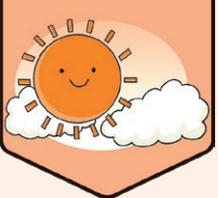


## Health and Wellbeing

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

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