



your body *matters*



Lesson plans and Activities – Primary Stage 1

Nourishing Body & Mind for a Healthy Life

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



Lesson 1.1

Session Title	Growing for Health	
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Food and Health
Experiences and Outcomes	HWB 0-15a <i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i>	HWB 0-32a <i>I know that people need different kinds of food to keep them healthy.</i>
Learning intentions	We are learning about how food helps our body to grow	
Success Criteria	<ul style="list-style-type: none"> • I can discuss what I need to help my body grow. • I can explain why food helps my body grow. • I can show an understanding that food is a basic requirement of life and give examples of a food that I can eat more of 	
Resources	<ul style="list-style-type: none"> • Teachers note B: The Food Groups and a Healthy Diet • Drawing Materials • Food Cards 	

Activities

I can discuss what I need to help my body grow and identify things that help me grow

- **Whole Class/Group Activity:** Ask the children about their bodies and how they grow. Which parts of their bodies have grown? How do they know that they have grown? (e.g., hands because they need new gloves; legs because they need new trousers; baby teeth because they have fallen out to make way for new adult teeth; head, because they need a new hat.). Ask the children how much they have grown using baby clothes, pictures of babies/ toddlers to compare size and illustrate growth. Encourage the children to measure/draw round each other (may require assistance) and organise a height chart to generate discussion. Comparisons could also be made with upper school pupils to show differences in height/ growth..
- **Individual Activity:** Ask the children to make a drawing of the things and/or people that help them grow (may require assistance).
- **Group Activity:** The children should be encouraged to share their drawings and explain some of their choices for "What helps me grow?" Emphasize the range of things we need to help us grow and keep us healthy (food, sleep, family, physical activity, hydration).

I can show an understanding that food is a basic requirement of life and give an example of a food that I need to eat more of

- **Whole Class/Group Activity:** Divide the class into groups: Using the food cards ask each group to highlight how many of the foods they recognise. Bring the groups back together to determine how many of the foods they recognised.
- **Individual Activity:** Ask the children to think about what foods they eat, what they like/dislike.
- **Whole Class/Group Activity:** Bring the children back together to discuss, highlighting that everyone has different likes/dislikes, but we all need food to help us grow. Ask the children about food and why it is important to help us grow and keep us healthy. Divide the class into groups and ask them if all food is the same, should we eat more foods than others? Encourage each group to list foods that we should eat more of and foods we should eat less of. Bring the groups back together to discuss their lists. Highlight that we need a variety of foods in our diet, and we need to eat 5 portions of fruit and vegetables each day but only small amounts of foods containing fat and sugar.

Useful websites:

- <https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/eatwell-guide-how-to-eat-a-healthy-balanced-diet>
NHS advice about healthy living, including eating a balanced diet, healthy weight, exercise, quitting smoking and drinking less alcohol.
- <http://www.nutrition.org.uk/>
Provides nutrition information for teachers and educational resources.
- <https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years>
Provides activity ideas and resources to introduce food and drinks, food choice, eating well and activity.

Extension/take-home: Encourage the children to work with parents/carers to keep a food diary for a week.

