboyles have stopped themselves from feeling poorly?**
- **How can we try and stop ourselves from feeling poorly?**
- **What other things sometimes make us feel better?** (e.g. a cuddle with someone on the settee, a get well card from a friend etc.).

Home Task

'My self-help first aid kit'. Children to make a short list of common ailments and issues, ideally those experienced personally. For each ailment or issue, children should consider the possible 'self-care' remedies to help relieve the problem without the need for medicines e.g. more sleep or rest, more water, a cuddle, some quiet time, someone to talk to etc.

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Medicines heading.

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

Pre and Post Attitudes Evaluation Sheet

Please circle the response that you feel best reflects your opinion.

1. Some people are never ill.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
-------------------	----------	----------------------------	-------	----------------

2. Most of the time my body will get better by itself.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
-------------------	----------	----------------------------	-------	----------------

3. When I feel ill I always need to take medicine to feel better.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
-------------------	----------	----------------------------	-------	----------------

4. When I feel ill I always need to see a doctor.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
-------------------	----------	----------------------------	-------	----------------

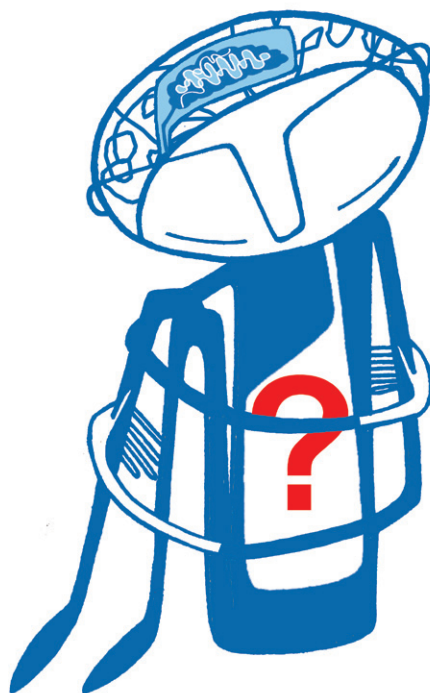
5. It's okay to feel sad or upset sometimes.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
-------------------	----------	----------------------------	-------	----------------

6. When I feel ill I always need to take time off school.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
-------------------	----------	----------------------------	-------	----------------

Downloadable from website



Outcomes

Children will be able to share their understanding of what healthy and ill looks like.

Key questions

What does healthy look like?

What does ill look like?

Think about inside and outside the body, physical health and mental health.

Main Activities

Baseline Draw & Write Activity

A draw and write activity is a method of assessing what children already know about a topic and allows them to convey their knowledge and understanding using words and pictures.

Give each child a piece of paper divided in half down the middle. On one half of the paper ask them to draw a picture of a person who is healthy and well, both physically and mentally. Ask them to draw or write some of the things that are helping to make that person feel healthy and well.

On the other half of the paper, ask the children to draw someone who is unwell – this can be physically or mentally unwell. They must show what condition that person has (in other words, how they are unwell). Again, ask them to draw or write some of the things which are making or causing that person to feel unwell.

N.B. It is important that you don't explain anything beyond the instructions above as you are using the activity to gauge the children's understanding of what it means to be healthy or unwell.

Repeat the activity at the end of the Facts4Life intervention for a direct comparison of the children's pre and post knowledge and understanding. You can do this by giving children their original drawing/writing and asking them to add what they have learnt using a different coloured pen.

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.

Balance Ball Activity

Using a large balance ball, help the children to understand that being healthy is about being in balance, and that the body is always working hard, behind the scenes, to keep this balance.

Ask a group of children to support the balance ball together, using their hands. Try to keep the ball balanced when someone moves a hand, or removes a hand. Then try moving around the room.

Explain that the children's hands supporting the ball represent our body working well, in balance. The hands represent internal body processes which work as a team to keep us healthy (e.g. breathing, circulation, temperature control, chemical balance, the bugs in our digestive system). When all the hands are working together, the ball is balanced and we are likely to feel well.



