






Health Education (KS1 and KS2)		
What should we know?	KS1 Connections	KS1 What should we be able to do?
<ul style="list-style-type: none"> <li>We all have emotions that are usual.</li> <li>Physical exercise and being outdoors and helping other people can make us happy.</li> <li>Taking time to be still, pray or meditate can help us.</li> <li>Having hobbies and interests can be good for us.</li> <li>People who we can turn to for help if we are unhappy or worried.</li> <li>The internet can be a useful and good thing.</li> <li>Spending too much time online or watching screens is not good for us.</li> <li>Sometimes people on the internet can be nasty, lying and unkind.</li> <li>Some games and websites and apps are not right for children to be able to use.</li> <li>I am special and my school believes I am loved and made by God.</li> </ul>	<p> Good rest, sleep and personal care</p> <p> Exercise</p> <p> Healthy food</p> <p> Screen time; good rules?</p> <p> Talking about feelings</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>Talk about my emotions, such as when I am happy, sad, angry or afraid and understand when they are helpful.</li> <li>Talk about how to look after myself and make sure I can do exercise, eat healthily, and clean my teeth, rest, and consider ways to ensure I get good sleep. <b>Science</b></li> <li>Talk about why stillness, meditation or prayer can be good for my health.</li> <li>Talk about how to look after my skin in the sun.</li> <li>Keep myself clean and hygienic, and talk about how often I need to wash and clean my teeth.</li> <li>Spend time well with others and can talk about what hobbies and interests are good for me.</li> <li>Keep myself safe on the internet.</li> <li>Show good behaviour towards others on the internet.</li> <li>Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.</li> </ul>

- How to express our feelings and understand how others might be feeling.
- Our responses to our feelings can affect others.
- Exercising and being outdoors can make us feel better.
- How to plan a healthy diet and the risks of a poor one.
- The facts about smoking alcohol and drug-taking.
- Basic First Aid, how to make an emergency call and deal with some common injuries.
- Good sleep, rest and some kind of spiritual practice can help us have good health.
- Self-care for protection and hygiene are important.
- Helping others and volunteering or campaigning for a better world is good for us.
- Making time to be still, pray or meditate can help us.
- It is good for us to have friends and hobbies.
- Who we can turn to for help if we are unhappy or worried.
- How to create good rules that keep us safe online.
- The ways that people use the internet for bad purposes and how to avoid harm.
- We are all special and my school believes everyone is loved and made by God.
- What puberty is and how bodies change.  
How to ask for help if I need it.



Healthy food and self-care



Exercise, good rest, sleep and personal care



Screen time: good rules?



Basic First Aid



Understanding puberty



Talking about feelings



Facts about drugs, alcohol and tobacco

I can...

- Talk about how people can express their emotions such as anger and fear, and manage them so they do not have a negative impact on others.
  - Outline how to spend time well with others and can talk about the importance of hobbies and interests.
  - Describe how to be safe on the internet and explain how to avoid cyberbullies and cyberbullying.
  - List what makes wise choices online and explain why limiting screen time is a good idea.
  - Explain why humans are worth looking after and why most Christians believe humans are made by God and so are precious and therefore they should look after the gift they have been given. (Stewardship)
  - Describe different kinds of exercise and explain why it is good for your health. **PE and Science**
  - Explain why good sleep and rest are important and why considering some spiritual activity is good for your wellbeing.
  - Explain why helping others, volunteering or campaigning for a better world might help my health.
  - Plan a healthy diet and express what the dangers of not being careful in choices about food.
  - Explain the facts and laws surrounding, alcohol, smoking and drugs. **Science**
  - Explain how to make an emergency call, and demonstrate how to apply basic First Aid - for example, dealing with common injuries including head injuries.
  - Demonstrate how to look after my teeth and my skin in the sun. I can explain why this is important and what happens if people do not do this.
  - Talk about how to practice personal hygiene and can explain why it can be anti-social not to do so.
  - Talk about puberty and how it effects girls and boys, particularly the emotional and physical changes including periods. **Science**
- Ask the appropriate people for help if I need it.



<b>Vocabulary</b>	<b>Definition</b>
Emotions	Strong feelings such as joy, anger and fear
Exercise	Activity done to keep the body or mind strong or to make them stronger
Hobbies	Interests or activities that you do because it makes you happy in your spare time
Bullying	Actions that are unkind, frighten or hurt people and make them feel picked on or outside the group
Meditation	Deep thinking, often about just one thing such as a word, breathing, a candle, a flower or nature
<b>Theological vocabulary</b>	<b>Definition</b>
Created	We are wonderful and have been made by God.
Dignity	As we are all special to God, we should treat ourselves and others as very valuable.
Community	We are a part of a whole family; anything we do towards each other matters to everyone.

<b>Vocabulary</b>	<b>Definition</b>
Healthy	Being of fit mind and body, being free from sickness
Cyberbullying	Bullying that is done by posting hurtful messages on the internet
First Aid	Emergency medical help given to a hurt or sick person while waiting for a medical professional
Hygiene	The practice of keeping clean to stay healthy and prevent disease
Puberty	The time in a person's life when their body changes to allow them to be able to reproduce and have babies when they are ready and if they want to
Menstruation	The release of blood and mucus from a woman's uterus, this usually happens in for 4 or 5 days, once a month, from puberty until menopause (when a woman stops being able to reproduce).
<b>Theological vocabulary</b>	<b>Definition</b>
Created	Our school believes that we have been created and are carefully and wonderfully made.
Dignity	Our school believes that we need to see ourselves and treat others with huge respect as people who are crafted by God.

