|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Health and Wellbeing** | **Week 2**  **(w/c 12th Sept)** | **Week 3**  **(w/c 19th Sept)** | **Week 4**  **(w/c 26th Sept)** | **Week 5**  **(w/c 3rd Oct)** | **Week 6**  **(w/c 10th Oct)** | **Week 7**  **(w/c 17th Oct)** |
| Reception | **My Identity and Skills**  • About where they live and belong and what they can do  *Children should:*  *- Be aware of themselves and their skills*  *- Feel good about themselves* | **Self-Awareness**  • About feelings and goals  *Children should:*  *- Be able to set a target for themselves* | **Healthy Eating**  **Health Education**  • What constitutes a healthy diet  *Children should:*  *-Be able to describe some food in a healthy diet.* | **Physical health and fitness**  **Health Education**  • The physical benefits of an active lifestyle | **Physical health and fitness**  **Health Education**  • The importance of building regular exercise into daily and weekly routines  *Children should:*  *-Take part in different physical activities and talk about their benefits.* | Lifting Limits Lesson |
| Yr1 | **Feelings**  • How to tell how people are feeling  *Children should:*  *- Be able to show some self-awareness* | **Keeping Well and Clean**  **Healthy and Safe**  **Health Education**  • How some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others  • The importance of sufficient good quality sleep for good health.  *Children should:*  *-Know how much sleep they need and some good sleeping habits.* | **Keeping Well and Clean**  **Healthy and Safe**  **Health Education**  • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  • About personal hygiene and germs and the importance of handwashing  *Children should:*  *- Know how to keep themselves clean and how to brush their teeth effectively* | **Drug Education (DATE)**  **Healthy and Safe**  • That household products, including medicines, can be harmful if not used properly [Working scientifically]  • About feeling worried  *Children should:*  *- Know how to protect themselves* | **Healthy Eating**  **Health Education**  • What constitutes a healthy diet  • The principles of planning and preparing a range of healthy meals  *Children should:*  *-Be able to give examples of healthy food and drink choices.*  *-Plan and prepare healthy snacks/food at school.* | Lifting Limits Lesson |
| Yr2 | **Healthy Eating and Keeping Fit**  **Healthy and Safe**  **Health Education**  • About what food is healthy and that too much or too little food can be unhealthy  • Learn about exercise and what makes places healthy  *Children should:*  *- Use their learning to plan a healthy lunchbox* | **Healthy Eating and Keeping Fit**  **Healthy and Safe**  **Health Education**  • Begin to learn how to make real, informed choices that improve their physical and emotional health  *Children should:*  *- Plan and carry out a programme of exercise PE/Sport* | **About My Body (CWP)**  • More about parts of the body and how the body works  • About the physical similarities and differences between biological males and females  *Children should:*  *- Be able to name the main parts of the body (including external genitalia)*  *- Be able to show understanding of key bodily functions* | **Growing and Changing**  • More about what happens as things grow [biology]  *Children should:*  *- Be able to describe some elements of the growth cycle [biology]* | **Healthy People**  **Healthy and Safe**  **Health Education**  • About what healthy people do. The benefits of rest and exercise.  *Children should:*  *- Be able to describe the components of a healthy day*  *-Be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences*  *- Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendation* | Lifting Limits Lesson |
| Yr3 | **Emotions and Feelings**  **Health Education**  • How to deal with feelings, how to cope with pressure  • What positively and negatively affects their physical, mental and emotional health (including the media)  *Children should:*  *- Know who they can talk to if they are beginning to feel pressured* | **Feeling Sad and Making Choices**  • That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)    *Children should:*  *- Be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)* | **Feeling Sad and Making Choices**  • About critical thinking and decision making  *Children should:*  *- Be able to write about feelings* | **Mental Wellbeing**  **Health Education**  • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate  • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  *Children should:*  *-Describe how they are feeling along with their behaviour and actions* | **Looking After Others**  • About the UN Convention on the Rights of the Child  *Children should:*  *- Be able to talk about feelings*  *- Recognise and respond appropriately to a wider range of feelings in others*  *- Have looked after a toy pet, and recorded this* | Lifting Limits Lesson |