If one of the hands moves because there is an upset to the system (e.g. an illness, injury, or feeling unhappy), the ball becomes unbalanced for a while. As long as the ball doesn't completely fall to the ground, we can cope. The body works hard to move the hand back and get the ball into a balanced state again. The children could think about how long the unbalanced state might last (e.g. flu might last for about a week and it might take several weeks to get over a chest infection or broken leg).

Moving around the room represents stress and strain on the body (e.g. being very busy, viral infections, exercising hard). The ball can still be balanced but it takes a bit more effort (e.g. eating particularly healthily or getting more rest). The children might find that they get better at balancing the ball through moving around, and you could link this to how the body can get better at handling stresses. This can also be used to show how the 5 Ways to Wellbeing contribute to mental health balance. See Mental Health resources for further details.

Another Idea

One child could use fingertips only, to represent a body system which is permanently damaged (e.g. lung damage through smoking, or altered chemical balance through diabetes). The ball can still be balanced, if the other children work together.

Body and Mind Awareness

Mindfulness is a useful technique in teaching children how to pay attention (see p.8 Stop and Take a Breath). In this context, paying attention to yourself, your physical experiences and emotional reactions, can help you to manage your health more effectively. The My Busy Body script below can be used to help introduce children to paying attention to their heartbeat as part of their work on the circulatory system.

My Busy Body

Ask the children 'What is a heart? What does it do? Who can show me where it is? Who can show me how big their heart is?' Establish that the heart is a muscle, a pump that is about the size of your fist.

'What happens when you run fast? Does your heart beat faster or slower?' Demonstrate how to find your pulse and tell the children that they are going to measure their own pulse at rest.

Children practise finding their pulse, either alone or with a partner.

Children may wish to record their heart rate at rest to compare to their heart rate after varying stages of exertion. Time the children for between 15 and 30 seconds while they count their heartbeats.

Lead the children through some activities that will raise their pulse rate, possibly during a PE lesson. Explore how different levels of exercise will have a varying impact on pulse rate. Take the time to think carefully about how the body feels when cooling down at the end of the session too.

Outcomes

Children will understand the importance of taking personal responsibility for their own health through having a healthy lifestyle.

Children will know about the illnesses and conditions a healthy lifestyle may help them to avoid.

Children will understand the importance of sleep and rest for health.

Children will know about diet, exercise, relationships, skills and attitudes necessary to maintain a healthy lifestyle.

Key questions

Who is responsible for keeping me healthy?

Why is it important to be healthy?

How much sleep and exercise does a Year 3/4 child's body need?

What sorts of things make us happy?

What difference does keeping healthy make?

Resources

Years 3 & 4: Healthy Me resource folder (see website)

.....
Theme PowerPoint (see website)

Main Activities

Brainstorm Activity

What does 'healthy' mean? What does 'unhealthy' mean?
Include the importance of sleep, exercise, diet and healthy relationships.

Circle time: Personal Responsibility

Who is responsible for keeping me healthy? Discuss physical changes over which the children have no control and introduce the idea that there are some changes over which they will have control and increasingly be able to take responsibility for e.g. clothes they wear, who they have as friends, food they eat, leisure activities they do. Relate this to health and illness (mental and physical).

Why is it important to be healthy?

Sentence starter activity around the circle: A healthy choice I can make is...
Highlight that we can all help to 'smooth the path' of our health journey.

Class discussion: Sleep

How much sleep does a Y3/4 child need?

Discuss the benefits of sleep and how much people of different ages need. Work out how much sleep they usually get. What happens if you don't get enough sleep?
To explore this theme further, see the sleep resources on the website.

Activity: Healthy Me Challenge

How much daily exercise does a Y3/4 child need?

