



Health and Wellbeing

Theme	KS1	LKS2	UKS2
	All children should be able to:		
 Safety First	• 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.	• 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.	• 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.
 It's My Body	• 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.	• 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.	• 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.



Think Positive

- 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.

- 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.

- 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.



Growing Up

- 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 peoples' 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.

- 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.

- 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.