Lesson 1.2

Session Title	Activity and Energy	
HWB Organiser(s)	Physical education, physical activity and sport	
Experiences and Outcomes	HWB 0-27a <i>I know that being active is a healthy way to be.</i>	HWB 0-28a <i>I can describe how I feel after taking part in energetic activities and I am becoming aware of some changes that take place in my body.</i>
Learning intentions	We are learning about the importance of being active	
Success Criteria	<ul style="list-style-type: none"> • I can describe why it is important to be active • I can give examples of how being active benefits my body • I can describe how my body feels when I am active 	
Resources	<ul style="list-style-type: none"> • Teacher Notes I • Body Maps (double sided) • Drawing materials 	
Activities		
<p><i>I can understand that being active is necessary to maintain good health</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Divide the children into groups and ask them to list what things they can do when we are full of energy. Encourage the children to share examples of what they have included on their lists. Ask the children why they think it is important to do the things on their list? <p><i>I can describe how my body reacts to energetic activities</i></p> <ul style="list-style-type: none"> • Individual Activity: Involve the children in a fitness activity e.g. running on the spot for 5 minutes. • Whole Class/Group Activity: Divide the children into groups and using a body map ask them to highlight how our bodies can feel when full of energy and participating in an activity like this or any of the activities on their list (both emotional and physical). • Whole Class/Group Activity: In their groups, use the other side of the body map and ask the children to highlight how our bodies feel when it runs out of energy (both emotional and physical). Bring the group back together and encourage children to share their body maps. . <p><i>I can discuss and give examples of what my body needs to help give it energy</i></p> <ul style="list-style-type: none"> • Whole class/Group Activity: Encourage each group to think about what they could do to help give them energy (e.g., eating healthy foods, sleeping, relaxing and drinking water). Children can draw or write their suggestions on the body maps. Encourage the groups to share their suggestions.. 		
<p>Useful websites:</p> <ul style="list-style-type: none"> • https://www.nhsinform.scot/healthy-living Scotland's national health information service, providing accurate and relevant information to help people make informed decisions about their own health and the health of the people they care for. • https://www.gov.scot/news/scotland-is-worlds-first-daily-mile-nation/ News Article • https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/ztfcvwx Online support resource designed to help with learning, revision and homework. • https://blogs.glowscotland.org.uk/gc/pepassglasgow/ PEPASS – resources to support learning for physical education, physical activity and sport in schools: • https://www.playscotland.org/ Play Scotland - Includes play ideas, information and resources 		
<p>Extension/take-home: Use a PE lesson to reinforce that being active is a healthy way to be and revisit the impact that energetic activities have on the body..</p>		

Lesson 1.3

Session Title	Something New		
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Mental, emotional, social and physical wellbeing	Relationships, sexual health and parenthood
Experiences and Outcomes	HWB 0-01a <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i>	HWB 0-05a <i>I know that caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i>	HWB 0-47a <i>I recognise that we have similarities and differences but are all unique.</i>
Learning intentions	We are learning about the choices we make and their consequences We are learning about how people are different and similar		
Success Criteria	(A) <ul style="list-style-type: none"> • I can say what a choice is. • I can say what a consequence is. • I can give examples of a choice and its consequence. (B) <ul style="list-style-type: none"> • I can say what a choice is. • I can say what a consequence is. • I can give examples of a choice and its consequence 		
Resources	<ul style="list-style-type: none"> • Teacher Notes B • Information sheet 1 		
Activities			
<p><i>I can show an understanding of the choices I make and how these can have consequences for myself and others. I can give an example of a consequence</i></p> <ul style="list-style-type: none"> • Individual Activity: Ask the children to think about some of the choices they make each day and make a list. Differentiation could be achieved with a board game, role play or symbols representing possible choices. Examples may include, breakfast, snacks, walking to school, games they play at lunchtime. Encourage the children to share their lists, highlighting similar choices and those that are different across the class. Ask the children to select one choice they have made from the list and draw or describe how they feel when they have made the choice. • Whole Class/Group Activity: Divide the children into groups and select a choice for each group from the examples that children have given. Ask the children to think about the choice and who would be directly affected by this choice and how this choice may make other people feel. A selection of feelings cards could be used to help the children identify and recognise feelings. An example could be playing with friends at lunchtime, this choice can affect their friends, some friends are happy, others may feel excluded, therefore sad, angry and/or upset. Encourage each group to share what they have discussed. Highlight the different feelings that they and others experience as a consequence of choices they make. Emphasise the need to be respectful of other people's feelings in the choices we make. <p><i>I can understand that everyone has different likes and dislikes</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Encourage the children to think about times when they chose to drink or eat something they had never tried before? Write down their responses. Encourage the class to share their likes and dislikes, using some of the examples the children have shared. Ask them how they felt about the experience? How did they feel before it, during it and after it? 			

- **Individual Activity:** Encourage the children to think about a healthy food that they would like to try over the next week (perhaps something from the school meal menu they haven't tried before). Information sheet 1 can be used to inform parents/carers of the task the children have been set and how they can support them.
- **Whole Class/Group Activity:** Encourage the children to share their thoughts on what foods they will be trying over the next week and write them up. Inform the children that at the end of the week, you will be taking feedback on the task.
- **Whole Class/Group Activity:** Following the task, divide the children into pairs and ask them to share their experience of the task, what did they try and how they felt about it. Bring the class back together and ask them to share the feelings they experienced, these can be written on a chart using speech bubbles.

