

St Thomas' CE Primary School

Sample lesson for the 2026 PSHE scheme of work

Year 2: My healthy self

Lesson 6: How can I make healthy choices every day?

Learning objective	Success criteria
<ul style="list-style-type: none">To use what I know about looking after my body to create a healthy daily routine.	<ul style="list-style-type: none">I can recall some actions that help me stay healthy.I can talk about why having healthy habits is important.I can plan a healthy daily routine.
Before the lesson	
<ul style="list-style-type: none">Presentation: <i>PSHE agreement</i> (optional – see Teacher knowledge).Presentation: <i>Tooth true or false tooth?</i>Presentation: <i>Sophie's healthy habits</i>.Presentation: <i>My healthy habits prompts</i>.Presentation: <i>Sentence starters</i>.A wonder box.Link: <i>Assessment: PSHE & RSE: How can we look after our bodies?</i> (Optional – see Wrapping up).Activity: <i>My healthy habits</i>.Activity: <i>My healthy habits prompts</i> (pre-cut - see Adaptive teaching).	
Recap and recall	
Optional: Draw the children's attention to the PSHE agreement and recap the rules they agreed on. If required, upload an image of the agreement to the <i>Presentation: PSHE agreement</i> Display the <i>Presentation: Tooth truth or false tooth?</i> and read each of the statements on the cards. Ask the children to hold a thumbs up and show a big, toothy grin if they think the statement is true and a thumbs down with a frown if they think it is false. Reveal the answers and take feedback, clarifying any misconceptions. <i>Presentation: Tooth truth or false tooth?</i>	
Attention grabber	

Display the *Presentation: Sophie's healthy habits* and introduce the lesson by explaining that the children will explore Sophie's daily routine.

Presentation: Sophie's healthy habits

Show slide 1 and click on Sophie to see what she did in the morning. Listen to the audio and discuss whether these are healthy habits or not. Go through the remaining slides and ask the children to vote whether this was a healthy day or not.

Remind the children that these activities are part of Sophie's daily routine. Explain that every day will look slightly different and that this is normal. For example, on some days she will be more active than on others, on some days she may eat more sugar or salt in her meals and on some days, she may feel unwell and not want to be active.

Explain that to stay healthy most of the time, it is important to build **healthy habits** into everyday routine, rather than trying to make healthy choices all the time.

Main event

Display the *Presentation: My healthy habits prompts*. Discuss with the children which choices are healthy or unhealthy.

Share that they will create their own timetable showing what healthy habits they could include during the day.

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My healthy habits

Choose from the habits below to fill in your daily timetable.



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Hand out the *Activity: My healthy habits*. Ask the children to write or draw what they do at different times of the day.

Once they have completed their daily routine, invite them to share it with their partner. Encourage the pairs to discuss which habits are healthy.

Optional:

Extension—discuss which habits they could swap for healthier habits.

Wrapping up

Display the *Presentation: Sentence starters* and explain that the children will use these to create a class healthy habits poster.

Invite the children to ‘think, pair, share’ their top three healthy habits. Use the pen tool to add their ideas to the slide. Encourage any children who have not shared to write an idea on a sticky note during the week.

Presentation: Sentence starters.

Remind the children to use the wonder box if they have any comments or questions. Reiterate that if they need an adult to help them, they will need to write their name or initials on their sticky note.

Optional: provide each child with the *Quiz: Pupil answer sheet* and display the *Unit quiz* (see link: *Assessment: PSHE & RSE: How can we look after our bodies?*). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.

If the pupils completed the *Knowledge catcher* in *Lesson 1*, ask them to revisit and add new information in a different colour.

Vocabulary definitions

Healthy habits

Things you do often to keep your body and mind healthy.

Assessing progress and understanding

Pupils with secure understanding indicated by: creating a visual timetable that includes a variety of healthy habits from across the unit; explaining how these habits help to keep the body and mind healthy.

Pupils working at greater depth indicated by: describing that healthy habits are part of daily life but may differ from day to day; evaluating and justifying the healthy choices shown in their timetable and explaining how they could improve their routine further.

Adaptive teaching

Pupils needing support

- Could use the *Activity: My healthy habits prompts* to stick pictures of what they feel a healthy routine should look like, such as movement, food, teeth brushing and bedtime, when completing the *Activity: My healthy habits* sheet.
- Could listen to an adult model a simple example timetable aloud before beginning their own.

Pupils working at greater depth

- Should describe that healthy habits should be built into everyday life, but that not every day has to look the same
- Should evaluate and justify their choices when discussing or comparing routines with a partner, explaining why these are healthy and how they could be improved.