








<div>Health and Wellbeing</div> <div>PEPAS</div> <div>(Physical Education, Physical Activity and Sport)</div>	Brainstorm all the people in your life who influence your behaviour and what they do.	Explain what peer pressure is and how it can affect you. Role play scenarios, taking turns at home being the 'persuader' and person who is being influenced. Plan a situation where someone is trying to persuade you to do something dangerous or a health risk. Reflect about how it feels in both roles. <div></div>	Discuss and demonstrate or make a display to think of different strategies you could use when faced with unwanted pressure.
Consider and write about choices you will have to make in the future and who or what will influence you.	Consider if peer pressure can be positive and give examples.	Find out about CPR and how to place someone in the recovery position. Ask an adult to help you search on YouTube for 'New Vinnie Jones CPR TV advert funny spoof with kids, British Heart Foundation'. <div></div>	Using danger/ risk as a possible stimulus, role-play different situations and investigate possible endings.
Wider World of Work- Find out about people in your community who help keep everyone safe. Research their profession and decide how you would like to display your work. <div></div>	With a parent, investigate road traffic surrounding the school or your home. Collect, organise and display your information. <div></div>	Discuss when someone might need to make an emergency call and act out the situation.	Create a comic strip showing possible outcomes/ consequences of your actions with different unsafe/ dangerous situations.
Make a poster using text and images to show the importance of safe behaviour at home or school.	Explore your local area with a parent and talk about important features to do with safety.	Talk about what makes you feel safe and unsafe. Practise the breathing technique you learned on Google Classroom to help you feel more relaxed.	Play the game 'Take the Lead' on www.think.gov.uk
Talk about safe and unsafe places to play. Give an example of an unsafe place and say how it could be made safer or how you could choose a safer place to play. <div></div>	Talk about what you would do in an emergency situation, including when you might phone for help using 999. On the British Red Cross Website, 'Life. Live it' watch the 'How to' videos to show you what to do in emergency situations. <div></div>	Make up a dance routine to your favourite song. Put on a show and perform it to your family.	Ask an adult to search for Cosmic Yoga on YouTube for a calming story combined with Yoga moves. <div></div>
Go on a walk around your community with an adult. Use the Green Cross Code to keep safe if you cross any roads. Go for a bike or scooter ride around your community. Wear a helmet to keep safe.	Become a personal trainer for the day. Create an obstacle course/ circuit work out to do in your garden. Think about how you can maintain or improve your current fitness level.	<div><div><u>Ideas for Circuits-</u></div><div>Hopscotch/Hopping</div><div>Bicep Curls-hands from hips to shoulders</div><div>Jumping Jacks</div><div>Jog on the Spot</div><div>Speed Bounce</div><div>Shuttle Runs</div><div>Jump the Distance</div></div> <div><div>Slalom</div><div>Balance</div><div>Crab Walk</div><div>Bunny Jumps</div><div>Plank</div><div>Hula Hoop</div></div>	<div><div>Step Ups</div><div>Ball Hold</div><div>Squat against the Wall</div><div>Leg/ Arm Lift</div><div>Calf Raises (toes on the floor, lift your heels off the floor)</div><div>Bean Bag Hold & Circular Arm Movements</div><div>Dish</div></div> <div><div>Bounce & Catch</div><div>Dribble the Ball</div><div>Ball Pass</div><div>Bounce Tig</div><div>Square Jump</div><div>Arm Movements</div><div>Arch</div></div>
In Health & Wellbeing and PEPAS we are learning how to keep SAFE within a Healthy Lifestyle. We are also covering Athletics and Fitness. This grid can be used to enhance your child's experience of these aspects of Health & Wellbeing and PEPAS.			

Second Level P5/6/7