During a PE lesson, discuss the benefits of exercise. Think about working all the different parts of the body and muscles. Using the Healthy Me Activity Poster, try out the different actions while listening to a suitable 'bouncy' piece of music. Take turns to invite the children to select the next action for the group to perform. After performing the actions, invite the children to reflect on what they notice, their physical and emotional responses.

Activity: Healthy and Happy

What sorts of things can make a person happy? If someone is feeling sad, what sorts of things might make them feel better? Examine a range of simple scenarios and what we can do to help ourselves and each other in these situations. *To explore this theme further, see the Brain Science resources on the website.*

Discussion/Homework Possibility

What difference does keeping healthy make? As a homework task or a group activity, challenge the children to evidence the impact of healthy behaviours on the mind and body. You may prefer the groups to focus on the separate elements of:

- Balanced diet (Why are different food groups good for me? What does my body do with them?)
- Active lifestyle (Why is exercise good for me?)
- Sleep (Why does my body need lots of sleep?)
- Well-being (What makes me feel safe and happy? Why are these important?)

Extension Activities

Facts4Life 30 Day Challenge tasks.
Design short activity routines to teach others.

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: Healthy Me heading.

Outcomes

Children will know some facts about their focus illness.

Children will be able to suggest what helps to manage their focus illness.

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

Children will begin to understand that illness can happen for many different reasons such as being hereditary, chance events, and lifestyle choices.

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

Key questions

What medical conditions do we want to find out about?

What might cause illness or make it more likely?

How are we responsible for our own healthy balance?

When might we need medical help in managing our health?



Main Activities

Circle Time Activity: The sun shines on...

The group all sit on chairs in a circle with one person (without a chair) stood in the middle. This person will be the speaker first and will use the phrase, 'the sun shines on those who...' and is completed with a medical condition that the speaker has or has had, e.g. a cold. All those who have also had or have the condition stand up and swap places with someone else, leaving one child remaining without a seat to think of a new condition.

Highlight the range of illnesses/ conditions experienced by the group. Some will have been very common whereas others will have been less common – this is all part of the range of normality.

Discussion

What medical conditions do we want to find out about? Record children's responses.

Activity: The Family

What is a family? Establish that there are many different types of family. Ask children to create a fictitious 'family' for our focus.

Explain that getting ill is a normal part of life but how we experience wellness and illness can vary for different people. We call this 'riding the ups and downs' because no one exists in a constant state of health.

Lots of you will have had chickenpox, think about what it was like. Were you covered in spots or just had a few? Did you feel really grotty and sad and want to stay in bed or did you feel alright to play and do your usual activities?

Allow time for children to share their experiences with one another.

You will have all experienced the virus differently and while some of you may have used lotion to feel more comfortable or paracetamol to help the body cope with a headache or a high temperature, all of you were probably able to deal with the virus by yourselves (at home); your immune system 'learned' how to handle it and knows how to protect you from it if you come into contact with chickenpox again.

The fictitious family will be used to explore the illnesses and conditions of interest to the group in a distanced way. Assign different illnesses or conditions of interest to the group to the different family members.

NB You may choose to include a particular condition that you feel is important for the children to learn about. Similarly, you may prefer to exclude one of the children's suggested conditions if you feel that it may be a sensitive issue.



Main Activities

Using the Fact Files

Choose an illness or condition that is familiar to the children e.g. common cold. Using the fact file for the condition, ask the children to identify the main points.

What is it?

How do you know if you have it? (The symptoms)

How does it make you feel? (physically and emotionally)

How can you best manage this condition? (Caring for yourself, help to avoid catching it or spreading it)*

**Is it contagious?*

This is the Family (class created family).

..... has a cold (select one of the family members for the illness/condition in focus)

A cold is (refer to notes highlighted by the children)

Discuss how we could share the Fact File information in an interesting and engaging way. See Fact File Activity Ideas (on the website) for further help.

Children then go on to explore conditions of interest. Use the varying family members to consider the impact of different conditions and how best to manage them in relation to the family member's position in the family, in the workplace and through lifestyle choices. Consider when the family member may need to seek medical help.

