

Core Theme 2 – Year 1 Spring Term
Health and well being

Links with science

Links with Positive Education

Area of learning	Learning Point	Key Questions	Suggested resources
What is a healthy lifestyle?	<ul style="list-style-type: none"> Identify food consumed during the school day – breakfast clubs, lunch, packed lunch, fruit, milk and snacks. Understand that food is a basic requirement of life – people chose different types of food – we all need a variety and balance of food to stay healthy. Recognise when they are hungry and how does this feel? Sugar and bacteria in our mouths equals acid. Know that food can be grown and some is grown in school – (link with eco) Understanding that exercise is important to keep our bodies healthy 	What types of food do you like/dislike? What meals do we eat during the day? How do you feel when it is nearly lunchtime or other times when you need food? Why do we need food? How does food help my body? Where does food grow? Why do we need to exercise? Why do we need to brush our teeth?	www.schoolfoodplan.com www.nhs.uk/livewell/goodfood/pages/milk-dairy-foods.aspx www.bbc.co.uk/learningzone/clips/the-effects-of-different-drinks-on-teeth/4294.html www.foodforlife.org.uk www.foodafactoflife.org.uk www.childrensfoodtrust.org.uk www.healthedtrust.com www.nutrition.org.uk www.lunchboxdoctor.com
Personal Hygiene	<ul style="list-style-type: none"> Understand the importance of personal hygiene and keeping clean. Understand the importance of washing our hands. Know how to wash hands effectively. 	Why do we need to keep clean? Why is it important to wash hands before touching food?	
Growing and changing	<ul style="list-style-type: none"> Know the different stages as people develop: teenager, adult, elderly person Explore the different stages of their own lives and how their needs have changed over time: new born, baby, toddler, child. 	What is it like being a child? Adult? Elderly person? How do our needs differ?	
Feelings	<ul style="list-style-type: none"> Learn that feelings can make us feel good or bad Explore different types of feelings use the correct vocabulary to describe feelings to others. Develop simple strategies for managing feelings and understand the need to make good choices and behave well (including a specific focus on anger). To know and understand a range of feelings, angry, happy, calm, sad and scared. To know that our feelings can come and go To be aware of a range strategies to control a feeling 	How am I feelings? What does happiness look/feel like? What should we do when..? What is a feeling?	How do you feel? Anthony Browne Not now Bernard Say no to bullying resources The Itchy-Saurus- Rosie Wellesley (eczema and anger) Ian’s Walk – Laurie Lears (feelings towards a sibling with autism) When Cucumber lost his cool – M Robinson and T Knight Positive Education booklet 2 The Colour Monster Anna Llenas
Keeping safe at home	<ul style="list-style-type: none"> Learn that household products and medicines have a specific purpose. Understand that these are chemicals and that they can be harmful if not used properly. 		
Keeping Safe	<ul style="list-style-type: none"> Understand how to keep physically and emotionally safe including: <ul style="list-style-type: none"> ➤ Road safety & safety in the environment ➤ E-Safety 	How can we keep safe at home? In the street? On a computer? At school?	http://think.direct.gov.uk/education/early-years-and-primary/pupils/5-to-7/see/know-the-road/
My Body (link with science curriculum)	<ul style="list-style-type: none"> Learn the names for the main parts of the body (including correct names for penis and vagina) and understand the similarities and differences between boys and girls. 	How are boys and girls different? What are the names of my body parts?	NSPCC – The underwear rule – PANTS.

	<ul style="list-style-type: none"> • Explain that some body parts are private and discuss The Underwear Rule. • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so 		
End points for Year 1	<p>By the end of Year 1 children should be able to :</p> <ul style="list-style-type: none"> • Name types of exercise that can keep them healthy. • Explain why washing their hands is important. • To be able to name the feelings of angry, happy, calm, sad and scared. • Explain what strategies they can use to manage their feelings. • Discuss how they keep themselves safe at home and on the road. 		
Vocabulary	Healthy lifestyle, personal hygiene, safe, medicines, Penis, Vagina.		

