

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Rules and Keeping Safe	<p><u>Rules</u></p> <ul style="list-style-type: none"> -Know that a rule is something we must conform to, to keep safe. -Know that Consideration and Respect is our one school rule and what this means. 	<p><u>Rules</u></p> <ul style="list-style-type: none"> -Follow rules and explain the importance of rules in school. -Know why different rules will be needed for different situations. <p><u>Staying safe at home and in the community</u></p> <ul style="list-style-type: none"> -Recognise risks in everyday situations and identify actions to minimise harm. -Identify ways to keep safe at home. -Demonstrate ways to keep safe in both familiar and unfamiliar environments -Identify people whose job is to keep us safe, including the emergency services, teachers, health professionals (doctors and nurses). 	<p><u>Keeping safe</u></p> <ul style="list-style-type: none"> -Know about ways to minimise the risks of fire. <p><u>Sun safety</u></p> <ul style="list-style-type: none"> -Know how to keep safe when in the sun (the 5 rules of sun safety). -Know how to keep safe around water. -Know how to respond safely to adults that they don't know. 	<p><u>Rules</u></p> <ul style="list-style-type: none"> -Know why we have rules and explain the importance of these to manage safety. -Know rules and understand why we follow them at home, around roads and near water. 	<p><u>Keeping safe</u></p> <ul style="list-style-type: none"> -Know the strategies for keeping safe around fireworks -Be able to predict, assess and manage risks in different situations. -Know the strategies for keeping safe in the local environment and unfamiliar places (including rail safety). -Know how to use digital devices safely when out and about. -Know about age restrictions and why complying with restrictions is important. <p><u>First Aid</u></p> <ul style="list-style-type: none"> -Know the basic techniques to deal with common injuries. -Know how to respond appropriately in an emergency situation. -Know when to involve the emergency services, how to contact them and what to say. <p><u>Sun safety</u></p> <ul style="list-style-type: none"> -Know the risks of overexposure to the sun. 	<p><u>Safety</u></p> <ul style="list-style-type: none"> -Know that there are laws linked to health and safety and why these are needed. -Know what we mean by 'risk', 'danger' and 'hazard' and be able to differentiate between these terms using real-life scenarios. -Know the dangers of railways and how to stay safe around these. -Know how to keep themselves safe from fires at home, the importance of smoke alarms and minimising hazards within their own homes. -Identify different symbols on household products (including medicines). -Know about the importance of using these correctly to keep themselves safe. 	
	Healthy lifestyles (physical wellbeing)	<p><u>Sleep and oral hygiene</u></p> <ul style="list-style-type: none"> -Know that brushing teeth is part of their personal hygiene routine. -Understand the need to brush their teeth and why. -Know how important sleep is for our minds and our bodies. 	<p><u>Keeping healthy</u></p> <ul style="list-style-type: none"> -Show an understanding of what we mean by 'diet' and what we should eat to keep us healthy. -Identify ways to keep our minds healthy. -Understand the difference between 'mental health' and 'physical health' and how these can be interlinked. -Explain the impact of exercise on our health. -Explain how to brush teeth effectively and how often to visit the dentist. -Explain the ways that they can protect their skin from sun damage. 	<p><u>Personal hygiene and dental health</u></p> <ul style="list-style-type: none"> -Know what is meant by a 'healthy lifestyle' and identify ways we can maintain good physical health. -Know the importance of taking breaks from screens. -Know the importance of maintaining good dental health. <p><u>How do germs spread?</u></p> <ul style="list-style-type: none"> -Describe the ways in which diseases can be spread and how the spread of diseases can be controlled. -Demonstrate a responsibility for their own health and that of others 	<p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> -Know the choices that they can make to ensure they have a balanced, healthy lifestyle. -Know where they can get advice from others to support with making informed choices on physical health. -Know the importance of staying healthy and the impact this has on our bodies and minds. -Know the need for a varied and balanced diet and the consequences if someone does not have a good diet. -Know what good physical health means and how to 	<p><u>Keeping healthy</u></p> <ul style="list-style-type: none"> - Recognise what might influence their choices to support a healthy lifestyle (e.g. television, social media, advertisements). -Know the risks associated with an inactive lifestyle, including how this can impact both physical and mental health. -Know that simple hygiene measures (handwashing) can prevent the spread of illness. -Know the consequences of too much or too little sleep. -Know ways in which to maintain good dental health. -Know the impact of lifestyle choices on dental care 	<p><u>Physical health and illness</u></p> <ul style="list-style-type: none"> -Know that bacteria and viruses can affect health and how everyday hygiene routines can limit the spread of infection. -Know a range of diseases and viruses and that medicines, vaccinations and immunisations can help to prevent these diseases/viruses. -Know about some common allergies and how these can affect people and be managed. -Know the importance of using medicines – when these are needed and how to use these responsibly. 	<p><u>Drugs and alcohol</u></p> <ul style="list-style-type: none"> -Know what is meant by 'substance use', including the use of drugs, alcohol and tobacco. -Know how commonly available substances and drugs can damage their immediate and future health. -Know that drug-use can become a habit which can become difficult to break. -Know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. -Know why people might choose to use or not use drugs (including nicotine, alcohol and medicines).

