

St. Matthew's C.E. Primary Academy

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Health Education			
Year 1			
Physical health and Mental wellbeing- Keeping healthy; food and exercise; hygiene routines; sun safety		Key Words	
Learning Content	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun <p>PoS Refs: H1,H2,H3,H5,H8,H9,H10</p>	Healthy Unhealthy Balanced Exercise Sleep Choices	Clean/Keeping clean Hygienic Safe Trust Sun cream Sun safety
Programme of Study Objectives	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy		

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Growing and changing- <i>Recognising what makes them unique and special; feelings; managing when things go wrong</i>		Key Words	
Learning Content	<p>Growing and changing- <i>Recognising what makes them unique and special; feelings; managing when things go wrong</i></p> <ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	Similarity/similar Same as Different from Difference Bully Bullied Bullying behaviour	Deliberate On purpose Unfair Included Celebration Special Unique
Programme of Study Objectives	H11. about different feelings that humans can experience) H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H24. how to manage when finding things difficult H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike		
Keeping safe- <i>How rules and age restrictions help us; keeping safe online</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared <p>PoS Refs: H28, H34</p>	Rating Safety Feelings Strangers Age Restrictions Rules Online-safety	

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Programme of Study Objectives	H28. about rules and age restrictions that keep us safe		
	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		
Year 2			
Physical health and Mental wellbeing- <i>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• about routines and habits for maintaining good physical and mental health• why sleep and rest are important for growing and keeping healthy• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies• the importance of, and routines for, brushing teeth and visiting the dentist• about food and drink that affect dental health• how to describe and share a range of feelings• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others• how to manage big feelings including those associated with change, loss and bereavement• when and how to ask for help, and how to help others, with their feelings	Healthy choices Mental health Wellbeing Lifestyle Motivation Relax/Relaxation Tense Calm Healthy Unhealthy Dental health Teeth Plaque Routine	Dangerous Medicines Safe Body Balanced diet Portion Proportion Energy Fuel Nutritious Bereavement Death Loss
	PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20		

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Programme of Study Objectives	<p>H4. about why sleep is important and different ways to rest and relax</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>		
	Growing and changing- Growing older; naming body parts; moving class or year		Key words
Learning Content	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)* about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year <p>PoS Refs: H20, H25, H26, H27</p> <p>* Will be taught when talking about all body parts e.g. arms, legs, etc. Discussing safety and how these are our private parts that are private to ourselves. Kidsafe is what we will be using to help support and discuss alongside this. We have chosen the key words in red for this part of the learning content. In science, we look at the life cycles of animals and plants. We also look at how we grow from a baby, toddler, child, teenager, etc and how our life changes as we grow up and we need different things.</p>		<div>Change</div> <div>Grow</div> <div>Life cycle</div> <div>Control</div> <div>Baby</div> <div>Toddler</div> <div>Child</div> <div>Teenager</div> <div>Adult</div> <div>Fully grown</div> <div>Growing up</div> <div>Old</div> <div>Young</div> <div>Change</div> <div>Respect</div> <div>Appearance</div> <div>Physical</div> <div>Vagina</div> <div>Penis</div> <div>Testicles</div> <div>Independent</div> <div>Freedom</div> <div>Responsibilities</div> <div>Male</div> <div>Female</div> <div>Public</div> <div>Private</div> <div>Touch</div> <div>Cuddle</div> <div>Hug</div> <div>Squeeze</div> <div>Like/Dislike</div> <div>Acceptable/Unacceptable</div> <div>Comfortable/Uncomfortable</div> <div>Looking forward</div> <div>Feelings: Excited</div> <div>Nervous Anxious Happy</div>

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Programme of Study Objectives	<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>		
	Keeping safe- <i>Safety in different environments; risk and safety at home; emergencies</i>		Key Words
Learning Content	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H37</p>		<p>Rating</p> <p>Safety</p> <p>Feelings</p> <p>Strangers</p> <p>Age</p> <p>Restrictions</p> <p>Rules</p> <p>Online-safety</p> <p>Medicine</p> <p>Household products</p> <p>Emergency services</p> <p>Danger</p> <p>Risks</p> <p>Responsibilities</p> <p>Accidents</p>

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Programme of Study Objectives	H29. to recognise risk in simple everyday situations and what action to take to minimise harm			
	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)			
	H31. that household products (including medicines) can be harmful if not used correctly			
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely			
	H33. about the people whose job it is to help keep us safe			
	H35. about what to do if there is an accident and someone is hurt			
	H36. how to get help in an emergency (how to dial 999 and what to say)			
	H37. about things that people can put into their body or on their skin; how these can affect how people feel			
Year 3				
Physical health and Mental wellbeing- <i>Health choices and habits; what affects feelings; expressing feelings</i>		Key Words		
Learning Content	<ul style="list-style-type: none">about the choices that people make in daily life that could affect their healthto identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)what can help people to make healthy choices and what might negatively influence themabout habits and that sometimes they can be maintained, changed or stoppedthe positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestylewhat is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionallythat regular exercise such as walking or cycling has positive benefits for their mental and physical healthabout the things that affect feelings both positively and negativelystrategies to identify and talk about their feelingsabout some of the different ways people express feelings e.g. words, actions, body languageto recognise how feelings can change overtime and become more or less powerful		Oxygen Energy Calories/Kilo joules Exercise Fitness Heartbeat Lungs Heart Labels Sugar Fat Saturated Fat Healthy	Positive Negative Attitude Feelings: Anxious Scared Strategy Complex Appreciate Choice Body language

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	PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19		
Programme of Study Objectives	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways		