**Core Theme 2 – Year 2
Health and wellbeing**

Concept	Learning Points	Key Questions	Suggested Resources
Making healthy choices	<ul style="list-style-type: none"> Recognise what foods they like and dislike. Understand how to make real, informed choices that improve their physical and emotional health. (Animals including humans) Understand the importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn. Recognise that choices affect them in a positive and negative way. 	What foods are healthy? What activities make us feel better? Why is it important to get the right amount of sleep?	Be Food Smart toolkit KS1
Knowing myself	<ul style="list-style-type: none"> To be able to reflect on their own strengths and areas that they wish to develop and set themselves simple but challenging goals. To use positive affirmations and be able to talk nicely to yourself 	Who am I? What am I good at? What do I want to achieve? How can I make things happen? What are positive affirmations? When can positive affirmations be used?	SEALS resources. Good to be me. Positive Education
Change and loss	<ul style="list-style-type: none"> Learn about change and loss and understand the associated feelings (moving home, losing toys, pets or friends/family). 	What does it feel like when you lose something? Who can help me feel better?	Badger's parting gifts – Susan Varley Dogger – Shirley Hughes The Fall of Freddy Leaf – Leo Buscaglia The Perfect Shelter – Clare Helen Welsh (Emotions linked to serious illness) Mum's Jumper – Jayde Perkin (Loss)
Keeping healthy	<ul style="list-style-type: none"> Understand how diseases are spread and controlled. Understand the importance of washing our hands Know how we should be responsible for our own health and the health of others. 	Why is it important to wash hands before touching food/mouths?	Catch it, bin it, kill it. www.wiggleintohealth.co.uk
Responsibilities	<ul style="list-style-type: none"> Understand that children grow and change and this provides new opportunities and responsibilities. Understand how they can develop their own independence and responsibilities in a safe way. 	What does responsibility mean? How can I stay safe?	
Keeping Safe	<ul style="list-style-type: none"> Understand how to keep themselves physically and emotionally safe including: <ul style="list-style-type: none"> ➤ Water safety ➤ Revisit road safety ➤ E-Safety ➤ Sun safety (safe and unsafe exposure to the sun) know how to make a clear and efficient call to emergency services if necessary 	How can we stay safe at school? At home? In the street? On a computer? Who would you call if there was an emergency at home? How can I keep myself safe in the sun? What would I need to say if I called 999?	
End points for Year 2	By the end of Year 2 children should be able to : <ul style="list-style-type: none"> Understand the importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn Describe feelings associated with change and loss. Understand how diseases can be spread and what they can do to limit this happening. Discuss how they keep themselves safe in the sun and around water. Know how to make a clear and efficient call to the emergency services 		
Vocabulary	Quality sleep, loss, disease, physical, emotional		

**Core Theme 2 – Year 3
Health and wellbeing**

Concept	Learning Points	Key Questions	Suggested Resources
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Effects on health	<ul style="list-style-type: none"> Understand what may positively and negatively affect physical, mental and emotional health. To know how the chemicals of the brain affect a person's mood and feelings To understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of online content on their own and others' mental and physical wellbeing. To understand why social media, computer games and online gaming, are age restricted. Understand the need to keep our minds healthy as well as our bodies. To understand that what you practise grows stronger. (Feeding your angry and calm wolf 	<p>What affects my health? What are the effects of oxytocin and serotonin? Why is it important to ration the time I spend on any types of devices? Why are some forms of social media and games age restricted?</p> <p>What things can we practise? What does 'What you practise grows stronger mean?</p>	<p>Children's mental health week resources Big Words for Little People – H Mortimer & C Trapanese</p> <ul style="list-style-type: none"> Kindness Doing Your Best Happiness Calmness <p>How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube Positive Education-Book 2</p>
Me	<ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. 	<p>Who am I? What am I good at? Who do I want to be?</p>	<p>Going for goals SEALs resources. Who am I? I talk like a River – Jordan Scott (Stuttering) Through the eyes of me – Jon Roberts (Autism) Lizzie Zipmouth – Jacqueline Wilson (Speech, not talking) Noah Scape Can't Help Repeating Himself – Guy Bass (Speech) The Boy in the Jam Jar – Joyce Dunbar (Deafness) I am Amy, not Autism! – Kerry Allred and Amy Osborne (Autism)</p>
Diet	<ul style="list-style-type: none"> To understand the link between diet, exercise and health and the impact on their life. To develop a positive attitude to food and be willing to try new things. Understand what constitutes healthy eating, a balanced diet, including what makes a healthy packed lunch. To recognise opportunities to make their own choices about food – what might influence their choices and the benefits of eating a balanced diet? 	<p>What are their opinions on food? How do we feel when we are full? How do we feel after sweets/junk? What happens if you don't</p>	<p>Be Food Smart toolkit KS1 & 2</p>
Knowing myself	<ul style="list-style-type: none"> To recognise that they will experience different types of feelings and this is completely normal. To deepen their understanding of a range of feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings appropriately to others. To know that feelings can come and go- angry, happy, calm, sad, scared 	<p>What is a good feeling? What do different emotions feel like? Why do our feelings change? What strategies can we use to help unwanted feelings pass? How can we increase feelings of happiness?</p>	<p>Good to be me SEALs resources. SEALs photocard</p> <p>-Positive Education bk 2</p>
Keeping Safe	<p>Understand how to keep themselves physically and emotionally safe including:</p> <ul style="list-style-type: none"> Cycle safety (clothing and helmets) Rail safety 		<p>CEOP clip - Jigsaw</p>
On line safety	<ul style="list-style-type: none"> Understand the rules and principles for keeping safe online Be able to recognise risks, harmful content and contact Know how to report this 	<p>How do I keep myself safe online? How do I report and harmful or unsafe content?</p>	