The video shorts could also support this activity (see Additional Resources section of website).

Discuss

Responsibility – **how are we responsible for our own healthy balance? When might we need medical help?**

Discuss the illnesses and how they might be experienced by the varying family members.

What might have caused this illness or made it more likely? Reinforce that illness is a normal part of life and that the causes are varied. Stress that there is an element of chance with illness; sometimes we develop illnesses for no clear reason.

Discuss

When people are ill, do they always need to see a doctor or take time off school/work?

Extension Activities

Page 40 scenarios.

Facts4Life game.

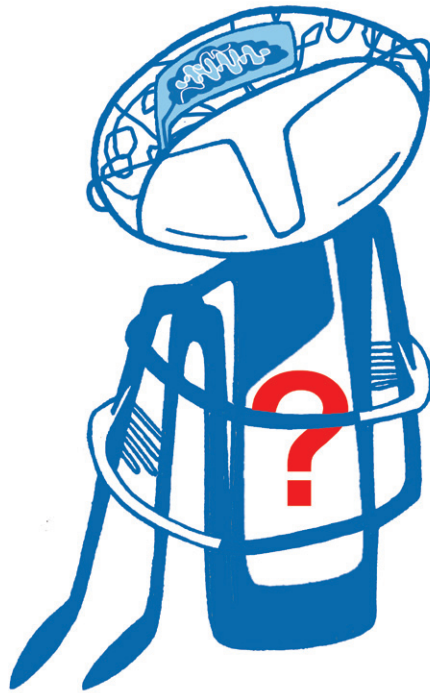
Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Years 5&6: The Family heading.

Resources

Years 3 & 4: The Family resource folder (see website)

.....
Theme PowerPoint (see website)



Outcomes

Children can share their understanding of what they think healthy and ill looks like.

Key questions

What does healthy look like?

What does ill look like?

Think about inside and outside the body, physical health and mental health.

Main Activities

Baseline Draw & Write Activity

A draw and write activity is a method of assessing what children already know about a topic and allows them to convey their knowledge and understanding using words and pictures.

Give each child a piece of paper divided in half down the middle. On one half of the paper ask them to draw a picture of a person who is healthy and well, both physically and mentally. Ask them to draw or write some of the things that are helping to make that person feel healthy and well.

On the other half of the paper, ask the children to draw someone who is unwell – this can be physically or mentally unwell. They must show what condition that person has (in other words, how they are unwell). Again, ask them to draw or write some of the things which are making or causing that person to feel unwell.

N.B. It is important that you don't explain anything beyond the instructions above as you are using the activity to gauge the children's understanding of what it means to be healthy or unwell.

Repeat the activity at the end of the Facts4Life intervention for a direct comparison of the children's pre and post knowledge and understanding. You can do this by giving children their original drawing/writing and asking them to add what they have learnt using a different coloured pen.

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 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 are we responsible for our own healthy balance?

Do we always need to take time off school when we are unwell?

Resources

Balance Ball

.....
Years 5 & 6: Homeostasis resource folder (see website)

.....
Theme PowerPoint (see website)

Main Activities

If this is the cohort's first introduction to Facts4Life then start with the Year 3 & 4 introduction to homeostasis.

What do we mean by balance?

This age group could be introduced to the word homeostasis by explaining that it comes from Greek words and means 'keeping stable or constant', or as we describe it, *keeping balanced*.

Discuss

What happens when?

- We are hot (we sweat)
- We are cold (we shiver)
- We have excess water in the body (we urinate)
- We have insufficient water in the body (we're thirsty and don't urinate as frequently)
- We eat something – this could be extended to look at how the body responds to different food types, e.g. sugary, salty. (Glucose levels increase creating a temporary surge of energy, the duration varies according to food types, we excrete the waste food when our bodies have digested and used the energy and nutrients contained within them).

Why does your body respond in these ways?

