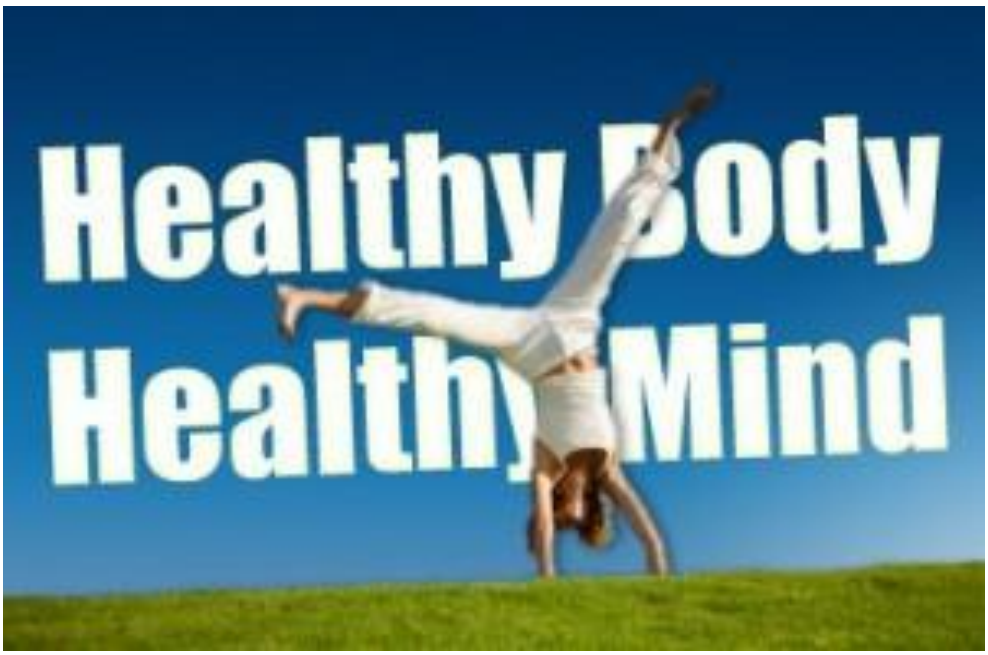
Pilgrim Federation

Key Stage 2

Learning Theme:



Healthy Body, Healthy Mind

Links to Other Learning Themes:
This Learning Theme links to:

KEY STAGE 2

By the end of the piece of learning about 'Healthy Body, Healthy Mind' the six most important questions they should be able to answer and designed to cover the core concepts and encourage practical understanding.

1. **What are the main things my body needs to stay healthy?** This question focuses on the fundamental physical health requirements. Pupils should be able to identify key elements like a balanced diet (including different food groups), regular physical activity, sufficient sleep, and the importance of hygiene.

2. **How do my feelings and thoughts affect my body, and how does my body affect my feelings and thoughts?** This crucial question explores the interconnectedness of physical and mental well-being. Pupils should begin to understand that what they eat, how active they are, and whether they get enough sleep can impact their mood and emotions, and vice versa.

3. **What are some ways I can look after my mental well-being?** This question encourages pupils to think proactively about their mental health. They should be able to identify simple strategies like talking to trusted adults, spending time doing things they enjoy, being kind to themselves, and perhaps basic mindfulness or relaxation techniques.

4. **Who can I talk to if I have worries or feel upset?** This focuses on building resilience and knowing where to seek support. Pupils should be able to name trusted adults in their lives, both at home and at school, who they can turn to when they need help with their emotional well-being.

5. **Why is it important to make healthy choices, even when it's sometimes difficult?** This question encourages critical thinking and understanding the long-term benefits of healthy habits. Pupils should be able to discuss how looking after their body and mind now can help them feel better in the present and future.

6. **How can I show kindness and respect to myself and others in relation to our bodies and minds?** This question promotes positive self-image and empathy. Pupils should understand the importance of body positivity, respecting individual differences, and being mindful of their language and actions towards themselves and others regarding physical appearance and mental health.

Other Questions to Consider prompting deeper thinking about nutrition, the interconnectedness of body and mind, emotional literacy, the impact of technology, resilience, and social responsibility in relation to well-being:

What does it mean to have a "balanced diet," and why is it important to eat different kinds of foods? This delves deeper into nutrition, encouraging pupils to understand the concept of food groups and why variety is key for providing their bodies with the different nutrients they need for energy, growth, and repair.

How does physical activity benefit both my body and my mind? This question reinforces the dual benefits of exercise, moving beyond just physical fitness to include the positive impact on mood, concentration, and stress levels. Pupils should be able to give specific examples.

What are some common feelings and emotions, and how can I learn to recognise and understand them in myself and others? This focuses on emotional literacy, helping children identify and name a range of emotions (e.g., happiness, sadness, anger, anxiety) and begin to understand that these feelings are normal and how they might manifest in themselves and their peers.

How can technology be both helpful and harmful to my healthy body and healthy mind, and how can I use it safely and in a balanced way? This addresses a crucial aspect of modern life, encouraging pupils to think critically about screen time, online interactions, and the potential impact on sleep, physical activity, and mental well-being.

What does "resilience" mean, and what are some strategies that can help me bounce back when things feel difficult? This introduces the concept of coping mechanisms and the ability to recover from challenges. Pupils can explore ideas like problem-solving, seeking support, and maintaining a positive outlook.

How can I be a good friend and support the healthy body and healthy mind of others? This promotes empathy, social responsibility, and the understanding that well-being is a collective effort. Pupils can consider the impact of their words and actions and how they can contribute to a positive and supportive environment for their friends.

Art & Design

Art and Design enabling Key Stage 2 pupils to explore the concepts of a healthy body and a healthy mind.

Focusing on the Healthy Body:
'My Amazing Body' Sculptures:
Activity: Children create 3D sculptures of the human body using various materials like clay, playdough, wire, recycled materials, or even collaborative constructions with cardboard boxes.
Healthy Body Link: Encourage them to focus on the different parts of the body and discuss the function of key organs related to health (e.g., heart, lungs, muscles). They can label parts or create accompanying information cards.
Extension: Explore how different activities use different muscle groups, and children could pose their sculptures in active positions.

'Fuel for My Body' Food Art:
Activity: Children create artwork representing healthy meals or food groups using collage (cut-out pictures from magazines), painting, drawing, or even creating 3D food models from craft materials.

Healthy Body Link: Discuss the different food groups and their importance for a healthy diet. They can label their food art with nutritional information or create a 'balanced plate' design.
Extension: Explore the colours and textures of healthy foods and how they can inspire art.

'Move Your Body' Action Art:
Activity: Children create artwork that captures the feeling and movement of physical activity. This could involve using flowing lines and vibrant colours in drawings or paintings, creating stop-motion animations of figures exercising, or designing posters encouraging physical activity.
Healthy Body Link: Discuss the benefits of exercise for strong muscles, healthy hearts, and overall well-being.
Extension: Explore different types of movement and how they can be represented artistically.

Focusing on the Healthy Mind:
'My Feelings Spectrum' Colour Wheels:
Activity: Children create colour wheels or charts to represent different emotions. They can assign colours to various feelings (e.g., blue for sad, yellow for happy, red for angry) and explore how different feelings might blend or contrast.
Healthy Mind Link: This helps children identify and understand a range of emotions, a key aspect of emotional literacy.
Extension: They could create artwork depicting a time they felt a particular emotion, using the corresponding colours and textures.

'My Calm Space' Design:
Activity: Children design and create a miniature 'calm space' using a shoebox or other small container. They can fill it with objects, colours, textures, and images that make them feel peaceful and relaxed.
Healthy Mind Link: This encourages children to think about strategies for managing stress and finding moments of calm.
Extension: They could draw or paint their ideal calm space in a larger format or write about why the elements they chose make them feel peaceful.

'Positive Affirmation' Art:
Activity: Children create visually appealing pieces of art (posters, banners, decorated cards) featuring positive affirmations related to self-esteem, kindness, and resilience (e.g., "I am strong," "I am kind," "I can try my best").
Healthy Mind Link: This promotes positive self-talk and a growth mindset.
Extension: They could explore different fonts, colours, and decorative elements to make their affirmations visually powerful.

Connecting Body and Mind:
'Body Scan' Inspired Abstract Art:
Activity: After a guided body scan meditation (focusing on different parts of the body and noticing sensations), children create abstract art using colours, lines, and shapes to represent the feelings and sensations they experienced.
Healthy Body, Healthy Mind Link: This activity helps children connect physical awareness with their internal state and promotes mindfulness.

'Expressing Emotions Through Movement and Art':
Activity: Combine a physical activity (like stretching or mindful movement) with art creation. Children could move in response to different emotions and then immediately translate those feelings into drawings or paintings.
Healthy Body, Healthy Mind Link: This explores the physical manifestation of emotions and how movement can be a way to express and process feelings.

