

National curriculum and/or guidance documents

Health ed, RSE, British values

[Department for Education - \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Relationships Education

Sex Education

Citizenship

British values

- inclusion and equality of opportunity

Development of character, confidence and resilience

Physical Health and mental Well-being

spiritual, moral, social and cultural development

Safety

Economic understanding

Forest School (term 3 and 4)

Theme: Sowing and growing

Skills: Using tools, woodland management and gardening

Knowledge	Early Years	Year 1	Year 2
Citizenship	n/a	n/a	n/a
British values <ul style="list-style-type: none"> • Inclusion and equality of opportunity 	Children share sports and activities that they do in and out of school including certificates and photos.	n/a	n/a

<p>Development of character, confidence and resilience</p>	<p>Discuss how they have to keep practising and trying hard in their activities.</p>	<p>To say why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>To recognise how being healthy helps me to feel happy</p> <p>To recognise when I feel frightened and know who to ask for help</p> <p>To understand that I am special so I keep myself safe</p> <p>To feel good about myself when I make healthy choice</p>	<p>To be motivated to make healthy lifestyle choices</p> <p>To feel positive about caring for my body and keeping it healthy</p> <p>To have a healthy relationship with food and know which foods I enjoy the most</p> <p>To express how it feels to share healthy food with my friends</p> <p>To have a healthy relationship with food and know which foods are most nutritious for my body</p>
<p>Physical Health and mental Well-being spiritual, moral, social and cultural development</p>	<p>To understand that we exercise to keep our bodies healthy.</p> <p>To understand about making healthy eating choices and that some foods are healthier than others.</p> <p>To understand that sleep is important in keeping healthy and to have strategies to help ourselves get to sleep.</p> <p>To understand how and when to wash hands thoroughly and why this is important to our health.</p>	<p>To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy and make healthy choices.</p> <p>To know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>To know that all household products including medicines can be harmful if not used properly</p> <p>To understand that medicines can help me if I feel poorly and know how to use them safely</p>	<p>To know what I need to keep my body healthy.</p> <p>To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>To make some healthy snacks and explain why they are good for my body.</p> <p>To decide which foods to eat to give my body energy</p>
<p>Safety</p>	<p>To know what a stranger is and how to keep safe if a stranger approaches.</p>	<p>To know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>To learn about the Green Cross Code</p>	<p>To understand how medicines work in my body and how important it is to use them safely.</p>

Economic understanding	n/a	n/a	n/a
Vocabulary	<p>exercise sport healthy less healthy healthy choices physical heart beat routine sleep stranger</p>	<p>Balanced diet Clean Body parts Toiletry items, e.g. toothbrush, shampoo, Hygienic Safe Medicines Trust Green Cross Code Look Listen Wait</p>	<p>Lifestyle Motivation Relax Tense Calm Dangerous Balanced diet Portion Proportion Energy Fuel Nutritious</p>
Texts	<p>Not Everyone is Nice (Let's Talk Book) by Ann Tedesco Never Talk to Strangers by Irma Joyce</p>	<p>Six dinner Sid by Inga Moore Handa's Surprise by Eileen Browne</p>	<p>Superfoods for Superheroes by Namita Moolani Mehra</p>
Enhancements How the curriculum is enriched.	<p>Visit from Community Police Officer Link to DT Fantastic Fruit unit</p>	<p>Link to DT Eat more fruits and vegetables unit</p>	<p>Link to DT Seaside Snacks unit (or opportunities for practical food making and tasting)</p>

Knowledge	Year 3	Year 4	Year 5	Year 6
Citizenship	To take responsibility for keeping myself and others safe	n/a	Basic First Aid	I understand that some people can be exploited and made to do things that are against the law
British values • Inclusion and equality of opportunity	n/a	n/a	n/a	n/a
Development of character, confidence and resilience	<p>To set myself a fitness challenge</p> <p>To know what it feels like to make a healthy choice</p> <p>To identify how I feel towards drugs</p> <p>To express how being anxious or scared feels</p> <p>To respect my body and appreciate what it does for me</p>	<p>To identify the feelings I have about my friends and my different friendship groups</p> <p>To be aware of how different people and groups impact on me and recognise the people I most want to be friends with</p> <p>To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p> <p>To identify feelings of anxiety and fear associated with peer pressure</p> <p>To tap into my inner strength and know how to be assertive</p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>To make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>To make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>To know how to keep myself calm in emergencies</p> <p>To reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>To respect and value my body</p>	<p>To be motivated to care for my physical and emotional health</p> <p>To be motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>To suggest ways that someone who is being exploited can help themselves</p> <p>To suggest strategies someone could use to avoid being pressurised</p> <p>To know how to help myself feel emotionally healthy and can recognise when I need help with this</p>

			To be motivated to keep myself healthy and happy	To use different strategies to manage stress and pressure
Physical Health and mental Well-being spiritual, moral, social and cultural development	<p>To understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>To tell you my knowledge and attitude towards drugs</p> <p>To understand how complex my body is and how important it is to take care of it</p>	<p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p> <p>To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>To recognise when people are putting me under pressure and can explain ways to resist this when I want</p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>To understand how the media, social media and celebrity culture promotes certain body types</p> <p>To describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>

Safety	To identify things, people and places that I need to keep safe from To know some strategies for keeping myself safe, who to go to for help and how to call emergency services To identify when something feels safe or unsafe		To know and be able to put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know why some people join gangs and the risks this involves
Economic understanding	n/a	n/a	n/a	n/a
Vocabulary	Oxygen Calories Lungs Heart Fitness Sugar Fat Drugs Attitude Anxious Advice Emergency Services Harmful Risk	Emotions Value Roles Leader Follower Assertive Smoking Vaping Pressure Peers Alcohol Liver Assertive	Informed decision Media Influence Emergency Procedure Recovery position Body image Social media Celebrity Altered Self-respect Comparison Eating problem Eating disorder	Immunisation Prevention Prescribed Unrestricted Restricted Illegal Exploited Vulnerable Criminal Illegal Anti-social behaviour Mental health Mental illness
Texts	How Did That Get in My Lunchbox? Christine Butterworth	The lettuce who wanted a new look – plantable children’s book Good enough to eat, Lizzie Rockwell	The Marvellous adventure of being human by Max Pemberton and Chris Madden	Extracts from How not to lose it: Mental health sorted by Anna Williamson and Sophie Beer
Enhancements How the curriculum is enriched.	Visit from Community Support Police Officer Link to DT Unit Sandwich snacks	Visit from Community Support Police Officer Link to DT Unit Super Salads	Visit from Community Support Police Officer Link to DT Unit Soups and Bread	Visit from Community Support Police Officer

			Practical first aid session	
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