

## **Gosfield Primary School**

### **Healthy me – PE and Wellbeing Curriculum**

**September 2019**

#### Intent:

It is our aim, when teaching the PE and wellbeing curriculum, that we develop the enjoyment of physical activity and strive to improve the awareness of the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding, and apply these in competitive situations, with the vision that this provides them with lifelong learning skills.

We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our academy and beyond. It is our aim to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

We recognise that in order for all pupils to progress they need to be confident across each of their yearly objectives. Our PE curriculum develops from the initial standards of knowledge and skills outlined in the National Curriculum and ensures all children are given opportunities to be challenged to progress their learning further. Through our teaching of PE we aim to deliver the lessons in a meaningful context, giving purpose wherever possible. At Gosfield Community Primary School, we recognise that being happy and healthy encompasses more than physical exercise. Alongside our development of sport and physical skills we have used the new RSE (Relationships education, relationships and sex education (RSE) and health education) curriculum as the basis for supporting the development of positive mental health within our pupils.

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. Through our progressive skill based curriculum we are measuring the children's ability, striving for them to meet their age-related expectations for their year group. We aspire that through our PE and wellbeing curriculum, will equip our pupils to leave our academy prepared for the next step in their physical education and life beyond primary school.

Physical education- Learning ladder

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>
<b>Dance</b>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a</p>

	<p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements</p>
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						<p>and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
<p><b>Games</b></p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of</p>

			other in a controlled manner.	<p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Apply knowledge of skills for attacking and defending.</p>
<b>Athletics</b>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to record peers performances, and evaluate these.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Develop own technique in athletic skills.</p> <p>Set goals of time and distance as personal bests.</p>	<p>Accurately record peers performances, and evaluate these.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Apply techniques to a range of athletic events.</p>

<b>Outdoor adventurous activities</b>						<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<b>Swimming</b>					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>
<b>Evaluation and responding to feedback skills</b>	Can comment on own and others performance	Can comment on own and others performance	Watches and describes performances accurately.	Watches and describes performances accurately.	Watches and describes performances accurately.	Watches and describes performances accurately.

	<p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
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Term	Class 1	Class 2	Class 3	Class 4	Class 5
<b>Autumn 1</b>	Games (Football)	Games (Football)	Games (Tag rugby)	Swimming Games (Tag rugby)	Swimming (Year 6 non-swimmers) Games (Tag rugby)
<b>Autumn 2</b>	Games (Racket skills)	Games (Racket skills)	Games (Tennis)	Games (Tennis)	Games (Tennis)
<b>Spring 1</b>	Dance Games (Ball skills)	Dance Games (Ball skills)	Games (Netball)	Games (Netball)	Games (Netball)
<b>Spring 2</b>	Gym Athletics	Gym Athletics	Athletics	Athletics	Athletics
<b>Summer 1</b>	Games (Team games)	Games (Team games)	Dance Games (Football)	Dance Games (Football)	Dance Games (Football)
<b>Summer 2</b>	Athletics	Athletics	Athletics Gym	Athletics Gym	Outdoor adventurous activities Gym

### Wellbeing- PSHE, RSE, Positive Mental Health- Learning Ladder

Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way; we aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This learning will sit alongside the essential understanding of how to be healthy, physically and mentally. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new element of learning will give them the knowledge and capability to take care of themselves and receive support if problems arise. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society..

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and people who care for me</b>	<p>To understand that families are important for children growing up because they can give love, security and stability.</p> <p>To be aware that there are different family structures.</p>	<p>To know the characteristics of healthy family life; commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (note: Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act</p>	<p>To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>To know how to recognise if family relationships are</p>			

		<p>2013 extended marriage to same sex couples in England and Wales.</p> <p>The ceremony through which a couple get married may be civil or religious).</p>	<p>making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>			
<b>Caring friendships</b>	<p>To be able to explain what a friendship means.</p> <p>To be able to form a wide range of friendships.</p> <p>To begin to explain how to be a friend.</p> <p>To be able to seek support if a friendship is making them sad.</p> <p>To know that it is not acceptable to make other people sad through words or actions.</p>	<p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To be able to seek support if a friendship is making them or others sad.</p> <p>To know that it is not acceptable to make other people sad through words or actions.</p>	<p>To understand the characteristics of friendships, including; mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened,</p> <p>To understand that resorting to violence is never right.</p>	<p>To understand the characteristics of friendships, including; mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened,</p> <p>To understand that resorting to violence is never right.</p>	<p>To know how to recognise who to trust and who not to trust-link to online safety and acceptable actions when forming new friendships (e.g-peer pressure)</p> <p>To know how to judge when a friendship is making them feel unhappy or uncomfortable and seek support to manage this.</p> <p>To develop skills in managing conflict with friends.</p> <p>To know how to manage these situations and how to seek help or advice from others, if needed.</p> <p>To know when not to get involved in other people's conflict.</p>	<p>To know how to recognise who to trust and who not to trust-link to online safety and acceptable actions when forming new friendships (e.g-peer pressure)</p> <p>To know how to judge when a friendship is making them feel unhappy or uncomfortable and seek support to manage this.</p> <p>To develop skills in managing conflict with friends.</p> <p>To know how to manage these situations and how to seek help or advice from others, if needed.</p> <p>To know when not to get involved in other people's conflict.</p>