Useful websites:

- <https://rshp.scot/>
National resource for **relationships, sexual health and parenthood** (RSHP) education for children and young people. The resource can be used in early learning settings, schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence.

Extension/take home: Encourage the children to try more healthy foods they have never tried before with their families. Set a task of one new healthy food per week. Encourage the children to set up a chart at home to record what they have tried and what they liked/disliked.

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Information Sheet 1

Dear [Parent, Carer or Guardian],

As part of our health and wellbeing curriculum, the children in Primary 1 are being asked to try a new healthy food for the first time or a healthy food that they may have previously disliked.

Trying new things or trying something that a child previously disliked helps them to learn new skills, experience the feeling of overcoming some small worries or anxieties and builds a sense of achievement. This will help your child to increase their self-esteem and to realise that they are able to accomplish things that they may have previously thought were not possible.

[Child's name] has decided that s/he would like to try [detail of the child's chosen 'something new' challenge].

We would very much appreciate if you could help us in our task by encouraging your child to complete this challenge, and perhaps you could set an additional challenge with them that you can do together e.g. tasting a fruit they have never tried before, trying a food that previously they didn't like, playing a game or using a piece of sporting equipment that they have never played/used before.

Talk about the experience with your child and help her/him to express the emotions that they felt when they were doing the task as well as when they completed it. Did [child's name] feel worried beforehand? Did s/he enjoy doing the task? How did it feel to do the task? Would s/he do it again?

Good Luck to both you and [child's name]; we look forward to hearing about the task in class at the end of the week.

Many thanks for your help

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Lesson 1.4

Session Title	Keeping Healthy; what is healthy?	
HWB Organiser(s)	Mental , emotional, social and physical wellbeing	Relationships, sexual health and parenthood
Experiences and Outcomes	HWB 0-15a <i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i>	HWB 0-48a <i>I am learning what I can do to look after my body and who can help me.</i>
Learning intentions	We are learning about people who keep us healthy	
Success Criteria	<ul style="list-style-type: none"> I can give examples of the many different things and people that help to keep me healthy (with adult support/guidance) 	
Resources	<ul style="list-style-type: none"> Teacher Notes A, B, F and K Sheets of paper; 2x A4 or 1x A3 for each pupil Large sheet of paper 	
Activities		
<p><i>I can list and give examples of different things and people that help keep me healthy</i></p> <ul style="list-style-type: none"> Individual Activity: Provide the children with two sheets of A4 paper or a sheet of A3 paper divided into two halves. Ask and encourage the children to draw a picture (their own ideas) of what they think a healthy person looks like. Encourage them to label and write explanations on their drawings as well. Repeat this process on another sheet of paper/the other side of the paper asking the children to draw the things (including other people this could include doctors, dentists, nurses, parents/careers, friends etc) that a person needs to keep them healthy. <p><i>I can show an understanding that health affects more than our physical being but is also spiritual, emotional, mental and social</i></p> <ul style="list-style-type: none"> Whole Class/Group Activity: : Invite a child to volunteer and draw round the outline of the child. Make a collage of words associated with being and keeping healthy, encouraging the children to share the ideas from their drawings. Challenge and address any misconceptions or gaps in the children’s knowledge by using some of the following ideas: <ol style="list-style-type: none"> Is someone who wears glasses seen as healthy or unhealthy? (they may be viewed as unhealthy but in fact they are neutral to health). Can we be healthy when the weather is anything other than sunny? What role do our friends, family, teachers have in helping us to keep healthy? (As well as benefits to physical wellbeing, highlight our emotional and social health, being with friends makes us happy). Whole Class/Group Activity: Invite a child to attach their smaller drawing to the large outline of the bigger drawing. Once complete, praise the children for their efforts in identifying what keeps them healthy, highlighting the range of things that are related to keeping us healthy. 		

Useful websites:

- <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/mental-emotional-social-and-physical-wellbeing>
Simple ideas to help children: understand more about feelings; learn about relationships, rights and responsibilities; and learn about their bodies and keeping themselves safe.
- <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/relationships-sexual-health-and-parenthood>
Parent Zone Scotland – Relationships, Sexual Health and Parenthood (curriculum area)
- <https://rshp.scot/>
RSHP Resource - national resource for relationships, sexual health and parenthood (RSHP) education for children and young people. The resource can be used in early learning settings, schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence.

Extension/take-home

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