End points for Year 3	By the end of Year 3 children should be able to: <ul style="list-style-type: none"><li data-bbox="367 134 1765 161">• Understand the risks of excessive time spent on electronic devices and the impact of online content on their mental and physical wellbeing.<li data-bbox="367 165 1245 193">• Understand why social media, computer games and online gaming, are age restricted.<li data-bbox="367 197 1375 225">• Understand what constitutes healthy eating, a balanced diet, including what makes a healthy meal.<li data-bbox="367 229 1473 256">• Understand the link between diet, exercise and health and the impact on their life. Animals including humans<li data-bbox="367 261 1144 288">• Discuss how they keep themselves safe on their bike and near railway lines.
Vocabulary	Risks, mental/physical wellbeing, balanced diet, harmful, oxytocin and serotonin

**Core Theme 2 – Year 4
Health and wellbeing**

Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	<ul style="list-style-type: none"> Understand what positively and negatively affects their physical, mental and emotional health – (focus on emotional well-being) To know how the chemicals of the brain affect a person's mood and feelings. Understand the facts and science related to allergies, immunisation and vaccination. To understand that what you practise grows stronger. 	What is anxiety? What is depression? What affects my mental health? What are the effects of oxytocin and serotonin? Why do some people have allergies and what can these be? Why do we have to have immunisations? How do you feed your good wolf? What strategies can you use if your angry wolf is present?	Anxiety and depression http://www.bbc.co.uk/newsround/25036313 How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube Positive education booklet
A balanced lifestyle	<ul style="list-style-type: none"> Understand how to make informed choices and that their decisions may have negative and positive consequences. Consider the concept of a balanced lifestyle. Understand the risks associated with an inactive lifestyle (including obesity and tooth decay – science) 	What is a balanced lifestyle? What are healthy choices? What risks are associated with an unhealthy lifestyle?	Be Food Smart toolkit KS2
Diet	<ul style="list-style-type: none"> Explore the kinds of food that they eat? Explore different kinds of diets e.g. vegetarian, vegan, food intolerances. Understand where food comes from and how this impacts on the environment? 	Why are people vegetarians? Why people vegans?	The Cookie – Kath Grimshaw (Food allergy)
Responsibilities	<ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. 	What is responsibility? What is independence?	
Taking risks	<ul style="list-style-type: none"> To know the difference between the terms, 'risk' 'danger' and 'hazard' To be able to recognise risk, predict and assess risk in a variety of situations. Know how to manage risk responsibly. 	What is a risk? What is a hazard? What is a danger? How can I keep myself safe?	
End points for Year 4	By the end of Year 4 children should be able to: <ul style="list-style-type: none"> Understand what positively and negatively affects their mental health and wellbeing. Understand the facts and science related to allergies, immunisation and vaccination. Understand the risks associated with an inactive lifestyle (including obesity and tooth decay – science) Explain the difference between the terms, 'risk' 'danger' and 'hazard' and how to manage these appropriately. 		
Vocabulary	Anxiety, allergies, responsibility, independence, hazard, oxytocin and serotonin.		