<b>Respectful relationship</b>	<p>To know and use the conventions of courtesy and manners.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To begin to understand what bullying is (conscience effort to make someone sad)</p> <p>To know to seek adult support if someone is unhappy.</p> <p>With support, pupils are able to use the Magic Script to express their feelings to others</p>	<p>To know and use the conventions of courtesy and manners.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To be able to talk about different types of bullying (including cyberbullying), the impact of bullying, and how to get help.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships (magic script to be used)</p>	<p>To know and use the conventions of courtesy and manners.</p> <p>To begin to understand the importance of self-respect and how this links to their own happiness.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To be able to talk about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know some practical steps they can take in a range of different contexts to improve or support respectful relationship</p>	<p>To know and use the conventions of courtesy and manners.</p> <p>To begin to understand the importance of self-respect and how this links to their own happiness.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To be able to talk about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know some practical steps they can take in a range of different contexts to improve or support respectful relationship</p>	<p>To know and use the conventions of courtesy and manners.</p> <p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To be able to talk about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know some practical steps they can take in a range of different contexts to improve or support respectful relationship (magic script to be used)</p>	<p>To know and use the conventions of courtesy and manners.</p> <p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To be able to talk about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know some practical steps they can take in a range of different contexts to improve or support respectful relationship (magic script to be used)</p>
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			<p>(magic script to be used)</p> <p>To know and show the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds)</p> <p>To allow others to make different choices or have different preferences or beliefs without making judgement.</p> <p>To be able to explain what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>(magic script to be used)</p> <p>To know and show the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds)</p> <p>To allow others to make different choices or have different preferences or beliefs without making judgement.</p> <p>To be able to explain what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>To be able to explain what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>To be able to explain what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>					

	<ul style="list-style-type: none"> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul> <p style="background-color: yellow;">See Computing curriculum</p>					
<b>Being Safe</b>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others. E.g.- personal space, kind hands and feet</p> <p>To begin to discuss : What is a secret? When is it ok to tell a secret to someone else? Who can help?</p> <p>Knowing what parts of your body are private and how to protect yourself e.g, getting changed, closing the door when you go to the toilet</p>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others- personal space, rough play</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.- Pantosaurus and NSPCC resources.</p>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others- esafety/strangers, managing conflict, physical contact</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To begin to understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others- esafety/strangers, managing conflict, physical contact</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To be able to discuss the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe and how to recognise and report</p>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others- peer pressure, esafety/strangers, managing conflict, physical contact</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>To know how to report concerns or</p>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others- peer pressure, esafety/strangers, managing conflict, physical contact exploitation, gang links,</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p>

				feelings of being unsafe or feeling bad about any adult.	abuse, and the vocabulary and confidence needed to do so.  To know where to get advice e.g. family, school and/or other sources.	To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.  To know where to get advice e.g. family, school and/or other sources.
<b>Mental Wellbeing</b>	<p>To understand that there is a normal range of emotions (e.g. happy/calm, sad/hurt, anger/mad,) to be taught via The Colour Monster</p> <p>To recognise the benefits of physical exercise, time outdoors</p>	<p>To understand that there is a normal range of emotions (e.g. happy/calm, sad/hurt/tired, anger/mad, fear/scared) to be taught via The Colour Monster</p> <p>To be able to recognise the benefits of physical exercise, time outdoors</p> <p>To be able to discuss what bullying could look like and know who to speak to if they or others are upset (link to respectful relationships)</p>	<p>To begin to understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To understand that there is a normal range of emotions (To be taught through zones of regulation Blue Zone: Sad, hurt, tired, exhausted Green Zone: happy, calm, cheerful, thankful Yellow Zone: surprise, nervousness, excited, worried Red Zone: anger, mad, fear, terrified)</p> <p>To know simple self-care techniques linked to different</p>	<p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To understand that there is a normal range of emotions (To be taught through zones of regulation Blue Zone: Sad, hurt, tired, exhausted, disappointment, shy Green Zone: happy, calm, cheerful, thankful, relaxed, proud Yellow Zone: surprise, nervousness, excited, worried, frustrated, annoyed, upset Red Zone: anger, mad, fear, terrified, aggressive)</p>	<p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health and begin to form strategies to boost mental wellbeing.</p> <p>To understand that there is a normal range of emotions (To be taught through zones of regulation Blue Zone: Sad, hurt, tired, exhausted, disappointment, shy, lonely Green Zone: happy, calm, cheerful, thankful, relaxed, proud, appreciated, focused Yellow Zone: surprise, nervousness, excited, worried, frustrated, annoyed, upset,</p>	<p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health and know personal strategies to boost mental wellbeing.</p> <p>To understand that there is a normal range of emotions (To be taught through zones of regulation Blue Zone: Sad, hurt, tired, exhausted, disappointment, shy, lonely, isolated Green Zone: happy, calm, cheerful, thankful, relaxed, proud, appreciated, focused Yellow Zone: surprise, nervousness, excited, worried, frustrated, annoyed, upset,</p>

