


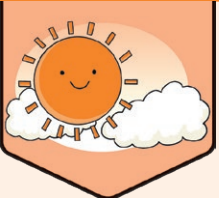


Health and Wellbeing

Theme	KS1	LKS2	UKS2
	All children should be able to:		
 <p>Safety First</p>	<ul style="list-style-type: none"> • identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe. 	<ul style="list-style-type: none"> • identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we are using roads, water or railways; • describe drugs, cigarettes and alcohol in basic terms; • identify some common injuries and know they can be treated with first aid; • recognise hazards and dangers in an emergency situation; • state 999 as the number to call to seek help in an emergency. 	<ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code.
 <p>It's My Body</p>	<ul style="list-style-type: none"> • explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies. 	<ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating; • discuss what happens to muscles when we exercise them; • understand they can choose what happens to their body and know when a 'secret' should be shared; • explain that too much sugar is bad for health; • know the difference between medicine and harmful drugs and chemicals; • explain how germs travel and spread disease; • identify ways to protect their bodies from ill health. 	<ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.

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 <p>Think Positive</p>	<ul style="list-style-type: none"> • identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still. 	<ul style="list-style-type: none"> • understand that it is important to look after our mental health; • recognise and describe a range of comfortable and uncomfortable emotions; • discuss changes people may experience in their lives and how they might make them feel; • talk about things that make them happy and help them to stay calm; • identify uncomfortable emotions and what can cause them; • discuss the characteristics of a good learner. 	<ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.
 <p>Growing Up</p>	<ul style="list-style-type: none"> • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that people's needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life; • talk about their family and ask others questions about their family. 	<ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born; • identify someone they could talk to about their changing body should they need to. 	<ul style="list-style-type: none"> • name physical changes young people will experience during puberty; • describe emotional changes young people might experience during puberty; • appreciate that there is no such thing as a perfect body; • list things that all loving relationships have in common; • explain what a sexual relationship is; • understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this; • explain how babies are conceived and how they are born; • identify someone they could talk to about their changing body, should they need to.