What else can we do to help our bodies to stay in balance? Draw out themes such as sleep, exercise etc.

Written Task: Homeostasis

Children show their understanding of the body's homeostatic responses to varying stimuli and environments. Video, PowerPoint or cartoon strips would all work well to convey this understanding.

Discuss

Responsibility – **How are we responsible for our own healthy balance?** Who can help us with maintaining a healthy balance? How have our responsibilities changed for our own well-being since we were small children? How will it change in the future? What might cause illness? Reinforce that illness is a normal part of life and that the causes are varied.

When might we need to see a doctor or seek medical help? **Do we always need to take time off school when we are unwell?**

Extension/Homework

Research how the body responds to illness/ailments such as broken bone, cuts, fainting etc. What happens when we get a bruise?

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Years 5&6: Introduction to Homeostasis (Balance) heading.

Outcomes

Children will know about the importance of sleep, diet, exercise, relationships.

Children will be able to name the 5 Ways to Wellbeing, relating them to their own lives.

Children will begin to know about some of the illnesses and conditions a healthy lifestyle may help them to avoid.

Children will develop the skills and attitudes necessary to take personal responsibility for their health.

Key questions

What influences our health?

Why is sleep important?

Why is exercise important?

What do we need to keep our mind healthy?

Who is responsible for keeping me healthy?

Main Activities

Discuss: Health Factors

What influences our health? Refer back to the draw and write activity (healthy and well). Invite the children to explain how what they wrote or drew relates to a healthy lifestyle. Draw out the key themes of sleep, diet, exercise, connection.

Discuss: Sleep

Why is sleep important? Invite the children to share what they think about sleep and what difference it makes to how we cope physically and mentally. There are supplementary materials to explore this theme in greater depth on the website. Ensure that the following is highlighted:

Your Brain Needs Sleep, so you can:

- Remember what you learn
- Pay attention and concentrate
- Solve problems and think of new ideas

Your Body Needs Sleep, so that your:

- Muscles, bones, and skin can grow
- Muscles, skin and other parts can fix injuries
- Body can stay healthy and fight sickness

To explore this theme further, see the sleep resources on the website.

Good Mental Health

Look at the 5 Ways to Wellbeing (www.neweconomics.org).

Divide pupils into five groups and give each group one of these ways written on a large piece of paper. The groups discuss what their word means, why it is important and suggest ways that they can achieve it. Invite the groups to feedback their agreed meaning and suggested ways of achieving it. Think, would these ways suit everyone? Everyone is different and will have varying ways of achieving these 5 ways.

This would be a good opportunity to introduce some mindfulness techniques as a means of promoting self-awareness and self-management. See p.8 Stop and Take a Breath and also the 'Take Notice' activities from the Mental Health supplementary materials.

You may wish to use the 30 Day Wellbeing Challenge to promote these ways.

PE Activity

Can you find your pulse? Time the children for 30 seconds as they count their pulse rate. Make a note of this resting pulse.

What does your pulse rate show? How can we change it?

Invite responses and record ideas to refer back to later.

Set the children to work on a collection of activities that include using varying parts of the body e.g. stomach crunches, press ups, shuttle runs, skipping etc. The aim is to use as many different muscle groups as possible.





Resources

Years 5 & 6 Healthy Me resource folder (see website)

.....
Stop and Take a Breath p.8

.....
Theme PowerPoint (see website)



Main Activities

Take your pulse again. What do you notice? Record this active pulse rate to compare with the resting pulse rate.

Why is your pulse rate different after exercise? What else do you notice about how your body is responding to the exercise? Why do you think that is? We are told that exercise is good for us – why do you think that is?

Watch

<https://www.bhf.org.uk/heart-matters-magazine/activity/what-happens-when-you-exercise>

Discuss the themes explored in the video and how they relate to the children's thoughts and observations.

Why do you think that doctors sometimes prescribe exercise to a patient instead of medicine?