| Yr4 | **Healthy Eating**  **Healthy and Safe**  **Health Education**  • About what food is healthy and why  • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet  • The principles of planning and preparing a range of healthy meal.  • The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol on diet and health)  *Children should:*  *- Be able to design a series of healthy menus and compare these with each other and the food offered in school*  *- Understand how they will begin to change* | **Drug, Alcohol and Tobacco Education (DATE)**  **Healthy and Safe**  • About the effects of alcohol and how to make safe decisions  *Children should:*  *- Describe some effects of alcohol and how to be safe.* | **Strong Feelings**  • About strong feelings and mood swings  Children should:  - Be able to express these feelings in writing | **Mental Wellbeing**  **Health Education**  • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  *Children should:*  *-Research community-based projects that support and promote mental wellbeing.* | **Physical health and fitness**  **Health Education**  • The characteristics and mental and physical benefits of and active lifestyle  • The risks associated with an inactive lifestyle (including obesity)  *Children should:*  *-Describe the characteristics of an active and inactive lifestyle.*  *-Create a week plan to ensure they are achieving and active lifestyle.* | Lifting Limits Lesson |
| Yr5 | **Decision Making**  **Healthy and safe**  • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)  *Children should:*  *- Be able to describe the effects of smoking and how to make safe decisions*  *- Begin to understand the concept of a ‘balanced lifestyle’* | **Basic first aid**  **Health Education**  • How to make a clear and efficient call to emergency services if necessary    *Children should:*  *-Role play making a call to emergency services, including knowing key personal information to share.*  *-Observe or take part in basic first aid procedures.* | **Basic first aid**  **Health Education**  • Concepts of basic first aid, including common injuries and head injuries including: headaches, head injuries, sprains, broken bones, asthma and eye injuries.  *Children should:*  *-Observe or take part in basic first aid procedures.* | **Physical health and fitness**  **Health Education**  • The risks associated with an inactive lifestyle (including obesity)  • How and when to seek support including which adults to speak to in school if they are worried about their health.  *Children should:*  *-Know who they can speak to about their health and which organisations they can contact for support.* |  | Lifting Limits Lesson |
| Yr6 | **Strong Emotions**  • What is an appropriate and inappropriate emotional response  *Children should:*  *- Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them*  *- Be able to express what it means to be in command of themselves and others* | **Self Confidence – valuing yourself and others**  **Relationships Education**  • About taking on more personal responsibility  *Children should:*  *- Be able to demonstrate how their actions affect others*  *- Consider their responses to scenarios such hearing Homophobic, Biphobic and Transphobic (HBT) language, making choices and considering consequences around knife carrying and friendship/acquaintance choices.* | **Health and Prevention**  **Health Education**  • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  *Children should:*  *-Describe ways in which they can look after their health.* | **Health and Prevention**  **Health Education**  • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect, weight, mood and ability to learn | **Health and Prevention**  **Health Education**  • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance handwashing.  • The facts and science relating to allergies, immunization and vaccination.  *Children should:*  *-Look at case studies/example scenarios and discuss preventative messages that could support their health.* | Lifting Limits Lesson |

**Expectations**

* **Every morning/throughout the day:** Emotion faces (years 1- 4) and boxes (years 5-6) to be monitored

*\*Responsibility of class teacher to address any concerns/ refer further if necessary.*

* **Monday morning:** Whole School Assembly *(Visions and Values)*
* **Tues/Wed/Thurs or Fri morning:** In-Class Assembly- discussion based on assembly theme *(PSHE boards to be updated weekly in your classroom)*
* **Weekly**: PSHE lessons are to be taught with at least 3 pieces of evidence recorded in books (i.e. LQs, photos, post it notes, work in books etc)
* **At least 1 Lifting Limits lesson this half term** (*try to link to your wider curriculum*)