Other Ideas & Recourses:
Look at artists who specialise paintings and sculptures focusing on the body.
Andy Warhol/Ray Lichtenstein Pop Art
https://www.twinkl.co.uk/resource/roy-lichtenstein-fact-file-t-ad-1678877258
Alberto Giacometti – Seated Man, 1949
Gwen John – Study of a Girl Holding a Doll c.1916-20
Joseph Mallord
William Turner
David Hockney
Maggi Hambling
William Scott
Sir Edward Coley Burne-Jones
Wyndham Lewis

Henry Moore Sculptures

Scientific drawings of internal structures of the human body.
Maori body/face art

Look at wellbeing and art https://www.tate.org.uk/art/wellbeing-and-art

Tips for Implementation:
Provide a range of materials: Offer diverse art supplies to cater to different learning styles and encourage experimentation.
Focus on the process, not just the product: Encourage creativity and self-expression. The discussion and reflection during the art-making process are just as important as the final piece.
Connect to real-life examples: Discuss how artists use their work to explore themes of health, well-being, and emotions.
Create a supportive and encouraging environment: Emphasize that there are no right or wrong ways to express themselves through art.
Display and celebrate their work: This validates their efforts and encourages further exploration of the topic.

Computing

Computing ideas for teaching Key Stage 2 pupils about the 'Healthy Body, Healthy Mind' topic, integrating technology in meaningful and engaging ways:

Focusing on Healthy Eating & Hydration:
Interactive Food Diary & Analysis:

Pupils can use a simple spreadsheet program (like Google Sheets or Microsoft Excel) or a kid-friendly online tool to create a food and drink diary for a day or two.
They can then learn basic data entry and potentially use simple formulas (or manual counting) to track the number of fruit and vegetable portions, water intake, or identify food groups.
Extension: Discuss how this data can help them understand their eating habits and identify areas for improvement. They could create a simple graph to visualise their intake.

Healthy Recipe E-Books or Presentations:
Working individually or in small groups, pupils can research healthy recipes suitable for children.
They can use word processing software (like Google Docs or Microsoft Word) or presentation software (like Google Slides or PowerPoint) to create their own e-book or presentation.
Include: Recipe name, ingredients, simple instructions, and why it's a healthy choice (linking to food groups and benefits). They could even include digital images or drawings.

"Design a Healthy Meal" App Mock-up:
Pupils can use simple drawing or design software (or even physical materials to then photograph) to create a mock-up of a user interface for a "Design a Healthy Meal" app.
Considerations: How would users select food groups? How would the app provide feedback on the nutritional balance of their meal? This encourages them to think about the practical application of healthy eating knowledge.

Focusing on Physical Activity & Sleep:
Interactive Fitness Challenge Tracker:
Pupils can use a spreadsheet or a shared online document to track their physical activity over a week (e.g., types of activity, duration).
Extension: They could set personal goals and track their progress. Discuss how technology can be used in real life (fitness trackers, apps) to monitor activity levels.

"My Sleep Story" Digital Presentation:
Pupils can create a short digital presentation (using animation software like Scratch, or a simple slideshow) about the importance of sleep.
Include: What happens when we sleep, how much sleep different age groups need, and tips for a good night's sleep (linking back to healthy habits and potentially reduced screen time before bed).

Focusing on Mental Well-being & Digital Health:
"Kindness Counts" Digital Board:
Set up a shared online space (e.g., a Padlet board or a shared document) where pupils can anonymously post acts of kindness they have witnessed or participated in, either online or offline.
This encourages a positive online environment and highlights the connection between positive actions and mental well-being.

"Digital Footprint & Well-being" Discussion & Resource Creation:
Use online resources (videos, articles suitable for their age) to discuss the concept of a digital footprint and how online interactions can impact feelings.

Pupils can then work collaboratively to create a short digital guide (e.g., a webpage using a simple website builder, or a presentation) with tips for staying safe and positive online, promoting healthy digital habits and responsible online communication.

"Worry Box" Digital Version:
Create a secure, anonymous online form where pupils can type in their worries or concerns.
Teacher Moderation: The teacher can then review these (without identifying individuals) and address common themes in a general class discussion about managing worries and seeking help.

Health & Nutrition:
Health and fitness apps like MyFitnessPal have been around for years, providing users with the ability to track exercise and food consumption for daily accountability. Many of these apps allow users to search based on food, brand or restaurant, and explain how certain foods contribute to overall daily calories, macronutrients and micronutrients.

In addition to enhancing accountability, many nutrition apps are designed to help users develop healthy eating habits by learning new recipes or creating a meal plan. Apps like Allrecipes, Dinner Spinner and Yummly help the user find recipes and develop a shopping list.

Exercise Tracking:
Along with diet tracking, certain apps also monitor users' workouts. For example, in the MyFitnessPal app, exercise tracking is typically broken down according to type of workout — cycling, swimming, weight training. However, certain exercise studios like Pelaton have a designated workout within the app.
New to the exercise world? Apps like Couch to 5K are designed to help even the most novice runners achieve a 5K in just nine short weeks. Whether you prefer yoga or free weights, barre or cycling, an app exists for every fitness enthusiast — from beginner to expert.

Heart Rate Monitors:
The ability to track exercise via apps like GoogleFit and Strava is further enhanced by devices like heart rate monitors, which allow for a more accurate reading of calories burned. Heart rate monitors like the Fitbit and Apple Watch also promote collaboration and competition by allowing users to share their completed workouts and receive encouragement from approved followers.

Wellness and Mental Health:
While focusing on diet and exercise, always remember the importance of overall wellness. There are apps for meditation, sleep cycles and tracking potential anxiety triggers. While apps like Headspace and Calm focus on developing meditation techniques and promoting mindful habits, the app Streaks is used to encourage positive repetitive behaviour, such as playing the guitar for a number of days in a row.
Other Ideas & Resources:
Stop animation using plasticine/ modelling clay.

Photography – using action shots/Sporting scenes.

Use the Internet to research healthy foods, artists who study the human form.

Use word processing skills and presentation slides to create information about a given subject.

Create bar chart/Pie charts from spreadsheets about favourite sport/Sporting team/Exercise/ Favourite food/How much fruit is eaten a day…

How computers can help with keeping healthy.

General Computing Skills Integration:
Research Skills: Using safe search engines to find age-appropriate information and images related to healthy living.
Data Handling: Collecting, organizing, and presenting data related to their own healthy habits.
Communication & Collaboration: Working together online to create digital resources.
Digital Literacy: Understanding the responsible and healthy use of technology.

Important Considerations for Implementation:
Age Appropriateness: Tailor the complexity of the computing tasks to the age and abilities of the pupils.
Safety: Emphasize online safety and responsible use of technology throughout all activities.
Balance: Ensure that computing activities are balanced with offline learning and real-world experiences related to healthy living.
Teacher Guidance: Provide clear instructions and support to help pupils succeed with the computing aspects of the tasks.

Design & Technology

Design and Technology offers a wonderfully hands-on and creative way to explore the concepts of a 'healthy body, healthy mind' with Key Stage 2 pupils.

Investigating, Disassembling & Analysing:
Investigating Existing Products:
Healthy Lunchbox Design Analysis: Provide a range of lunchboxes (different sizes, compartments, materials). Pupils can analyse their features: How do they help keep food fresh? Are they easy to clean? Do they encourage a variety of foods? Could they be improved to promote healthier choices (e.g., designated fruit compartment)?
Sports Equipment Analysis: Examine different pieces of sports equipment (e.g., skipping ropes, balls, wristbands). How are they designed for safety and effectiveness? How do they help us be physically active? What materials are used and why?

Sensory Toys Analysis: Look at toys designed to promote calm or focus (e.g., stress balls, weighted blankets - with appropriate sensitivity). How are they designed to engage the senses? What materials and shapes are used?
Generating, Developing & Communicating Ideas:
Designing a Healthy Snack Packaging: Pupils can design and create packaging for a healthy snack they have invented or chosen. They need to consider:
Functionality: Keeping the snack fresh and protected.
Ergonomics: Easy to open and hold.
Aesthetics: Appealing to their target audience.

Information: Including a simple list of ingredients and nutritional information (age-appropriately).

Designing a 'Calm Corner' Element: Pupils can design and create a small, portable item to help someone feel calm or focused (e.g., a sensory bottle, a small fidget toy, a comforting textile square). They need to consider the materials, textures, and colours that might have a soothing effect.

Designing an Inclusive Piece of Exercise Equipment: Challenge pupils to design a piece of exercise equipment that could be used by people with different physical abilities. They would need to consider accessibility, safety, and how it helps promote physical activity.

Designing a 'Healthy Habits' Board Game or Tool: Pupils can design a game or interactive tool that encourages healthy habits related to diet, exercise, sleep, or mental well-being. This could involve creating game boards, cards with challenges or tips, or interactive elements.

Making:
Making a Healthy Snack: Following a simple recipe, pupils can design and make a healthy snack (e.g., fruit skewers, mini vegetable pizzas, energy balls). This links directly to healthy eating and develops practical skills.

Making a Simple Piece of Exercise Equipment: With appropriate materials and tools, pupils could make a simple piece of exercise equipment like beanbags for throwing games, decorated skipping ropes, or targets for throwing activities.

Making a Sensory Toy or Tool: Pupils can create their 'Calm Corner' elements using a range of materials and techniques (e.g., filling bottles with coloured liquids and glitter, sewing small fabric squares with different textures, constructing simple fidget toys from recycled materials).

Making a Prototype of their Packaging: Using card, paper, and other suitable materials, pupils can create a 3D prototype of their healthy snack packaging.