In many ways, exercise can be seen as a wonder drug as the vast majority of health issues can be helped by being physically active.

Activity: The Wonder Drug

Why is exercise important?

Using the Exercise Fact File as a stimulus, design an advertising campaign to promote exercise as a wonder drug. Be sure to include the benefits, variety of activities that could be used and how many forms of exercise are free.

Discuss

Look at pictures of the heart, lungs, brain, blood vessels. How do we keep these healthy and avoid illness? Refer back to the 'What happens when you exercise?' video.

What do we need to keep our mind healthy? Who is responsible for this?

You may wish to use the 30 Day Challenge to further embed thinking about healthy behaviours.

Circle Time: Personal Responsibility

Discuss aspects of their life over which they have no control and aspects over which they will have control and increasingly be able to take responsibility for e.g. clothes they wear, who they have as friends, food they eat, leisure activities they do. Relate this to health and illness. **Who is responsible for keeping me healthy?**

How is this changing as they get older? Sentence starter activity around the circle: something I can control now in order to keep healthy... things I will be able to control when I am older in order to keep healthy...

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Years 5&6: Healthy Me heading.

Outcomes

Children will know some facts about their focus illness.

Children will be able to suggest what helps to manage their focus illness.

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

Children will begin to understand that illness can happen for many different reasons such as being hereditary, chance events, and lifestyle choices.

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

Key questions

What medical conditions do we want to find out about?

How are we responsible for our own healthy balance?

When might we need medical help in managing our health?

What might cause illness or make it more likely?



Main Activities

Circle Time/Class Discussion

What medical conditions do we want to find out about?

Record children's responses.

Activity: The Range of Normality

Play Health Bingo (available on the website)

Each player has a bingo sheet of 12 illnesses/conditions. Players take turns to ask a partner if he or she has had one of the conditions listed e.g. have you had an operation? If the answer is 'yes' tick it off and continue asking questions until they answer 'no'. At this point, swap roles so that the asker becomes the answerer and continue until the next 'no'. Move on to a new partner and continue until all of the conditions have been ticked off. The winner calls 'bingo!' and the game ends. Explain how this game illustrates the range of normality; that there are all sorts of illnesses/conditions that we may or may not have experienced and while some are very common, others are less so. This game could also be used to start a conversation about types of illness, those that are contagious, those that are chance occurrences, those that are linked to genetics or lifestyle etc.

What illnesses have we had so far? Explain that there will have been lots of variation in how each of us will have experienced the illness – this is another aspect of the range of normality and it is all part of 'riding the ups and downs' of health; different people experience life differently. This is true for illnesses, emotions, experiences and of course we are hugely varied physically and yet also very alike in so many ways.

Activity: The Family/The Street

If covering for the first time, ask the children what a family is and help the children to understand that there are many different types of family. Create a 'family' to focus upon. The purpose of the family is to allow the exploration of a range of illnesses and conditions in a distanced way.

Assign different illnesses or conditions of interest that the group have identified to the different family members.

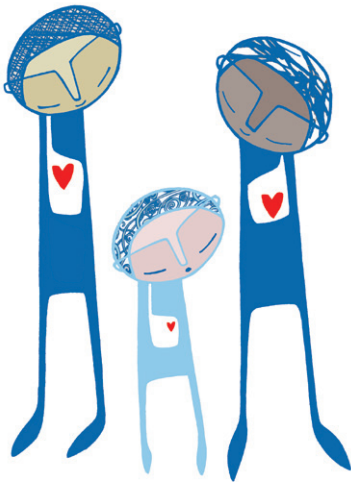
If the group have worked on 'The Family' previously, extend the activity to this time focusing on 'The Street'. Invite the children to create a collection of different families that live on the fictitious street. Create a brief story around the various characters including detail such as family size, ages, employment/education, hobbies and interests.

Assign different illnesses or conditions of interest that the group have identified to the different family members in the street.

