

Year 3 Summer 2 PSHE Information Leaflet

Physical Health and Mental Wellbeing

In Year 3 during summer 1, we will learn how can we keep ourselves healthy. We learning about how to look after our physical and mental wellbeing, focusing on:

- I can identify and name a wide range of feelings/emotions that are part of a person's health and wellbeing
- I can recognise that feelings usually change throughout the day
- I can give examples of everyday things that can affect feelings
- I can describe what can help people to feel good/better
- I know about ways of expressing feelings and emotions and why this is important
- I can match feelings to a scale of intensity and identify strong feelings
- I can describe different feelings and how they are experienced in the body
- I know about managing feelings and emotions in different situations
- I know where to get help, advice and support with feelings and emotions
- I can explain how feelings and emotions can influence actions and behaviour.
- I can explain why it is important to talk about feelings and describe how this can feel
- I know how to keep my body healthy.
- I know that a healthy diet and regular exercise helps my body and mind.
- I know that sometimes things are sold as healthy but are not.
- I know what I can do to keep my head, heart, teeth and muscles healthy.
- I know why it is important to get enough sleep.
- I know how much sleep I need to be healthy.
- I know what to do to get good quality sleep.
- I know what to avoid to get good quality sleep.
- I know how to make better choices and choose healthy habits.
- I know my choices have consequences
- I can identify habits that will help me.
- I know how to deal with habits that are unhelpful.

Key vocabulary:

Feeling, emotion, health, body, mind, good, not so good express, describe, intense, strong, scared, angry, worried, pleased, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed action, behaviour, situation, healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink, sleep deprivation, hygiene, disorientated, routine, bedtime, paranoid, relax, choice, habit, resilience, structure, balance, pros, cons, consequences

Statutory Guidance Links:

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- what constitutes a healthy diet
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Further information:

<https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/>

<https://www.nhs.uk/change4life>

<https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/>

These are some of the resources that we will be using in year 3 next term.

Match the similar feelings, then rank them on a scale of intensity. ✂

happy	cheery	joyful	ecstatic
sad	upset	forlorn	heart-broken

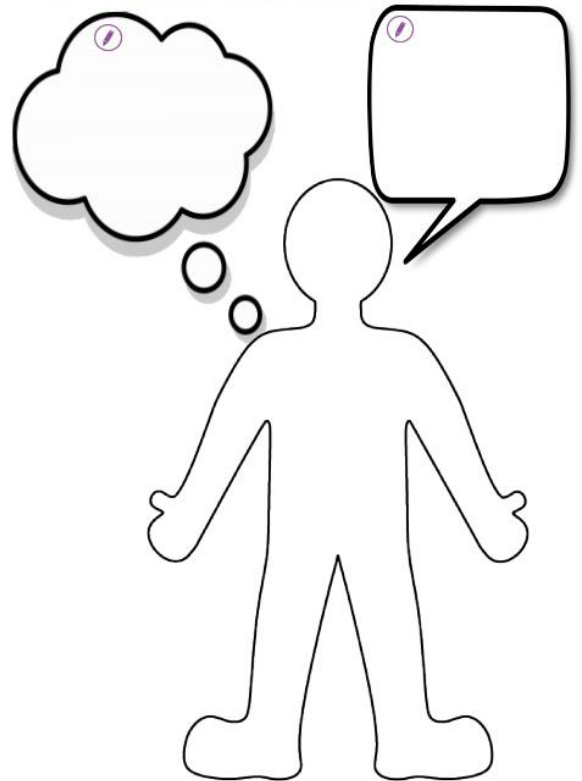
FEEL — How is the character feeling? What words can you use to describe this?

THINK — How might the character react? What physical reaction might they have or what physical action might they take? Is this ok in this situation? Why?/Why not?

DO — What would help the character at the time of this situation? What could or should they do? Should the character do anything **after** the situation?

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Year 3 / 4: Lesson 3 Resource 1: Head, heart, hands



My Helpful Habits

Draw six of your helpful daily habits. Include speech bubbles to say why each habit is good for you.

Read the day-in-a-life story below. Add possible feelings to the timeline. ✏

7:00am Ziggy wakes up, gets dressed and ready for the day ahead.

7:30am Ziggy eats a healthy breakfast.

8:45am Ziggy arrives at school and plays football in the playground.