				<ul style="list-style-type: none"> -Explain how medicines can be used to help us to keep healthy and how doctors, nurses and pharmacists can support us with this. -Know about allergies. -Recognise the warning symbols on household items that identify that something may be dangerous. 	<p>recognise the early signs of physical illness.</p> <ul style="list-style-type: none"> -Know that physical health coincides with mental health. 	<ul style="list-style-type: none"> - Know how and when to seek support if they are worried about their health. 	<ul style="list-style-type: none"> -Know the importance of using antibiotics only at the point of needing them. -Know when to visit the pharmacy, doctor, A and E, ambulance. 	<ul style="list-style-type: none"> -Know that pressure to take drugs can come from a variety of sources, including people they know and the media. -Know that there are mixed messages given in the media about drugs and smoking (including vaping). -Know a range of organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and who they can talk to if they have concerns relating to drug use.
	Mental wellbeing		<p><u>What makes us special?</u></p> <ul style="list-style-type: none"> -Know that all people are special and unique. -Know that people can be similar and different to each other. 	<p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> -Know how we can maintain emotional and mental wellbeing by doing things that make us feel good. -Know how to manage emotions in a positive way. -Know who to go to if they need help managing their emotions. 			<p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> -Know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health. -Know the strategies and behaviours to support mental Health. -Know that feelings change over time and vary in intensity, but also that small daily events can affect feelings. -Know the importance of expressing feelings and seeking help when this is needed. -Know that sometimes feelings can be conflicting and how to respond to intense or conflicting feelings appropriately and proportionately. -Know how to recognise warning signs about mental health, in themselves or in other people, and where they can get support for their mental health (including services in and out of school). -Know that mental health problems can be resolved if the right support is made available, especially if accessed early enough. -Know a variety of strategies that can be used to cope with change and managing loss and bereavement 	<p><u>Self-identity and self-worth</u></p> <ul style="list-style-type: none"> -Know that, as individuals, we are all good at different things and we all have different areas to improve upon. -Know how to recognise their own areas of strength and recognise how these contribute to the idea of self-worth. -Know how to recognise their areas for development and to approach these with a growth mindset. -Know what we mean by 'personal identity' and how this contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies). -Know that gender identity does not always correspond with their biological sex and people's sexuality can make up their personal identity. <p><u>Transition</u></p> <ul style="list-style-type: none"> -Know how to cope with change, including the transition into high school. -Know what is meant by isolation, loneliness and bullying and the appropriate ways of dealing with these problems. -Know that increasing independence brings new responsibilities to keep themselves and others safe.

	<p>RSE</p>	<p><u>Growing and Changing (Sum 2)</u> -Know what growth is. -Know we all have personal history. -Know that we have grown from babies and continue to grow. -Know the physical differences between babies, children, teenagers, adults and old people.</p>	<p><u>Growing and Changing (Sum 2)</u> -Know that everyone grows and changes as they get older. -Know that what we are good at and our goals will change as we grow up.</p>	<p><u>Growing and Changing (Sum 2)</u> -Know about how needs change as we get older. -Know how responsibilities change as we get older. -Know how we experience change and loss (including death) and the feelings associated with this. -Know how to prepare for change, including moving to a new class or year group. -Know the importance of setting goals, ensuring that these are achievable and worthwhile goals.</p>	<p><u>Growing and Changing (Sum 2)</u> -Know about personal identity and what contributes to who they are. -Know how recognising their own strengths, skills and achievements.</p>	<p><u>Growing and Changing (Sum 2)</u> -Know their personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. -Know how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p>	<p><u>Growing and Changing (Sum 2)</u> -Know the physical and emotional changes that happen when approaching and during puberty (including menstruation, the growth of hair, spots and sweat glands becoming more active). -Know about the changes in hygiene routines during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. -Know about where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p><u>Growing and Changing (Sum 2)</u> -Know how their body will, and their emotions may, change as they approach and move through puberty. This should include menstruation, key facts about the menstrual cycle and menstrual wellbeing for girls – including what is an average period, the range of menstrual products and implications for emotional and physical health. Boys should be taught about erections and wet dreams. Male and female pupils should be prepared for the changes that they and their peers will experience. -Know about human reproduction – identifying external genitalia and internal reproductive organs in males and females. -Know the process of reproduction and birth as part of the human life cycle.</p>
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