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Growing and changing- <i>Personal strengths and achievements; managing and reframing setbacks</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p><i>PoS Refs: H27, H28, H29</i></p>	Growth Mindset Fixed Mindset Unique Strengths Interests Individuality Achievements Self-worth Perseverance Resilience	
Programme of Study Objectives	H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking		

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Keeping safe-Risks and hazards; safety in the local environment and unfamiliar places		Key Words	
Learning Content	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety <p>PoS Refs: H38, H39, H41</p>	Predict Assess Safety Rules Hazards Road safety Risk	
	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>		
Programme of Study Objectives			

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Year 4			
Physical health and Mental wellbeing- <i>Maintaining a balanced lifestyle; oral hygiene and dental care</i>			Key Words
Learning Content	<ul style="list-style-type: none">• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally• what good physical health means and how to recognise early signs of physical illness• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary• how to maintain oral hygiene and dental health, including how to brush and floss correctly• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health PoS Refs: H2, H5, H11		Dental Health Hygiene Oral hygiene Dental care Healthy lifestyle Mental Health Mental Wellbeing Physical health
	H2. about the elements of a balanced, healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)		
Programme of Study Objectives			

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Growing and changing- <i>Personal identity; recognising individuality and different qualities; mental wellbeing</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing <p>PoS Refs: H16, H25, H26, H27</p> <p><i>*When children go swimming in Year 4, discussions will be discussed briefly, on body changes, hygiene and emotions/feeling of getting changed and wearing swimwear. If a child is showing signs of puberty in Year 4, this will be reviewed and discussed.</i></p>	<p>Identification</p> <p>Personal identity</p> <p>Individuality</p> <p>Qualities</p> <p>Strengths</p> <p>Weaknesses</p> <p>Race</p> <p>Sex</p> <p>Gender</p> <p>Mood</p> <p>Sensitivity</p>	
	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. (Emotional changes can be discussed with children in this unit)</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p>		
Programme of Study Objectives			
Keeping safe- <i>Medicines and household products; drugs common to everyday life</i>		Key Words	

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Learning Content	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice <p>PoS Refs: H10, H38, H40, H46</p>	Medicines Drugs Side effects Habit Addictive Health	
Programme of Study Objectives	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>		
Year 5			

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Physical health and Mental wellbeing- <i>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment <p>PoS Refs: H8, H9, H10, H12</p>	Choices Healthy behaviour Unhealthy behaviour Healthy lifestyle Motivation Sun damage Sun safety Sun exposure Allergies Viruses Bacteria Sleep Benefits	Vaccinations Immunisations
	<p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>		
Growing and changing- <i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</i>		Key Words	

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Learning Content	<p>Growing and changing- <i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</i></p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty <p>PoS Refs: H30, H31, H32, H34</p> <p>*As a school we are teaching this in the Summer Term of Year 5. A letter will go out at the beginning of Year 5 to parents about girls' puberty and to contact the class teacher so that we can support the child in school. If we have more than a few, this will be brought forwards for the girls only.</p> <p>This will be separately taught by gender. For any SEN children different provision and discussion with parents will take place beforehand.</p>	<p>Self-esteem Emotional Physical Characteristics Puberty Menstruation Periods Sanitary towels/pads Tampons Ovary/Ovaries Vagina/Vulva Oestrogen Womb/Uterus Sperm Semen Testicles/Testes</p>	<p>Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones Change Hope Manage Cope Emotions: Fear Excitement Anxious</p>
Programme of Study Objectives	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>		
Keeping safe- <i>Keeping safe in different situations, including responding in emergencies, first aid and FGM</i>		Key Words	

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Learning Content	<ul style="list-style-type: none">• to identify when situations are becoming risky, unsafe or an emergency• to identify occasions where they can help take responsibility for their own safety• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour• how to deal with common injuries using basic first aid techniques• how to respond in an emergency, including when and how to contact different emergency services <p>PoS Refs: H38, H43, H44, H45</p>	Pressure Risky Influence Emergency Procedure Recovery position Calm First Aid Techniques	
Programme of Study Objectives	H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say		
Year 6			
Physical health and Mental wellbeing- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online		Key Words	

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<p>Learning Content</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<p>Mental health Mental wellbeing Bullying Bully Bullied Trusted adult Physical health Bereavement Loss Change Grief Support Managing time- device usage/screen time</p>	<p>Feelings Emotions Habits Online safety</p>
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<p>Programme of Study Objectives</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
<p>Growing and changing-Human reproduction and birth; increasing independence; managing transitions</p>	<p>Key Words</p>

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Learning Content	<ul style="list-style-type: none">• to recognise some of the changes as they grow up e.g. increasing independence• about what being more independent might be like, including how it may feel• about the transition to secondary school and how this may affect their feelings• about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school <ul style="list-style-type: none">• identify the links between love, committed relationships and conception• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb• that pregnancy can be prevented with contraception²• about the responsibilities of being a parent or carer and how having a baby changes someone's life PoS Refs: H24, H33, H35, H36 <p>*Learning content in red, this is Sex Education content that parents can withdraw from with a letter to the head. Please see our RSE policy for more information. Learning will be taught separately by gender. If parents wish to have information on how to support this if withdrawn from the session or to discuss beforehand. This will be supported.</p>	Changes Feelings Worries Increasing independence Transition	
Programme of Study Objectives	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages		

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Keeping safe-Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media		Key Words	
Learning Content	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	Personal information Safety Regulations Drugs Illegal drugs Misuse Medicine Addiction Media Pressure Effects Age rating Body image Social media Celebrity Altered Self-respect Comparison Respect Debate Opinion/Fact	

St. Matthew's C.E. Primary Academy

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Programme of Study Objectives	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>
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