Evaluating:
Evaluating their Healthy Snack: Pupils can evaluate their made snack based on taste, texture, appearance, and how healthy they think it is.

Evaluating their Designed Product: Pupils can evaluate their prototypes against their design criteria. Does their packaging keep the snack safe? Is their calm corner element effective? Is their exercise equipment usable? They can get feedback from peers and consider improvements.

Comparing their Designs to Existing Products: Pupils can revisit the analysis stage and compare their own designs to the existing products they investigated. What are the strengths and weaknesses of their designs? What have they learned?

Other Ideas & Resources
Understand and apply the principles of a healthy and varied diet.
https://teachers.thenational.academy/units/cooking-and-nutrition-healthy-and-varied-diets-ec15

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Plan a healthy menu with a balance of essential food types.

Design and create a healthy drink.
Food & Nutrition: Celebrating culture and seasonality
https://teachers.thenational.academy/units/cooking-and-nutrition-celebrating-culture-and-seasonality-4416

Design and create new fitness products (trainers, t-shirts, bats, balls etc.)

Research how sports equipment like tennis balls, cricket bats etc. are made.
Research brands such as Nike, Adidas.
Research fashion designers (be aware of positive body image – link to RSE & PSHCE 'if Barbie were real').

Technical Knowledge and Skills:
Throughout these projects, pupils can develop technical knowledge and skills related to:
Materials: Exploring different materials (food ingredients, packaging materials, textiles, construction materials) and their properties.
Tools and Equipment: Learning to use a range of tools safely and effectively (e.g., cutting tools, measuring equipment, joining techniques).
Construction Techniques: Developing skills in cutting, shaping, joining, and finishing materials.
Food Technology: Understanding basic hygiene, food preparation techniques, and healthy eating guidelines.
Textiles: Exploring different fabrics, textures, and simple sewing techniques for sensory items.
Linking to 'Healthy Mind':

Explicitly connect the D&T activities to mental well-being:
The process of creation can be mindful and enjoyable, reducing stress.
Designing for others' well-being (e.g., calm corner items, inclusive equipment) fosters empathy and a sense of purpose.

Geography

Linking geography with the "healthy body, healthy mind" topic for Key Stage 2! Here are some geography-related ideas to explore this connection:

Local Area and Access to Resources:
Mapping Healthy Opportunities: Create maps of the local area, highlighting resources that support a healthy body and mind. This could include parks, green spaces, sports facilities, community gardens, libraries, and even routes for walking and cycling.

Investigating Accessibility: Discuss how easy it is for different people in the community to access these resources. Are they evenly distributed? Are there any barriers (e.g., cost, distance, safety)? This links to social geography and fairness.

Land Use and Health: Explore how different land uses in the local area might impact health (e.g., proximity to busy roads and air pollution, availability of green spaces for recreation).

Food Geography and Healthy Eating:

Where Does Our Food Come From?: Investigate the journey of different food items, from farm to table. Focus on fruits, vegetables, and other healthy options. Explore where these are grown locally, nationally, or internationally.

Seasonal Eating: Learn about which fruits and vegetables are in season locally at different times of the year. Discuss the benefits of eating seasonally (freshness, environmental impact).
Food Miles and Sustainability: Consider the environmental impact of transporting food long distances. Discuss how choosing locally sourced and seasonal foods can be a healthier and more sustainable choice for the planet and potentially for our bodies (fresher, fewer preservatives).

Global Food Production and Health: Briefly touch upon how different climates and farming practices around the world influence the availability and types of food people eat, and how this can impact health in different regions.

Geography of Physical Activity and Well-being:
Exploring Different Landscapes and Activities: Investigate how different geographical landscapes (mountains, coasts, forests, urban parks) lend themselves to different types of physical activity. Discuss the benefits of being active in nature.

Mapping Favourite Active Places: Have children map their favourite places to be active, both locally and perhaps places they've visited. Discuss why these places make them feel good physically and mentally.

Climate and Outdoor Activity: Discuss how different weather patterns and climates can influence opportunities for outdoor exercise and the importance of being prepared and safe in different conditions.

Geography of Mental Well-being and Connection to Place:
Sense of Place and Well-being: Explore how different environments can evoke different feelings. Discuss places that make them feel calm, happy, or inspired. This links to human geography and emotional connections to landscapes.

Nature and Mindfulness: Investigate how natural environments can promote relaxation and mindfulness. Explore local nature spots and encourage observation and appreciation of the natural world.

Global Perspectives on Well-being and Environment: Briefly look at how different cultures around the world connect with their environment for spiritual and mental well-being (e.g., sacred natural sites, traditional practices).

Geography of Health Challenges:
Access to Clean Water and Sanitation: On a global scale, explore how access to clean water and sanitation impacts health and well-being in different parts of the world. This can lead to discussions about fairness and global citizenship.

Environmental Issues and Health: Discuss how environmental issues like pollution (air, water, noise) can negatively affect physical and mental health in different geographical locations.

Planning for a Healthy Community:
Designing a Healthy Town/City: As a project, have pupils design an ideal town or city that prioritizes the healthy body and healthy mind of its inhabitants. This could involve planning green spaces, cycle paths, accessible sports facilities, community gardens, and considering the location of amenities.
By integrating these geographical perspectives, you can provide a rich and engaging context for understanding the "healthy body, healthy mind" topic, making it more relevant and connected to the pupils' world and the wider world around them.

Other Ideas & Resources:
Locate the world's countries, using maps – link to artists that have been looked at.

Also, link to sporting activities such as Olympics, Commonwealth Games, European Championships and other national and international sporting events.
2023 Study into the healthiest countries in the world – locate this on a map.

10. Norway
As if we needed more proof that Scandinavia slays in the health department, Norway makes an appearance in this year's list thanks to clean air and water, high life expectancies (a little over 83 years), and low homicide rates (0.6 percent, compared to the world average of 3.7). We suspect the country's jaw dropping landscapes might improve life a little bit, too.

9. Monaco
Tiny and exorbitantly wealthy, Monaco is the place to be if you want to live forever—or well into your 80s, at least. According to the UN's latest World Population Prospects report, the average life expectancy in Monaco is 85.9 years (the highest in the world right now), meaning its millionaire residents have even more time to enjoy their yachts and chef-prepared Mediterranean diets.

8. Australia
One look at the beaches and it's easy to see why so many citizens in Australia are healthy and happy. Locally sourced food isn't a trend—it's a way of life here, as is surfing, hiking, and getting outdoors in general.

7. New Zealand
When you live among the world's best outdoor activities—not to mention some of the most beautiful landscapes—you can't help but be a healthy person. Whether you decide to kayak in Milford Sound or go bungee jumping in Queenstown during your vacation, you'll definitely feel invigorated on your plane ride back home. Auckland is also considered one of the best places to live in the world, with a redeveloped waterfront filled with green spaces and a thriving culinary scene that highlights Pacific flavours.

6. Taiwan
Asian countries are known for fostering a culture of daily physical exercise, as well as boasting diets that prioritise rice, vegetables, and seafood over red meat. Taiwan is no exception: The East Asian nation offers universal healthcare for its citizens (and affordable healthcare for expats) and many high-quality hospitals in major cities. In 2020, Taiwan's government even turned Yangmingshan National Park into the world's first official Urban Quiet Park, giving residents a place to strengthen both their minds and bodies.

5. Finland

Finland is famous for consistently being named the happiest country in the world—and we know that mental health is essential to any measurement of wellness. On the physical front, life expectancy in Finland has improved over the past two decades, thanks to efforts like an increase in health spending and a sharp decrease in the number of adult smokers. And who knows? Maybe there really is something to the country's notorious habit of ice swimming.

4. Hong Kong

Though the United Nations does not recognize Hong Kong as an official country, its high placement on CEOWORLD's ranking is well worth calling out. The city has one of the world's highest life expectancies at birth—85.5, second only to Monaco—which the Lancet attributes to "a unique combination of economic prosperity and low levels of smoking." Add to that an abundance of city parks, high-quality hospitals, and easy access to mountains and beaches, and it's little wonder this metropolis earns such high marks in the health department.

3. Iceland

Much has been written about the Northern Lights and Nordic cuisine—and it turns out both helped bump Iceland toward the top of this list. The country's citizens are active and outdoorsy, and a diet largely of fresh seafood and free-range meat helps keep life expectancy in the 80s for both men and women. (Turns out, there is something to those restorative Blue Lagoon baths, too.)

2. Singapore

It may be better known for its food scene than, say, its workout classes, but Singapore happens to be one of the healthiest countries in Asia. People here seem to balance their love of hawker food with active lifestyles—in fact, the government handed out free Fitbits to its citizens in 2019. Even those who fall off the exercise wagon have one of the world's best healthcare systems as a safety net.

1. Italy

Che meraviglia: Children born in Italy can expect to live into their 80s. Even in the land of pizza and pasta, most citizens lead active lifestyles and stick to vegetable- and olive oil-rich diets, which lead to better cholesterol and overall well-being. Guess it's time to add "being healthy" to the list of things Italians do better than everyone else.