NB You may choose to include a particular condition that you feel is important for the children to learn about. Similarly, you may prefer to exclude one of the children's suggested conditions if you feel that it may be a sensitive issue.

Using the Fact Files

Choose an illness or condition that is familiar to the children e.g. chickenpox. Using the fact file for the condition, ask the children to identify the main points.



Main Activities

What is it?

How do you know if you have it? (The symptoms)

How does it make you feel? (physically and emotionally)

How can you best manage this condition? (Caring for yourself, help to avoid catching it or spreading it)*

**Is it contagious?*

This is (name of character)

..... (name of character) has chickenpox

Chickenpox is (refer to notes highlighted by the children)

Discuss how we could share the Fact File information in an interesting and engaging way. See Fact File Activity Ideas (on the website) for further help.

Children then go on to explore conditions of interest. Use the varying family members to consider the impact of different conditions and how best to manage them in relation to the family member's position in the family, in the workplace and through lifestyle choices, etc.

How does this illness/condition make feel?

How does it affect the day to day life of and other family members?

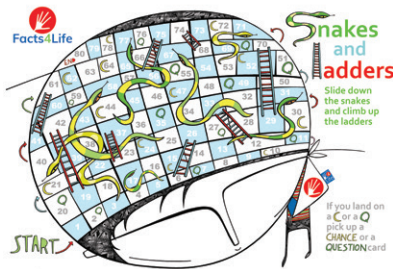
How does best manage their illness/condition?

The Street specifically

Can you think of community initiatives/services that may be relevant?

How might other community members support each other in relation to this condition/illness?

The video shorts could also support this activity (see website).



Resources

Years 5 & 6: The Family resource folder (see website)

Facts4Life game

Theme PowerPoint (see website)

Discuss

Responsibility – **How are we responsible for our own healthy balance? When might we need medical help?**

Discuss the illnesses and conditions explored, considering how they might be experienced by the various people created by the group. **What might have caused this illness/condition or made it more likely?** Reinforce that illness is a normal part of life and that the causes are varied. Stress that there is an element of chance with illness; sometimes we develop illnesses for no clear reason.

Discuss

When people are ill, do they always need to see a doctor or take time off school/work? What other services are available to support people in maintaining their health?

Extension Activities

Page 40 scenarios.

Facts4Life game.

Theme Enrichment

Key learning activities linked with Relationships Education and Physical and Mental Wellbeing Education can be found on the website under the Years 5&6: The Family heading.

These scenarios can be used as part of your plenary sessions.

Look at the following scenarios and discuss how having one of the focus illnesses or conditions may influence how the family manage their plans.

Use these questions to shape your discussion.

..... has

How might this affect the family's plans?

What might need to do to manage how they are feeling?

What might the family need to do to help manage his or her illness/condition?

It is a busy week at school/work and the family is visiting Jane and her new baby on Saturday.

It is the first week of the holidays and ... is due to go to a park with friends.

... has left the weekend free to prepare for a big test at school/important interview at work next week.

... has had a number of late nights and is due to be spending time with friends at the weekend.

It is the Summer holiday and the family is going to the beach next week.

It is the Easter holiday and the family is going to a city farm.

... is due to have a friend to stay for a sleepover at the weekend but the friend has just come down with a flu-like virus.

... hasn't seen him/her for ages and is really looking forward to a catch up.





Facts4Life Team:

Hugh van't Hoff - Director (hugh@facts4life.org)
John Davis - Director (john@facts4life.org)
Sue Burling - Project Administrator (sue@facts4life.org)
Kelly Green - Curriculum Development (kelly@facts4life.org)
Pete Kirby - Curriculum Development (pete@facts4life.org)
Greeny Visuals - Design & Layout
Imogen Harvey-Lewis - Artist

With thanks to the following for their important contribution to this resource:
Ali Coles, Chris Powell, Belinda Heaven, Manda Reedman

Funded by:



For more information visit www.facts4life.org or email info@facts4life.org



Facts4Life

redefining health education