

<p>Tuesday</p> <p>1st November</p>	<p><u>5 Ways to wellbeing</u></p> <p>Can you remember the five different ways to wellbeing? Can you think of things that you have done over the half term holiday to try and achieve these?</p> <p><u>Examples</u></p> <p>Learning- What did you learn outside of school?</p> <p>Take notice- Have you tried to spend less time gaming/ on ipads/ computers and more time with your family or doing other activities?</p> <p>Giving- How have you shown kindness to someone?</p> <p>Be active- What did you do to stay fit and healthy last week?</p> <p>Connecting- Have you made the time to connect with different people?</p> <p><u>Information from Miss Fleet</u></p> <p>At break and lunch times, no one should be going into Mrs Huck's cupboard (bottom of 5/6 stairs) to get any equipment. This is for adults only for sports leaders who have been given permission to go. If a ball is kicked over the fence during play time, you're not allowed to get another one therefore you cannot continue to play. You need to be careful and not hit the ball too hard or too high. Which article does this link to? Article 31- The right to relax and play. Expectation? Looking after property.</p> <p>Dodgeball-this has been added for the first time since coming back. We MUST play sensibly otherwise we will not be allowed to play. You can throw underarm or a side shot, it has to hit someone between the shoulders to the knees as a direct hit (doesn't count if it bounces before) If someone catches it without it bouncing the other person is out and if someone is out on their team they come back in. Sports leaders will be organising this and will referee; you must listen to them.</p> <p><u>Rights Respecting</u></p> <p>Recap on before half term- What is our RRSA Outright campaign focus this year?</p> <p>This year's campaign is all about children and young people's right to the best possible health and the systems that support it.</p> <p><u>Recap- What is a health system?</u></p> <p>Health systems are made up of the people, organisations and resources that look after everyone's health.</p> <p>- Doctors, midwives, dentists, community health workers, psychiatrists and occupational therapists. Can you think of anymore?</p>
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- The places they work, like hospitals, clinics, GP surgeries and more.
 - The equipment they use, and the medicines they prescribe for us.
- These are all part of health systems.

Play this video:

<https://www.youtube.com/watch?v=JON4SBQLM9I>

- 1) What are some of the obstacles that prevent children and young people from getting the healthcare that they need?
- 2) What might be some risks to children and young people if they can't access health systems because of these obstacles?

1) Obstacles might include clinics being closed, hospitals being full with COVID-19 patients, surgeries being cancelled, not enough healthcare workers, medicines or vaccines, or people not going to hospital because they're afraid of catching a virus.

2) If health systems aren't working, there's a risk people won't have anywhere to go when they're sick, and children won't get their immunisations or medicines they need and might miss school.

Encourage them to think beyond their own community and consider the obstacles that children in other places might face. For example – the war in Ukraine is stopping children there from getting healthcare, while in some areas, for example in parts of sub-Saharan Africa and southern Asia, children might not have a clinic within walking distance, or medicines may not have been delivered as planes weren't flying as often to many places for almost two years.

Summarise- What have you learned about the ups and downs and challenges of reaching universal healthcare? (where everyone's rights to healthcare are realised) It is important that we realise why efforts to strengthen health systems are very important to make sure all children get their rights.

Thank you 😊