History

Exploring historical perspectives on health and well-being can offer Key Stage 2 pupils a rich and surprising context for understanding their own bodies and minds. Here are some history-based ideas for teaching 'healthy body, healthy mind':

Ancient Civilizations and the Importance of the Body:

Focus: Ancient Greece (Olympics), Ancient Rome (public baths, exercise), Ancient Egypt (diet, hygiene practices).

Activities:

Discuss the origins of the Olympic Games and the value placed on physical prowess and a healthy physique in ancient Greece. *Why do you think they valued this so much?*

Explore the Roman baths and their social and hygienic significance. Compare them to modern hygiene practices. *What did the Romans understand about cleanliness?*

Investigate ancient Egyptian diets and their understanding of food and medicine. Look at depictions of food in tombs. *What can we learn about their health from what they ate?*

Create timelines comparing historical approaches to physical activity and hygiene with today's.

Medieval Times and the Impact of Disease:
Focus: The Black Death, limited understanding of germs, monastic life and its focus on work and prayer.
Activities:
Learn about the Black Death and its devastating impact. Discuss how a lack of understanding about hygiene and disease transmission affected people's physical and mental well-being (fear, anxiety). *How would it feel to live in a time when you didn't know how illnesses spread?*
Explore the lives of monks and nuns. Discuss their daily routines, which often involved physical labour and periods of quiet contemplation. *How might this kind of life have affected their bodies and minds?*
Compare medieval remedies with modern medicine. *What progress has been made in understanding and treating illness?*

The Tudor Period and Royal Health:
Focus: Henry VIII's health issues, courtly life and its excesses, early ideas about medicine and diet.
Activities:
Examine the health challenges faced by prominent figures like Henry VIII. Discuss how lifestyle and limited medical knowledge impacted their physical and potentially mental health. *What can we learn from the health of historical figures?*
Investigate Tudor diets and compare them to what we know about healthy eating today. *Were the rich always healthier than the poor?*
Look at early Tudor medical practices. *How did their understanding of the body differ from ours?*

The Victorian Era and Public Health Reforms:
Focus: Industrial Revolution and its impact on health (poor sanitation, child labour), the rise of public health initiatives (sewage systems, vaccinations).
Activities:
Learn about the living conditions in industrial cities and the prevalence of diseases like cholera. Discuss the impact on both physical and mental well-being. *How did the Industrial Revolution change people's health?*
Explore the work of pioneers in public health like John Snow and the development of sanitation systems. *Why was clean water so important?*
Discuss the introduction of vaccinations and the initial resistance to them. *How has scientific understanding improved public health?*

World Wars and Mental Well-being:
Focus: The physical hardships of war, the emergence of understanding "shell shock" (PTSD), and the importance of morale.
Activities:
Discuss the physical challenges faced by soldiers and civilians during wartime. *How did war impact people's bodies?*
Introduce the concept of "shell shock" and the early, often misunderstood, recognition of the psychological impact of trauma. *Why is it important to talk about mental health after difficult experiences?*
Explore how maintaining morale and community spirit were important for mental well-being during wartime.

Significant Figures in Health History:
Focus: Florence Nightingale (nursing and hygiene), Mary Seacole (holistic care), Alexander Fleming (penicillin).

Activities:
Research the contributions of individuals who made significant advancements in health and hygiene. *What can we learn from their dedication?*
Compare the approaches of different historical figures to caring for the sick, considering both physical and emotional needs.

Connecting to Today:
Throughout these historical explorations, it's crucial to draw parallels and contrasts with modern understanding and practices. Encourage pupils to reflect on:
How our understanding of the body and mind has evolved.
What aspects of healthy living have remained important throughout history.
How historical events and discoveries have shaped our current approaches to health and well-being.
By exploring the history of 'healthy body, healthy mind', Key Stage 2 pupils can gain a deeper appreciation for the knowledge we have today and the ongoing journey of understanding and promoting well-being. It can also foster empathy for those who lived in times with less understanding and fewer resources.

Other Ideas & Resources:
Link to Ancient Greeks - 500 BC: Ancient Greek physician Hippocrates – is possibly the first physician to focus on preventing sickness instead of simply treating disease, and also argued that disease is a product of diet, lifestyle and environmental factors.

Link to The Victorians - Diseases were rife and often fatal. The average life expectancy was about 40 years. A visit to the doctor was expensive and there was very little effective medicine available beyond alcohol, opium and blood-letting with leeches.

How healthy were Victorian children? Many Londoners died from illnesses such as cholera, measles and scarlet fever. Babies in over-crowded and damp housing were the most at risk from diarrhoea and tuberculosis. Even those in rich families died because of poor medical knowledge.

Health and Medicine in the 19th Century – Victoria & Albert Museum
http://www.vam.ac.uk/content/articles/h/health-and-medicine-in-the-19th-century/

The history of the NHS:
On the 5th July 1948 an historic moment occurred in British history, a culmination of a bold and pioneering plan to make healthcare no longer exclusive to those who could afford it but to make it accessible to everyone. The NHS was born.
The National Health Service, abbreviated to NHS, was launched by the then Minister of Health in Attlee's post-war government, Aneurin Bevan, at the Park Hospital in Manchester. The motivation to provide a good, strong and reliable healthcare to all was finally taking its first tentative steps.
The creation of the NHS in 1948 was the product of years of hard work and a motivation from various figures who felt the current healthcare system was insufficient and needed to be revolutionised.
https://www.historic-uk.com/HistoryUK/HistoryofBritain/Birth-of-the-NHS/

In January 1948, Bevan, then Minister for Health and Housing, announced that on 5 July the National Health Service would launch. In those six months, the introduction of the NHS was resisted in parliament and by doctors and dentists who feared a loss of independence https://www.england.nhs.uk/nhsbirthday/about-the-nhs-birthday/nhs-history/

On 5 July 2023, the NHS will mark 75 years of service.

Australia/New Zealand – link to art with Maori/ Tribal face and body.

The history of the Olympic movement (with links to Ancient Greece).

Chinese and Japanese clothing & footwear e.g. Kimono (link to DT).

The origin of fizzy drinks (Cola/Pepsi).

History of various sports – Rugby, football, cricket, golf, tennis… Some sports take their origin from ancient hunting skills.

Modern Foreign Languages

Integrating Modern Foreign Languages (MFL) into the "Healthy Body, Healthy Mind" learning theme for Key Stage 2 pupils offers a fantastic opportunity for cross-curricular learning and making the language relevant and engaging. Here are some ideas, focusing on practical vocabulary and communication:

Focusing on Vocabulary and Basic Phrases:
Food and Healthy Eating:
Vocabulary: Introduce names of fruits (e.g., *la pomme*, *la banane*, *la fraise* in French; *la manzana*, *el plátano*, *la fresa* in Spanish), vegetables (*la carotte*, *le brocoli*; *la zanahoria*, *el brócoli*), and basic food groups (*les fruits*, *les légumes*, *les céréales*; *las frutas*, *las verduras*, *los cereales*).

Activities:
Labelling: Label pictures of healthy and unhealthy foods in the target language.
"What do you like?" Game: *Qu'est-ce que tu aimes manger?* (*¿Qué te gusta comer?*) - Pupils respond with *J'aime...* (*Me gusta...*).
"My Healthy Plate": Create a visual of a healthy plate and label the different food groups in the target language.

Simple Sentences: Practice forming sentences like *C'est un fruit.* (*Es una fruta.*) or *J'aime les carottes.* (*Me gustan las zanahorias.*).

Parts of the Body and Exercise:
Vocabulary: Teach names for basic body parts (*la tête*, *le bras*, *la jambe*; *la cabeza*, *el brazo*, *la pierna*) and verbs related to exercise (*courir*, *sauter*, *marcher*; *correr*, *saltar*, *caminar*).
Activities:
"Simon Says" (MFL version): Use body part vocabulary and action verbs: *Simon dit: Touchez la tête!* (*Simón dice: Tocad la cabeza!*).
Action Songs: Learn simple action songs in the target language that involve body parts and movement.
"What are they doing?" Game: Show pictures of people exercising and ask *Qu'est-ce qu'il/elle fait?* (*¿Qué hace él/ella?*). Pupils respond with *Il/Elle court.* (*Él/Ella corre.*).

Feelings and Emotions:

Vocabulary: Introduce basic emotion words (*heureux/heureuse*, *triste*, *en colère*; *feliz*, *triste*, *enfadado/enfadada*).
Activities:
Flashcard Matching: Match pictures of facial expressions with the corresponding emotion word in the target language.
"How are you?" Activity: Practice asking *Comment ça va?* (*¿Cómo estás?*) and responding with *Je suis...* (*Estoy...*).
Role-Playing: Act out simple scenarios where different emotions might be felt.

Developing Communication and Cultural Awareness:
"My Healthy Routine":
Phrases: Introduce simple phrases related to daily routines that contribute to health, such as *Je me brosse les dents.* (*Me lavo los dientes.*), *Je dors bien.* (*Duermo bien.*), *Je bois de l'eau.* (*Bebo agua.*).
Activity: Pupils can create a simple visual timetable of their healthy routine, labelling the activities in the target language and presenting it to the class.