			<p>emotional states and Zones</p> <p>To begin to understand scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>To begin to independently recognise when to use simple self-care techniques linked to different emotional states and Zones</p> <p>To understand scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's wellbeing or ability to control their emotions (including issues arising online).</p>	<p>jealous, embarrassed, confused        Red Zone: anger, mad, fear, terrified, aggressive)</p> <p>To understand scale of emotions that all humans experience in relation to different experiences and situations and appreciate how these can vary between people.</p> <p>To begin to judge whether what they are feeling and how they are behaving is appropriate and proportionate to the situation and to use simple self-care techniques to manage this</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's wellbeing or ability to control their emotions (including issues arising online).</p>	<p>jealous, embarrassed, confused, overwhelmed        Red Zone: anger, mad, fear, terrified, aggressive, out of control)</p> <p>To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To understand that people have different emotional responses to the same scenario and to begin to show empathy towards this.</p> <p>To appreciate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness- potential community project</p> <p>To recognise it is common for people to experience mental ill health. For many</p>
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						people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<b>Physical Health and fitness Healthy eating (inc- drugs, alcohol and tobacco)</b>	<p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>Explore what constitutes a healthy diet.</p>	<p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>To know what constitutes a healthy diet</p> <p>To begin to explore the principles of planning and preparing a range of healthy meals.</p>	<p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise and begin to know the risks associated with an inactive lifestyle (including obesity)</p> <p>To explore the principles of planning and preparing a range of healthy meals.</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>To begin to know what constitutes a healthy diet (including understanding nutritional content)</p> <p>To know the principles of planning and preparing a range of healthy meals.</p> <p>To be aware of the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p>	<p>To explain what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To demonstrate planning and preparing a range of healthy meals and snacks</p> <p>To be aware of the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p>	<p>To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
<b>Health and prevention</b>	To know about safe and unsafe exposure to the sun, and how to protect their skin.	To know about safe and unsafe exposure to the sun, and how to protect their skin.	To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.	To know about safe and unsafe exposure to the sun, and demonstrate how to reduce the risk of sun damage	To know about safe and unsafe exposure to the sun, and demonstrate how to reduce the risk of sun damage	To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage (including skin

	<p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (e.g- glitter hand wash experiment)</p>	<p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect, mood and ability to learn.</p>				<p>cancer) and how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>To know the facts and science relating to immunisation and vaccination</p>
<p><b>Basic first aid</b> (Those with current paediatric first aid training are able to give guidance on first aid- St John resources on line can support)</p>	<p>To know who to call in an emergency.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p>	<p>To know who to call in an emergency.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p>	<p>To know concepts of basic first-aid, for example dealing with common injuries.</p> <p>St Johns Ambulance Units to cover: -Emergencies and calling for help -Bites and stings</p> <p>Resources on DB Primary</p>	<p>To know concepts of basic first-aid, for example dealing with common injuries.</p> <p>St Johns Ambulance Units to cover: -Emergencies and calling for help -Allergies -Asthma</p> <p>Resources on DB Primary</p>	<p>To know concepts of basic first-aid, for example dealing with common injuries.</p> <p>St Johns Ambulance Units to cover: -Emergencies and calling for help -Basic life support -Bleeding -Burns and Scalds</p> <p>Resources on DB Primary</p>	<p>To know concepts of basic first-aid, for example dealing with common injuries.</p> <p>St Johns Ambulance Units to cover: -Emergencies and calling for help -Basic life support -Head injuries -Choking</p> <p>Resources on DB Primary</p>
<p><b>Changing adolescent body</b></p>				<p>To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes- discussions</p>	<p>To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>

				<p>on keeping private parts private (review Pantosaurus) and discussions on hormones and body odour.</p> <p>Separate session for year 4 girls: about menstrual wellbeing including the key facts about the menstrual cycle and who to talk to if needed.</p>		
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To add- growth mindset

-Suggested resources- blob tree, bear feeling cards

- Suggested websites