

Home-School Learning Collaboration – PSHE personal development



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| Unit1 – Health and Hygiene Unit 2- Healthy lifestyle | Taught: Summer 1 and 2 | Year Group: 7 |
| Key knowledge/concepts to be learnt ('Tell me about...') | | Websites/blogs/YouTube links and further reading to deepen and consolidate learning |
| <p style="text-align: center;"><u>Unit 1- Health and Hygiene</u></p> <p>To know why personal hygiene is so important, and to identify the ways that this can be promoted to maintain good personal hygiene?</p> <ul style="list-style-type: none"> - the practices of keeping your body clean and healthy to prevent the spread of germs and maintain overall well-being. It includes activities like washing hands, bathing, brushing teeth, and caring for hair and nails <p>To List the ways of preventing spreading diseases?</p> <ul style="list-style-type: none"> - To prevent infectious diseases at home, focus on hand hygiene, respiratory etiquette, cleaning and disinfecting, and safe food practices. Regularly wash hands with soap and water, cover coughs and sneezes, clean frequently touched surfaces, and store food properly - Hand hygiene. - Respiratory and cough hygiene. - Cleaning. - Toileting and sanitation. - Personal protective equipment. - Safe management of the environment. - Safe management of linen and soft furnishings. - Safe management of blood and bodily fluids. <p>what good hygiene looks like?</p> <ul style="list-style-type: none"> - Key elements of good hygiene include: - Handwashing: Washing hands frequently with soap and water, especially before eating and after using the bathroom. - Body cleanliness: Taking regular baths or showers, including washing the genitals and bottom area. - Oral hygiene: Brushing teeth twice a day and flossing regularly. - Clothing and surroundings: Keeping clothes and surroundings clean and dry. | | <p style="text-align: center;"><u>Unit 1- links and advise</u></p> <p>How to help someone you care for keep clean - Care and support guide - NHS</p> <p>Expert Advice for Personal Hygiene Dettol</p> <p>Personal hygiene checklist Health For Teens</p> <p>Preventing and controlling infections - GOV.UK</p> <p>Self-Care Young People's Mental Health YoungMinds</p> <p>Take Charge of Your Health: A Guide for Teenagers - NIDDK</p> <p>Healthy lifestyles for teens Barnardo's Family Space</p> <p>Hygiene Habits for Kids - Compilation - Handwashing, Personal Hygiene and Tooth Brushing</p> <p>Information & Support - The Sleep Charity</p> <p>Sleep Problems Mental Health Support YoungMinds</p> |

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- Respiratory hygiene: Covering coughs and sneezes with a tissue or elbow, and avoiding touching your eyes, nose, and mouth.
- Menstrual hygiene: Practicing proper hygiene during menstruation, including using sanitary products and cleaning the genital area.
- Nail care: Keeping nails trimmed short and clean.

How can not getting enough sleep affect my mental health?

- Not getting enough sleep can significantly impact mental health, leading to increased anxiety, depression, and irritability, as well as affecting cognitive functions like concentration and decision-making

Unit 2- healthy Lifestyle

How to maintain good mental health and wellbeing?

- Maintaining good mental health and wellbeing involves incorporating various aspects of your life to cultivate a sense of balance and well-being. This includes prioritizing physical health, establishing healthy relationships, practicing mindfulness, and engaging in activities that bring joy and purpose
- Exercise
- Healthy Diet
- Sleep
- Hydration

What does a healthy lifestyle look like?

- A healthy lifestyle encompasses physical, mental, and emotional well-being. It involves making positive choices in areas like diet, exercise, sleep, and stress management, as well as avoiding harmful habits like smoking and excessive alcohol consumption.

What are the healthy exercises that can help maintain a healthy lifestyle and fitness?

- To maintain a healthy lifestyle and fitness, a combination of aerobic, muscle-strengthening, and balance exercises is recommended. Aerobic exercises, like walking, running, or cycling, improve cardiovascular health, while muscle-strengthening activities, such as weightlifting or push-ups, build strength and endurance. Balance exercises, like yoga or tai chi, enhance stability and reduce the risk of falls.