Seeking Help:
Phrases: Teach basic phrases for expressing feeling unwell or needing help: *Je ne me sens pas bien.* (*No me siento bien.*), *J'ai mal à la tête.* (*Me duele la cabeza.*), *Pouvez-vous m'aider?* (*¿Puede ayudarme?*).
Role-Playing: Practice simple scenarios where a pupil might need to ask for help from a teacher or friend.

Cultural Comparisons:
Discussion: Briefly discuss how children in other countries might eat, exercise, and talk about their feelings. This can be linked to geography lessons. For example, discussing popular fruits or outdoor activities in the target language country.
Simple Stories or Songs: Introduce very simple stories or songs from the target language culture that relate to food, movement, or feelings.

Practical Tips for Implementation:
Keep it visual and interactive: Use lots of pictures, flashcards, songs, and games.
Repetition is key: Repeat vocabulary and phrases frequently in different contexts.
Focus on pronunciation: Encourage pupils to try their best with pronunciation, but don't expect perfection.
Make it fun and engaging: Use actions, gestures, and rewards to motivate pupils.
Connect to real life: Make the language learning relevant to their own experiences and well-being.
Start small: Introduce a few key words and phrases at a time and build gradually.
Cross-curricular links: Reinforce the MFL vocabulary and phrases in other subjects.

Music

See also Charanga Schemes of work

Music is a wonderfully engaging way to teach Key Stage 2 pupils about the 'healthy body, healthy mind' connection. Here are some ideas, blending listening, performing, composing, and appraising:

Focusing on Physical Activity & Energy:
Upbeat Movement Songs: Use high-energy songs with clear tempos and rhythms to encourage movement and dance.

Action Songs: Choose songs with instructions for actions that get the body moving (e.g., jumping, running on the spot, stretching). Many children's artists have such songs.

Genre Exploration: Explore different genres of upbeat music from around the world (e.g., African dance music, Latin American rhythms, energetic pop) and discuss how the music makes their bodies feel. Encourage them to move in ways that reflect the music's energy.

Creating Movement Sequences: In small groups, pupils can choreograph simple dance sequences to energetic music, focusing on different body parts and movements.

Tempo and Heart Rate: Discuss how different tempos in music can relate to their heart rate during exercise.

Experiment: Play music with varying tempos (slow, moderate, fast) and have pupils feel their pulse. Discuss how faster music often makes them want to move more quickly, similar to how their heart beats faster during exercise.

Creating a Soundtrack for Activities: Pupils can choose music with appropriate tempos for different activities (e.g., a slow piece for stretching, a medium tempo for walking, a fast piece for running).

Exploring Emotions and Mood:
Music and Feelings: Explore how different musical elements (tempo, pitch, dynamics, instrumentation) can evoke different emotions.

Listening Activities: Play short excerpts of music with contrasting moods (happy, sad, energetic, calm). Discuss the feelings the music creates and the musical elements that contribute to those feelings.

Visual Representation: Pupils can draw or paint how different pieces of music make them feel, connecting auditory and visual senses.
Creating Mood Soundscapes: Using instruments (tuned and untuned), pupils can create short soundscapes to represent different emotions, linking musical sounds to their inner feelings.

Music for Relaxation and Calm: Introduce music that promotes relaxation and mindfulness.

Guided Listening: Play calming instrumental music (e.g., ambient, classical, nature sounds with music) during quiet reflection time or mindful activities. Encourage pupils to focus on the sounds and how they make their bodies and minds feel.

Creating Calming Music: Pupils can experiment with sustained sounds on instruments or create simple, repetitive melodic patterns to evoke a sense of calm.

Connecting Music to Well-being:
The Power of Singing: Discuss how singing can release endorphins and lift mood.

Class Singing: Regularly incorporate joyful and uplifting songs into the school day.

Song Analysis: Discuss the lyrics of songs that promote positive self-image, friendship, and resilience.

Music as a Form of Expression: Emphasize how music can be a healthy way to express feelings and experiences.

Lyric Writing: Encourage pupils to write simple lyrics about their feelings or experiences related to being healthy in body and mind.

Composing Simple Melodies: Using pentatonic scales or simple chord progressions, pupils can create short musical pieces to express different emotions or ideas related to well-being.

Appraising and Discussing:
Discussing Music Choices: Encourage pupils to talk about the music they enjoy and how it makes them feel. This can open discussions about personal preferences and the different ways music impacts individuals.

Analysing Song Messages: When listening to songs, discuss the underlying messages about health, self-esteem, and relationships.

Practical Activities:
"Healthy Body, Healthy Mind" Playlist: As a class, create a playlist of songs that make them feel energetic, happy, or calm. Discuss why they chose each song.

Creating a "Well-being Anthem": In groups, pupils can collaboratively write lyrics and a simple melody for a song that promotes the importance of a healthy body and healthy mind.

Music and Movement Games: Adapt traditional games or create new ones that incorporate music and physical activity, focusing on teamwork and enjoyment.

Other Ideas & Resources:
Seven unexpected times that classical music and sport collided:
Debussy and the ballet about the lost tennis ball.
Elgar pens a football song in 1898
Shostakovich and the Soviet football team head west.
Sibelius skis down a lonely trail.
Ives's pitch perfect baseball musical.
Honegger tackles the games of rugby
Monks playing football inspire Poulenc's Gloria.
https://www.bbc.co.uk/music/articles/0c1d62a4-01a6-496e-9bc8-978dd48327f1

Fun songs such as 'Heads, shoulders knees and toes' – reword the songs or create new songs about the body.
Link to Science with sound. Look at pitch and volume of music.
The effect of music on mood – different genres have different effects on the body and mood.

Listening to music has been repeatedly shown to have ergogenic benefits during various modes of exercise, including endurance, sprint, and resistance-based activities.

Music is commonly incorporated into training regimens by recreational exercisers and competitive athletes alike. While specific modalities of exercise elicit varying physiological responses, listening to music has been

shown to modulate many of these responses (i.e., heart rate, catecholamines, muscle activation) often leading to improved performance. Furthermore, listening to music during exercise may positively impact psychological (i.e., mood, motivation) and psychophysiological (i.e., rate of perceived exertion, arousal) changes, which may allow for favourable responses during an exercise challenge.

However, there is mixed evidence regarding music's efficacy, which may be mediated through differences in music selection and preference. Emerging evidence has shown that, whether an individual prefers or does not prefer the music they are listening to during exercise greatly influences their ergogenic potential in addition to physiological, psychological, and psychophysiological responses to exercise.

From a practical standpoint, music may be controlled by the individual through headphones but is often played communally over speakers in locker rooms, gyms, and health clubs, which may have consequences on performance and training.

Important Considerations for Implementation:
Inclusivity: Ensure activities are accessible to all pupils, regardless of their musical ability or physical limitations. Offer adaptations and alternative ways to participate.
Variety: Use a diverse range of musical styles and genres to cater to different tastes and broaden pupils' musical horizons.
Connection to Learning: Explicitly link the musical activities to the concepts of healthy body and healthy mind, drawing out the connections and encouraging reflection.

PE

Integrating Physical Education (PE) with the "Healthy Body, Healthy Mind" Learning Theme offers a fantastic opportunity for Key Stage 2 pupils to experience the direct connection between physical activity and well-being.

Focusing on the 'Healthy Body' Aspect:
The Body Systems in Action: Design activities that represent different body systems and how exercise impacts them.

Cardiovascular Challenge: Continuous running games (tag variations, relays) where pupils can feel their heart rate increase and discuss how exercise strengthens their heart and lungs.

Musculoskeletal Marvels: Activities focusing on different muscle groups (e.g., hopping for legs, throwing for arms) followed by discussions on how exercise builds strong muscles and bones.
Fuelling the Body Circuit: A circuit of activities with stations representing different food groups. Before each station, briefly discuss the energy or nutrients that food group provides for exercise.

Fitness Challenges with a Focus: Introduce simple fitness tests (e.g., number of star jumps in a minute, shuttle runs) and encourage pupils to set personal goals. Discuss how regular activity helps improve these scores over time, linking it to a healthier body.

Movement and Nutrition Link: Combine physical activity with learning about healthy eating. For example:

Fruit and Veg Tag: Different pupils are named after fruits and vegetables. When tagged, they have to perform a specific exercise related to the benefits of that food group (e.g., "carrots make your eyes strong" - do eye tracking exercises).
Healthy Plate Relay: Teams race to collect pictures of healthy foods and arrange them on a plate within a designated area.

The Importance of Hydration: Integrate short water breaks into activities and discuss why staying hydrated is crucial for energy levels and bodily functions during exercise.

Focusing on the 'Healthy Mind' Aspect:
Mindful Movement: Incorporate activities that encourage focus and body awareness.

Yoga and Pilates for Kids: Introduce simple poses and stretches, emphasizing breathing and how it can help calm the mind and improve focus.

Balance Challenges: Activities that require concentration and body control (e.g., standing on one leg, walking along a line) can help develop mental focus
.
Teamwork and Communication Games: Activities that require collaboration, communication, and problem-solving can boost social skills and a sense of belonging, contributing to positive mental well-being.

Examples include:
Obstacle Courses: Teams must work together to navigate the course, encouraging communication and support.

Cooperative Games: Games where the aim is for the whole group to succeed rather than individual competition (e.g., passing a hoop around a circle without letting go).