**Core Theme 2 – Year 5
Health and Wellbeing**

Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	(Revisit from Y3) <ul style="list-style-type: none"> To understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of online content on their own and others' mental and physical wellbeing. 	Why is it important to ration the time I spend on any types of devices?	
Controlling your inner thoughts	<ul style="list-style-type: none"> To be able to control your inner thoughts negative or positive To use positive affirmations to develop your inner friend To know how the chemicals of the brain affect a person's mood and feelings To know the negative effects of oxytocin 	What might your inner friend say? What is an inner critic? How can you control your inner thoughts? What are the effects of oxytocin and serotonin, adrenaline, dopamine and cortisol?	Positive Education
Keeping safe	<ul style="list-style-type: none"> To know how they can minimise risks linked to growing independence including: <ul style="list-style-type: none"> ➤ When walking alone ➤ Answering the door/phone ➤ Speaking to strangers 		
Images in the media	<ul style="list-style-type: none"> Understand that images in the media can be adapted and do not always reflect reality and understand the reason why this is done. Recognise that this can make people compare themselves unfavourably to these images. Recognise the positive qualities of their family and friends which are not related to physical appearance or possessions. Help children to identify and celebrate their own positive personal qualities. 	Who am I?	Being me – self image http://www.bbc.co.uk/newsround/32131619 Model transformation video – https://www.youtube.com/watch?feature=player_detailpage&v=iYhCn0jf46U
A balanced lifestyle	<ul style="list-style-type: none"> Understand the importance of maintaining a healthy body by eating healthily and exercising regularly. Learn about the negative impact of excessive dieting or exercise and/or an obsession with body image. Understand why people may develop illnesses linked to how they feel about themselves and their appearance due to the media and comments made by others. Know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions 	Why might people be unhappy with their body? Is it just girls that suffer from eating disorders? Who can I speak to if I need support?	http://www.bbc.co.uk/education/clips/z7wgkqt https://www.tes.com/teaching-resource/pshe-eating-disorders-anorexia-6050270
End points for Year 5	By the end of Year 5 children should be able to: <ul style="list-style-type: none"> Understand how to minimise risk as they develop greater independence. Celebrate their own positive personal qualities and understand that images in the media do not always reflect reality. Discuss the negative impact of excessive dieting or exercise and/or an obsession with body image. Know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. 		

Vocabulary	Rationing ,media images, risks, obsession, anorexia, oxytocin, serotonin, adrenaline, dopamine and cortisol.
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**Core Theme 2 – Year 6
Health and wellbeing**

Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	<ul style="list-style-type: none"> • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body 	Why has my body changed?	
Controlling your inner thoughts	<ul style="list-style-type: none"> • To be able to control your inner thoughts negative or positive • To use strategies to develop an inner friend and understand the role of the inner critic. • To know how the chemicals of the brain affect a person’s mood and feelings • To know the negative effects of oxytocin, serotonin, adrenaline, dopamine, cortisol. • To know strategies to increase and decrease chemicals in the brain 	What might your inner friend say? What is an inner critic? How can you control your inner thoughts? When can an inner critic be helpful? How does each chemical affect the brain? How can we decrease or increase some of the chemicals? What positive or negative effect do they have?	
Changes (focus on moving to high school)	<ul style="list-style-type: none"> • Explore times of change and transitions (e.g. between classes, losses, separation, divorce and bereavement.) 	What is loss? What does it feel like to lose someone? Why do things change? Do things sometimes need to change?	
Responsibilities	<ul style="list-style-type: none"> • Recognise that increasing independence brings increased responsibility to keep themselves and others safe. 	What is responsibility? What is independence?	
Under pressure	<ul style="list-style-type: none"> • Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. • Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share and who to talk to if they feel uncomfortable • To understand that everyone is accountable for their own actions and that it is important to make your own choices. • Understand how to be assertive and explore basic techniques for resisting pressure to do something dangerous, unhealthy or that you find uncomfortable or that you believe to be wrong. • Recognise when and how to ask for help. 	What is peer pressure? How do I say no?	
Drugs education (link with science curriculum)	<ul style="list-style-type: none"> • To know that legal medicines and drugs have been developed to help people when they are ill or to prevent illness. • To know that some people use chemical substances, including drugs, which can adversely affect the body and cause significant harm. • To understand this in the context of the law. • To revisit peer pressure and explore why people may take drugs/chemical substances. 	What are the short term effects of taking drugs? What are the long term effects of taking drugs? Why do people take drugs?	
Habits	<ul style="list-style-type: none"> • To understand what is meant by the term ‘habit’ and why habits can be hard to change? • To make links between habits and addiction and understand that habits often become addictions. • Discuss different types of habits including: <ul style="list-style-type: none"> ➤ Mobile phone usage ➤ Computer Games/Internet ➤ Unhealthy diet ➤ Drugs/alcohol/tobacco/shisha education ➤ Gambling 	What is a habit? How do we control or break a habit?	Healthy schools have small numbers of resources entitled ‘cabbages and custard’.

Keeping Safe	<ul style="list-style-type: none"> • To gain an understanding of basic first aid, including resuscitation. • To know how to access a defibrillator and how this is used to save lives within and beyond the school setting. 		Fire service (Heart Start)
End points for Year 6	<p>By the end of Year 6 children should be able to:</p> <ul style="list-style-type: none"> • Recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Use basic techniques to be assertive and when resisting pressure to do something dangerous, unhealthy or that you find uncomfortable or that you believe to be wrong. • Understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • Make links between habits and addiction and understand that habits often become addictions. • Deliver basic first-aid, for example dealing with common injuries and resuscitation. 		
Vocabulary	Independence, responsibility, bereavement, legal medicines, chemical substances, resuscitation, oxytocin, serotonin, adrenaline, dopamine and cortisol.		