Unit 2 links and advice

[Maintaining a healthy lifestyle | Health Matters](#)

[Healthy lifestyles for teens | Barnardo's Family Space](#)

[Live Well - NHS](#)

[What is a healthy lifestyle? - BBC Bitesize](#)

[Eating a balanced diet - NHS](#)

[Healthy Eating Plate - The Nutrition Source](#)

[The Eatwell Guide - NHS](#)

[How do our bodies get nutrients from food? | BBC Teach](#)

[How Exercise Affects Your Brain? 🧠🏃 | Science for Kids | Operation Ouch](#)

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what are the consequences of not living a healthy lifestyle?

- Not living a healthy lifestyle can lead to various negative consequences, including an increased risk of chronic diseases, reduced lifespan, and decreased quality of life. These consequences can impact physical health, mental health, and overall well-being.

what is the effect of energy drinks on our bodies long term?

- Long-term consumption of energy drinks can lead to several health problems, including cardiovascular issues, increased risk of type 2 diabetes and obesity, dental problems, and potential neurological effects.

What does a balanced Diet look like?

- A balanced diet includes a variety of foods from all five food groups in appropriate proportions, providing essential nutrients and promoting overall health. It emphasizes fruits, vegetables, whole grains, lean proteins, and healthy fats, while limiting saturated and trans fats, sodium, and added sugars

Key Vocabulary and Definitions To Be Learnt

What Will The Assessment Look Like?

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| <u>Unit 1</u> | |
| Hygiene hai jeen | conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness |
| Toiletries - toy · luh · treez | Products used in washing and taking care of one's body, such as soap, shampoo, and toothpaste. |
| Oral hygiene aw · ruhl hai · jeen | Oral hygiene refers to the practice of keeping your mouth, teeth, and gums clean and healthy to prevent disease, decay, and other issues. This involves regular brushing, flossing, and, for some, using mouthwash |
| Microbes mai · krowbz | A microbe, or "microscopic organism," is a living thing that is too small to be seen with the naked eye |

Year 7 will be completing assessment week in June.

End of unit assessments

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| Diseases Duh- zeez- iz | A disorder of structure or function in a human, animal, or plant, especially one that has a known cause and a distinctive group of symptoms, signs, or anatomical changes. | |
| Sleep deprivation Sleep dep- ruh- vay- shuhn | The situation or condition of suffering from a lack of sleep | Family Learning Opportunities |
| Memory meh muh ree | The faculty by which the mind stores and remembers information | Visit the Birmingham Science Museum: Birmingham Science Museum Website Test your child’s understanding of the keywords that they will be using this term. Make a diary of the things that you eat over the course of a week. Make a diary of exercise that you do over the course of a week. |
| Sleep hygiene Sleep- hai- jeen | Habits and practices that are conducive to sleeping well on a regular basis | |
| <u>Unit 2</u> Mental Health men tuhhl helth | Mental health refers to a person's emotional, psychological, and social well-being. It encompasses how people think, feel, and behave, and it affects how they cope with stress, relate to others, and make decisions | |
| Depression duh · preh · shn | Depression is a mental health condition characterized by persistent sadness, loss of interest in activities, and other symptoms like changes in appetite, sleep, and energy levels | |
| Nutrition nyoo · tri · shn | The process of providing or obtaining the food necessary for health and growth | |
| Cardiovascular kaa dee ow va skyoo luh | Cardiovascular refers to the heart and blood vessels, or the circulatory system as a whole. It encompasses the organs that pump blood throughout the body, delivering oxygen and nutrients while removing waste | |
| Caffeine ka · feen | An alkaloid compound which is found especially in tea and coffee plants and is a stimulant of the central nervous system | |
| Dopamine dow · puh · meen | Dopamine is a neurotransmitter and hormone that acts as a chemical messenger in the brain, playing a key role in various functions like movement, motivation, learning, and pleasure | |
| Diabetes dai · uh · bee · teez | Diabetes is a condition where the body's blood sugar (glucose) levels are too high. | |

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| Carbohydrates kaa · bow · hai · drayts | Food consisting of or containing a lot of sugars, starch, cellulose, or similar substances that can be broken down to release energy in the human body, and make up one of the main nutritional food groups. |
| Protein pro · w · teen | Food consisting largely of proteins and making up one of the main nutritional food groups. |