Emotional Expression Through Movement: Explore how different movements can express various emotions. Play music with different moods and encourage pupils to move in ways that reflect those feelings. Discuss how physical activity can be a healthy way to release emotions.

Active Relaxation: End some PE sessions with simple cool-down activities that promote relaxation, such as gentle stretching and mindful breathing exercises. Discuss how this helps the body and mind recover after activity.

Combining 'Healthy Body' and 'Healthy Mind':
The "Feel Good Factor" Games: Design activities that are inherently fun and enjoyable. After playing, discuss how the activity made them feel, linking the physical exertion to positive emotions and a sense of well-being.

Outdoor and Adventurous Activities: Exploring the natural environment through activities like orienteering, nature walks with physical challenges, or team-building games can benefit both physical fitness and mental well-being by providing a sense of adventure and connection with nature.

Other Ideas & Resources:
Perform dances using a range of movement patterns
On-going PE lessons thematically linked to meet the seasons e.g. football/tennis/rugby/ swimming etc.

Invent a new game (physical exercise related)
Link to Science – Keeping fit and healthy.

Important Considerations for Implementation:
Inclusivity: Adapt activities to ensure all pupils can participate and feel successful, regardless of their physical abilities.
Reflection: After activities, encourage pupils to reflect on how their body felt and their mood. Make the link between physical activity and feeling good both physically and mentally explicit.
Language: Use positive and encouraging language related to both physical health and mental well-being.
Safety: Always prioritize safety in all PE activities.

Science

Integrating science into the "Healthy Body, Healthy Mind" Learning Theme for Key Stage 2 can make it engaging, evidence-based, and help children understand the *why* behind healthy habits.

Focusing on the Healthy Body (Biological Systems):
The Amazing Digestive System:
Science Concept: Introduce the main organs of the digestive system (mouth, oesophagus, stomach, small intestine, large intestine) and their basic functions in breaking down food to provide energy and nutrients.
Activities: Create a human body outline and label the organs. Conduct a simple experiment demonstrating how saliva starts to break down starch (e.g., chewing a cracker and noticing the change in taste). Discuss the importance of different food groups for different bodily functions.

Our Wonderful Respiratory System:
Science Concept: Explain how our lungs take in oxygen and release carbon dioxide, essential for energy production. Link this to the importance of fresh air and physical activity.
Activities: Simple breathing exercises. Measure lung capacity using balloons. Discuss the effects of exercise on breathing rate. Investigate the impact of air pollution (age-appropriately).

The Powerful Circulatory System:
Science Concept: Introduce the heart as a muscle that pumps blood around the body, carrying oxygen and nutrients. Explain the basic role of blood vessels.
Activities: Measure pulse rate before and after exercise. Discuss how exercise makes the heart stronger. Simple diagrams of the heart and blood flow.

The Strong Skeletal and Muscular Systems:
Science Concept: Explain how bones provide structure and support, and how muscles work with bones to allow movement. Link this to the importance of calcium for strong bones and exercise for strong muscles.
Activities: Simple investigations into different types of joints. Discuss the importance of weight-bearing exercise. Explore how different muscles work together for specific movements.

The Body's Defence System (Basic Introduction to Germs and Hygiene):
Science Concept: Introduce the idea of microorganisms (germs) and how some can make us ill. Explain the role of hygiene (handwashing) in preventing the spread of these germs.

Activities: Simple handwashing experiment using glitter to represent germs. Discuss the importance of vaccinations (age-appropriately and sensitively).

Focusing on the Healthy Mind (Brain and Nervous System Connections):
Our Amazing Brain:
Science Concept: Introduce the brain as the control centre of the body, responsible for thoughts, feelings, and actions. Briefly mention different parts of the brain (simplified).
Activities: Discuss how different activities (e.g., learning, playing, resting) engage different parts of the brain. Simple reaction time experiments to demonstrate brain processing.

The Link Between Exercise and Mood (Neurotransmitters - Simplified):
Science Concept: Explain in simple terms that when we exercise, our bodies release chemicals (happy messengers!) in the brain that can make us feel good.
Activities: Discuss how children feel after different types of physical activity. Link exercise to improved mood and reduced stress (age-appropriately).

The Importance of Sleep (Biological Processes):
Science Concept: Explain that sleep is not just rest, but an active process where the body repairs and the brain processes information. Discuss the impact of lack of sleep on concentration and mood.
Activities: Keep a simple sleep diary. Discuss the science behind why we feel tired when we don't get enough sleep.

Our Senses and Well-being:
Science Concept: Explore how our senses (sight, hearing, smell, taste, touch) connect us to the world and can influence our mood and feelings.
Activities: Sensory exploration activities (e.g., mindful tasting, nature walks focusing on senses). Discuss how different sensory experiences can be calming or stimulating.

Other Ideas & Resources:
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.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Describe the ways in which nutrients and water are transported within animals, including humans.

Describe the changes as humans develop to old age.

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

8 tips for healthy eating (NHS) https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/

Exercise Guidelines (NHS) https://www.nhs.uk/live-well/exercise/

Cross-Cutting Scientific Skills:
Throughout these topics, encourage pupils to develop their scientific skills:
Observation: Carefully observing changes in their bodies (e.g., heart rate, breathing rate).
Data Collection: Recording simple measurements (e.g., sleep duration).
Fair Testing: Designing simple experiments (e.g., comparing the effectiveness of different handwashing techniques).
Drawing Conclusions: Linking their observations and data to the science concepts.
Asking Questions: Encouraging curiosity and further investigation.

Important Considerations for Implementation:
Age Appropriateness: Adapt the complexity of the scientific explanations to the age range of your pupils.
Safety: Ensure all experiments are safe and supervised.
Sensitivity: Be mindful of individual differences and potential sensitivities around body image and health conditions.
Real-World Connections: Link the science concepts to their everyday lives and the choices they make.

English

https://www.booksfortopics.com/healthy-humans

Fiction:
Pig Heart Boy by Malorie Blackman Chapter book
The Bubble Boy by Stewart Foster Chapter book
George's Marvellous Medicine by Roald Dahl & Quentin Blake Chapter book
The Astounding Broccoli Boy by Frank Cottrell Boyce Chapter book
Alice Dent and the Incredible Germs by Gwen Lowe Chapter book

Non-Fiction:
Anatomicum Junior by Jennifer Z Paxton & Katy Wiedemann
Kay's Anatomy by Adam Kay & Henry Paker
illumanatomy by Kate Davies & Carnovsky
Marvellous Body: A Magic Lens Book by Jane Wilsher & Andres Lozano
See Inside Your Body by Katie Daynes & Colin King
Gut Garden by Katie Brosnan
Look Inside: What Happens When You Eat by Emily Bone & Stefano Tognetti
Care for Your Teeth by Martha E. Rustad
Your Brilliant Body: Your Growling Guts and Dynamic Digestive System by Paul Mason
Dr Ranj Brain Power by Dr. Ranj Singh & David O'Connell
The Brain Book by Dr Liam Drew
The Bright and Bold Human Body: The Reproductive System by Sonya Newland

The Bright and Bold Human Body: The Skeleton and Muscles by Sonya Newland
Human Body, Animal Bodies: Muscles and Movement by Izzi Howell
The DNA Book by DK
Meet the Microbes by Dr Emily Grossman &Maggie Li Picture book
Grow: Secrets of Our DNA by Nicola Davies & Emily Sutton
Kay's Marvellous Medicine by Adam Kay

Reading and Comprehension:
Explore Fiction with Relevant Themes:
Stories about overcoming challenges: Read stories where characters face physical or emotional difficulties and learn to cope or find solutions (e.g., a character recovering from an illness, dealing with bullying, or managing anxiety). Discuss the characters' feelings, their actions, and what the reader can learn about resilience and seeking help.

Books promoting healthy habits: Look for age-appropriate fiction that subtly incorporates themes of healthy eating, exercise, the importance of sleep, or the benefits of spending time in nature. Discuss how these habits impact the characters' well-being.

Stories focusing on emotions and empathy: Read books that explore a range of emotions in depth, helping children to identify and understand their own feelings and those of others. Discuss how characters express their emotions and how others respond.

Non-Fiction Exploration:
Information texts about the human body: Read age-appropriate non-fiction books or articles about how the body works, the importance of different food groups, and the benefits of exercise. Encourage note-taking, summarizing, and asking questions.

Texts about mental health and well-being: Explore simple non-fiction resources that explain basic concepts of mental health, stress, and coping strategies in an accessible way. Discuss the importance of talking about feelings and seeking support.

Biographies of inspiring figures: Read about individuals who have overcome physical or mental health challenges to achieve great things. Discuss their resilience, determination, and the support systems they may have had.

Poetry and Song Analysis:
Poems about nature and well-being: Explore poems that celebrate the beauty of the natural world and its calming effects. Discuss the imagery and how it makes the reader feel.

Poems or songs about emotions: Analyse lyrics or poems that express different emotions. Discuss the language used and how it conveys those feelings.

Create class poems or songs: Encourage children to write their own poems or songs about healthy habits, feelings, or the importance of looking after themselves and others.

Writing Activities:

Persuasive Writing:
Write letters or posters: Encourage pupils to write persuasive letters to school leaders or their peers about the importance of healthy eating in the canteen, the need for more active breaks, or the benefits of talking about feelings.

