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| **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*)