Create advertisements: Design advertisements promoting healthy habits (e.g., eating fruit and vegetables, getting enough sleep, being active) or positive mental well-being strategies.

Narrative Writing:
Write stories from different perspectives: Encourage pupils to write stories from the perspective of someone experiencing a particular emotion or dealing with a physical health challenge. This helps develop empathy and understanding.

Create "advice" stories: Write stories where a character learns about the importance of a healthy body and mind through their experiences and then offers advice to others.

Informative Writing:
Create information leaflets or guides: Pupils can research and write informative leaflets about different aspects of healthy eating, exercise, sleep hygiene, or managing stress for their classmates or younger children.

Write reports: Research and write reports on topics like the benefits of a specific sport, the importance of hydration, or different ways to relax and manage anxiety.

Journaling and Reflective Writing:
Emotion journals: Encourage pupils to keep simple journals where they can record their feelings and thoughts. This can help them to identify patterns and develop self-awareness.

Gratitude journals: Encourage pupils to regularly write down things they are grateful for, promoting a positive mindset.

Reflective pieces: After discussions or activities related to healthy body, healthy mind, encourage pupils to write reflective pieces about what they have learned and how it relates to their own lives.

Speaking and Listening:
Debates and Discussions:
Hold debates: Organise age-appropriate debates on topics like "Is it more important to be physically healthy or mentally healthy?" (leading to the understanding that both are crucial).

Class discussions: Facilitate open and respectful discussions about feelings, worries, and strategies for staying healthy in both body and mind. Establish clear ground rules for listening and sharing.

Presentations and Role-Playing:
Prepare and deliver presentations: Encourage pupils to research and present information on different aspects of healthy living or mental well-being to the class.

Role-play scenarios: Create scenarios where pupils can practice asking for help, offering support to a friend, or making healthy choices in different situations.

Storytelling and Performance:
Retell stories: Encourage pupils to retell stories with "healthy body, healthy mind" themes in their own words.

Create and perform short plays or skits: Pupils can work collaboratively to create and perform short plays that explore different aspects of the topic, such as the importance of friendship for mental well-being or the benefits of exercise.

Maths

We use White Rose Maths for day-to day maths learning, the ideas and resources below are for enhanced provision activities.

Data Handling and Statistics:
Tracking Sleep Patterns:
Data Collection: Pupils can collect data on their own sleep duration over a week (with parental guidance).
Representation: They can create bar charts or pictograms to represent their sleep data.
Analysis: Calculate the average amount of sleep they get per night. Compare their sleep duration to recommended amounts for their age. Discuss if there are any patterns or factors affecting their sleep.
Question: *What is the range of sleep times in our class? What is the most common sleep duration (mode)? Is our average sleep time close to the recommended 9-11 hours?*

Healthy Eating Portion Sizes:
Measurement: Use measuring cups and spoons to explore recommended portion sizes for different food groups (e.g., grams of protein, number of fruit/vegetable servings).
Comparison: Compare "child-sized" portions to "adult-sized" portions.
Fractions and Percentages: Discuss what fraction or percentage of their plate should be fruits and vegetables.
Question: *If the recommendation is 5 portions of fruits and vegetables a day, how many is that over a week? What fraction of your lunchbox is fruit or vegetables?*

Fitness Challenge Tracking:
Data Collection: Track the number of steps taken, jumping jacks completed, or time spent being active over a set period.
Graphing: Create line graphs to show progress over time.
Comparison: Compare individual progress or the class average from the beginning to the end of a challenge.
Question: *How many more steps did you take on Friday compared to Monday? What was the total number of jumping jacks our class did this week? Did our average activity level increase over the challenge?*

Measurement (Length, Weight, Time):
Heart Rate Exploration:
Measurement: Learn how to measure their pulse rate at rest and after different types of physical activity (e.g., walking, running).

Comparison: Compare heart rates before and after exercise. Discuss how exercise affects the heart rate.
Time: Calculate how long it takes for their heart rate to return to its resting rate.
Question: *What is the difference between your resting heart rate and your heart rate after exercise? How long did it take for your heart rate to return to normal after exercise?*

Growth Monitoring (with sensitivity):
Measurement: Measure height and weight over time (e.g., termly).
Graphing: Plot measurements on a line graph to visualize growth patterns.
Comparison (optional and sensitive): Discuss general trends in growth within the class without focusing on individual differences.
Question: *How much taller have you grown since the beginning of the school year? Can we see a general pattern of growth in our class height chart?*

Problem Solving and Reasoning:
Planning a Healthy Meal on a Budget:
Money Maths: Provide pupils with a budget and supermarket leaflets (real or pretend).
Decision Making: Challenge them to plan a healthy meal for a family within the budget, considering the different food groups and nutritional needs.
Calculations: Involve adding prices of ingredients and ensuring they stay within the budget.
Question: *If you have £10, can you buy enough ingredients for a healthy pasta bake for four people? What is the cheapest way to get two portions of fruit and vegetables for your packed lunch?*

Calculating Exercise Intensity:
Time and Distance: If pupils know the distance they've run and the time it took, they can calculate their average speed.
Ratio: Discuss the ratio of active time to sedentary time in a day.
Question: *If you ran 1 kilometre in 5 minutes, what was your average speed in metres per minute? If you spend 2 hours being active and 8 hours sleeping and the rest sitting, what fraction of your day are you active?*

Fractions and Percentages:
Understanding Food Labels:
Data Interpretation: Analyse nutritional information on food labels, focusing on amounts of sugar, fat, salt, and fibre per serving.
Comparison: Compare the nutritional content of different food products.
Fractions/Percentages: Discuss what percentage of a product is sugar or fat.
Question: *Which cereal has a lower percentage of sugar per serving? If a snack bar has 1/4 of your recommended daily sugar intake, how much is left for the rest of the day?*

Other Ideas & Resources:

Measure and scale (when using maps)
Data handling when recording exercise/likes/dislikes
Surveys and data analysis.
Mean, mode and median when looking at heights/weights etc.

STEM Learning that links maths and health care
https://www.stem.org.uk/resources/community/collection/21344/teaching-and-learning-mathematics-context-health-care

Important Considerations:
Sensitivity: Be mindful of individual differences in growth, weight, and abilities. Focus on healthy habits and understanding data rather than making comparisons that could be sensitive.
Real-World Context: Connect the maths activities to real-life scenarios and the pupils' own experiences.
Collaboration: Encourage pupils to work together, discuss their findings, and learn from each other.

Courageous Advocacy

"Courageous advocacy" is a powerful lens through which to explore "healthy body, healthy mind" in Key Stage 2. It moves beyond personal well-being to empower pupils to speak up for themselves and others, challenge injustices, and promote positive change. Here are some ideas:

Focusing on Challenging Stigma and Misconceptions:
"Myth Busters" Campaign:
Courageous Act: Identify common myths and misconceptions surrounding mental health (e.g., "it's just attention-seeking," "you can just snap out of it").
Activity: Research and discuss the facts. Create posters, presentations, or short videos to debunk these myths and promote accurate understanding.
Advocacy: Share these resources within the school community (assemblies, notice boards, class presentations) to challenge stigma and encourage open conversations.

"Language Matters" Awareness:
Courageous Act: Explore the impact of language used when talking about bodies and minds (e.g., negative body image terms, dismissive language about feelings).
Activity: Discuss respectful and inclusive language. Create a "Language Matters" charter for the classroom and school, promoting kind and accurate terminology.
Advocacy: Challenge instances of harmful language they hear and encourage others to use more positive and respectful terms.

Promoting Access and Equity:
"Well-being for All" Audit:
Courageous Act: Investigate the school's current provisions for supporting healthy bodies and minds.
Activity: Conduct a child-friendly audit (e.g., are there quiet spaces? Are there opportunities for different types of physical activity? Is mental health support visible and accessible?).
Advocacy: Present their findings and propose suggestions for improvement to school leaders, advocating for resources and initiatives that ensure well-being support is equitable for all pupils.

"Breaking Down Barriers" Campaign:
Courageous Act: Explore potential barriers that might prevent some children from having a healthy body and mind (e.g., access to healthy food, safe spaces for exercise, feeling comfortable talking about feelings).
Activity: Research local community resources and identify potential gaps.

Advocacy: Write letters to local councillors or organizations advocating for better access to these resources for all children in their community.

Empowering Self-Advocacy and Peer Support:
"Speak Up for Yourself" Workshops:
Courageous Act: Learn and practice strategies for confidently expressing their needs related to their physical and mental well-being.
Activity: Role-play scenarios where they need to ask for help, set boundaries, or communicate their feelings assertively.
Advocacy: Encourage peers to also speak up for themselves and offer support to those who might be struggling. Create "friendship pledges" that include looking out for each other's well-being.

"Celebrating Differences" Project:
Courageous Act: Challenge narrow definitions of "healthy" and celebrate the diversity of bodies and minds.
Activity: Create artwork, poems, or presentations that showcase the beauty and strength in different shapes, sizes, abilities, and ways of thinking.
Advocacy: Share their creations to promote a more inclusive and accepting school culture where everyone feels valued and healthy in their own way.

Connecting to Wider Issues:
Exploring Media Influence: Critically analyse how media portrays "healthy bodies" and "healthy minds" and discuss the potential negative impact of unrealistic ideals. Advocate for more diverse and realistic representation.
Food Justice: Investigate issues of food access and affordability in their local community or globally. Advocate for fairer food systems that ensure everyone has access to nutritious food.
Environmental Impact on Health: Explore how environmental factors (e.g., air pollution, access to green spaces) can affect physical and mental health. Advocate for environmental protection initiatives.

Other Ideas & Resources:
The importance of a balanced diet – thinking about those that don't have enough food or water.
Supporting food charities such as the Trussell Trust
The things we need to be healthy – supporting charities such as Shelter
The importance of good mental health and staying safe – look at the NSPCC.
Supporting sporting charities like Sports Relief and Soccer Aid

Key Considerations for Implementation:
Child-Led: Encourage pupils to identify issues that are important to them and empower them to lead the advocacy efforts.
Safety and Support: Ensure a safe and supportive classroom environment where pupils feel comfortable discussing sensitive topics. Provide clear pathways for seeking help if any issues arise.
Real-World Impact: Connect their learning to real-world actions and opportunities for making a difference.
Collaboration: Encourage collaboration with other classes, school councils, or community groups.

Developing Spirituality

A thoughtful and enriching angle to bring to the "Healthy Body, Healthy Mind" topic for Key Stage 2! Connecting physical and mental well-being with a sense of spirituality can foster a deeper understanding of self, others, and the world. Here are some ideas, weaving in different aspects of spirituality:

Connecting with Inner Self and Reflection:

Mindful Moments and Stillness: Introduce short, guided moments of quiet reflection. This could involve focusing on their breath, noticing sensations in their body, or simply being still. *How does it feel to be quiet for a few moments? What do you notice within yourself?* This connects to the spiritual practice of meditation and self-awareness.

Gratitude Practices: Encourage pupils to regularly reflect on things they are grateful for, both related to their body (e.g., strong legs, healthy eyes) and their mind (e.g., ability to learn, kindness of friends). *What are three things you are thankful for about your body today? What are three things you are thankful for about your mind?* This fosters a sense of appreciation and positivity, a key aspect of many spiritual traditions.

Exploring Inner Strengths: Guide pupils to identify their unique talents, qualities, and inner strengths. *What are you good at? What makes you feel proud of yourself? What kind qualities do you have?* Recognizing and valuing their inner resources builds self-esteem and a sense of inner worth, aligning with the spiritual concept of inherent value.

Journaling or Drawing Reflections: Provide opportunities for pupils to express their thoughts and feelings through journaling (writing or drawing). Prompts could focus on how their body feels after exercise, emotions they experienced during the day, or things that bring them joy or peace. This can be a form of personal reflection and self-discovery.

Connecting with Others and Community:

Acts of Kindness and Compassion: Discuss the spiritual importance of kindness, empathy, and helping others. Encourage pupils to perform small acts of kindness within the classroom or school. *How does it feel when you do something kind for someone else? How might it make them feel?* This connects to the spiritual principle of interconnectedness and compassion.

Appreciating Diversity: Explore the beauty and uniqueness of each individual. Discuss how everyone's body and mind are different and should be respected. *What makes each of us special? How can we celebrate our differences?* This aligns with the spiritual understanding of the inherent worth and dignity of all beings.

Shared Experiences and Connection: Engage in activities that foster a sense of community and belonging, such as collaborative projects, group games, or sharing circles (with clear guidelines for respectful listening). *How does it feel to work together as a team? What do we learn from each other?* This resonates with the spiritual idea of unity and interconnectedness.

Connecting with the Natural World:

Nature Walks and Observation: Take pupils outdoors and encourage them to mindfully observe the natural world. Focus on the beauty, patterns, and interconnectedness of nature. *What do you notice about the trees, the plants, the sky? How does nature make you feel?* Many spiritual traditions see nature as a source of wisdom and connection to something larger than ourselves.

Caring for Living Things: Involve pupils in caring for plants or animals (if appropriate and feasible). This fosters a sense of responsibility and connection to the web of life. *What does a living thing need to thrive? How can we help it?* This links to the spiritual concept of stewardship and respect for all life.

Sensory Exploration of Nature: Encourage pupils to engage their senses fully when in nature – the feel of the breeze, the sound of birdsong, the scent of flowers. This can be a grounding and mindful experience. *What do you hear? What do you smell? What do you feel?* This can evoke a sense of wonder and connection to the present moment.

Using Stories and Metaphors:
Stories with Spiritual Themes: Share age-appropriate stories from different cultures or traditions that explore themes of inner strength, resilience, kindness, and connection. Discuss the underlying messages and how they relate to a healthy body and mind.

Metaphors for Inner States: Use metaphors to help pupils understand their inner world. For example, "Your mind is like a garden – you need to nurture the good thoughts and pull out the weeds of worry." This can make abstract concepts more accessible and relatable.

Important Considerations:
Inclusivity and Respect: Be mindful of the diverse backgrounds and beliefs of your pupils. Frame spirituality in a broad and inclusive way, focusing on universal values like kindness, gratitude, and connection rather than specific religious doctrines.

Age-Appropriateness: Adapt activities and discussions to the developmental stage of Key Stage 2 pupils.
Creating a Safe Space: Foster a classroom environment where pupils feel safe to share their thoughts and feelings without judgment.
Focus on Personal Experience: Encourage personal reflection and connection rather than imposing specific beliefs.

Other
Leveraging the unique environment of North Norfolk! Here are some extra-curricular ideas for teaching Key Stage 2 pupils about 'Healthy Body, Healthy Mind', tailored to the local area: **Connecting with the Healthy Body through North Norfolk's Environment:** **Coastal Explorers & Healthy Habits:** **Activity:** Organise guided walks along the North Norfolk Coast Path. Focus on the physical benefits of walking, fresh air, and exploring nature. Incorporate activities like beach cleans to highlight environmental well-being and a sense of purpose. **Healthy Mind Link:** Discuss the calming effects of the sea, the beauty of the natural landscape, and encourage mindful observation (e.g., noticing different bird calls, the feel of the sand). **Forest Fitness Adventures (e.g., in Sheringham Park or local woodlands):** **Activity:** Engage in outdoor activities like den building (teamwork and physical activity), nature scavenger hunts (encouraging movement and observation), and simple obstacle courses using natural elements. **Healthy Mind Link:** Foster a sense of adventure, problem-solving skills, and the joy of being in nature, which is known to reduce stress and boost mood.

Farm to Fork Fun (visiting local farms or community gardens):
Activity: Arrange visits to local farms (many in North Norfolk offer educational tours). Pupils can learn about where their food comes from, the effort involved in producing it, and the importance of fresh, seasonal produce. Some farms might even offer hands-on activities like planting or harvesting.
Healthy Mind Link: Connect healthy eating with a sense of place and community. Discuss the satisfaction of eating locally sourced food and the importance of supporting local producers.

Cycling Safaris & Local Trails:
Activity: Organise safe and supervised cycling excursions along designated cycle paths in North Norfolk (e.g., the Norfolk Coast Cycleway sections). Emphasise bike safety and the physical benefits of cycling.
Healthy Mind Link: Promote a sense of freedom and independence, boost confidence, and encourage enjoyment of the local scenery.

Nurturing the Healthy Mind through Local Culture & Activities:
Storytelling & Mindfulness by the Sea/Marsh:
Activity: Host storytelling sessions outdoors, perhaps focusing on local folklore or tales that connect with nature. Follow this with guided mindfulness exercises, encouraging pupils to focus on their senses (the sound of the waves, the feel of the breeze, the smell of the salt air).
Healthy Mind Link: Develop listening skills, imagination, and the ability to be present in the moment, reducing anxiety and promoting relaxation.

Local Arts & Crafts for Emotional Expression (linking with local artists if possible):
Activity: Organise workshops focused on creative expression using natural materials found in North Norfolk (e.g., creating collages with beach finds, painting landscapes).
Healthy Mind Link: Provide an outlet for emotions, build self-esteem through creative achievement, and encourage self-reflection.

Integrating Both Body and Mind:
Orienteering Adventures in Local Parks or Nature Reserves:
Activity: Introduce basic orienteering skills and organise team-based challenges in local parks or nature reserves. This combines physical activity with problem-solving and teamwork.
Healthy Mind Link: Boosts confidence, encourages strategic thinking, and promotes collaboration.

Coastal Clean-Up & Reflection:
Activity: Organise regular beach or marsh clean-up sessions. Discuss the impact of pollution on the environment and the importance of looking after our local area.
Healthy Mind Link: Fosters a sense of responsibility, community involvement, and the positive feeling of making a difference. Follow up with a quiet reflection on the beauty of the cleaned area.

Key Considerations for North Norfolk:
Safety: Always prioritise safety for outdoor activities, including risk assessments, appropriate supervision, and awareness of tides and weather conditions.
Local Expertise: Partner with local organisations, such as the Norfolk Coast AONB, local wildlife trusts, farms, and artists, to enhance the learning experience and provide authentic insights.
Accessibility: Ensure activities are inclusive and cater to the needs of all pupils.
Seasonality: Adapt activities to the time of year to make the most of North Norfolk's changing landscapes.