Worthy	Having great value. We are all worthy of being looked after and protected.
Community	We are a part of a group and in our relationships, we need to realise we can have an impact on others. We need to try to show kindness and help everyone feel happy and safe. Jesus taught "Love your neighbour as yourself" (Matthew 22:37-39).
Frail	People are sometimes inclined to make poor choices about their own wellbeing - this is part of being human.
Forgiveness	We can start again, if we recognise our bad choices and start afresh. Christians believe God can help you live with more care for yourself and others.

### Progression Outcome Statements

These will be used by staff to assess learning and plan future steps as they move from class to class. The KS3/4 outcomes have been included so that the progression throughout statutory education can be appreciated.

Strand	KS1 outcomes	KS2 outcomes	KS3/4 outcomes
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"> <li>Pupils can describe how to look after themselves.</li> <li>Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain why it is important to look after themselves.</li> <li>Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</li> <li>Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>Pupils can explain why good sleep and rest are important and</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can identify what happens when people sleep, explain what factors can prevent good sleep; can identify useful strategies and behaviours that will aid good sleep.</li> <li>Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection.</li> <li>Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun-</li> </ul>

		<p>what the effects of not getting enough sleep can be.</p>	<p>safety and self-examination (especially in late KS3 breast/testicular self-examination).</p> <ul style="list-style-type: none"> <li>• Pupils can explain the purpose of vaccinations offered during adolescence for individuals and society</li> <li>• Pupils can assess risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</li> <li>• Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. (Citizenship)</li> </ul>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• Pupils can identify and list many healthy and less healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the role of a balanced diet as part of a healthy lifestyle and explain the impact of unhealthy food choices on health and life expectancy.</li> <li>• Pupils can explain what might influence decisions about eating a balanced diet and suggest</li> </ul>

			strategies to manage eating choices.
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>Pupils will have observed/ experienced/participated in some calming spiritual time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain at least three different spiritual practices, evaluate their impact on health and wellbeing and articulate their personal preferences, giving reasons. <b>(CW /RE)</b></li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>Pupils can name and talk about different kinds of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the benefits of physical activity and exercise for physical and mental health and for wellbeing.</li> <li>Pupils can recognise and manage what influences their choices about physical activity; can outline strategies for managing their physical activity and exercise. <b>(PE)</b></li> </ul>
<b>Mental health, wellbeing and emotional literacy</b>	<ul style="list-style-type: none"> <li>Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</li> <li>Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</li> <li>Pupils can understand that keeping healthy physically and spiritually will help their mental</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand their connections with others and be aware of their own and others' mental wellbeing.</li> <li>Pupils can understand the importance of challenging stigma related to mental health.</li> <li>Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies.</li> </ul>

		<p>health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</p>	<ul style="list-style-type: none"> <li>• Pupils can explain the importance of developing 'digital resilience' in the context of online pressures and will be able to reframe negative thinking.</li> <li>• Pupils will be aware of unhealthy coping strategies such as self-harm and eating disorders.</li> <li>• Pupils will be able to show an understanding of common mental health concerns such as anxiety and depression. Pupils will be able to talk about where people can go for further support should they need it.</li> </ul>
<p><b>Screen time and screen-safety</b></p>	<ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives.</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy.</li> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>• Pupils can list what information should or should not be shared. (Safeguarding)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</li> <li>• Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</li> <li>• Pupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on them</li> <li>• Pupils can describe how to make and act on informed decisions about whether different media and digital content are appropriate to view.</li> </ul>



			<ul style="list-style-type: none"><li>• Pupils can explain that there are positive and safe ways to create and share content online and the opportunities this offers.</li><li>• Pupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation online.</li><li>• Pupils can describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events.</li><li>• Pupils can explain why there is a shared responsibility to challenge extremism in all its forms. <b>(Citizenship/ British Values)</b></li><li>• Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of this.</li><li>• Pupils can show understanding about how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</li></ul>
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			<ul style="list-style-type: none"> <li>• Pupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content.</li> </ul>
<b>Alcohol, smoking and drugs</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. <b>(Citizenship)</b></li> <li>• Pupils show understanding of 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; can recognise that drug use can become a habit which can be difficult to break.</li> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour.</li> <li>• Pupils can identify and assess the risks of underage drinking.</li> <li>• Pupils can suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support.</li> <li>• Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</li> <li>• Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal substances. <b>(Citizenship/ British Values)</b></li> <li>• Pupils can explain the concepts of dependence and addiction, including awareness of help available to overcome addictions.</li> </ul>

			Pupils can explain where people might be able to go for help with such addictions.
<b>First Aid</b>	<ul style="list-style-type: none"> <li>Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform basic First Aid and life-saving skills including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li> </ul>
<b>Puberty</b>	n/a	<ul style="list-style-type: none"> <li>Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science)</li> <li>Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to describe strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</li> </ul>
<b>Key theology for Church of England / Methodist schools</b>	<ul style="list-style-type: none"> <li>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made"</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain their Church school's beliefs about Imago Dei and stewardship: why humans are worth looking after. Pupils can evaluate three other opinions about why humans might be of</li> </ul>

	<p>(Psalm 139) and “God saw that it was very good” (Genesis 1).</p> <ul style="list-style-type: none"> <li>• Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>	<p>and enjoyment of living in their bodies.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>	<p>huge value (Humanist and two other religious traditions). Pupils can appraise those views and then state and reason their own opinion about human worth.</p> <ul style="list-style-type: none"> <li>• Pupils can explain why people sometimes fail to look after themselves despite knowing the factual information about how to do so (e.g. they know that exercise and healthy food will make them well but they still make poor choices). Pupils will be able to refer to the Christian belief in the Fall, the ideas of temptation, forgiveness, redemption and a call into a closer union with and likeness to God (‘holiness’) to help them overcome their weaknesses. They will be able to offer other interpretations and strategies for coping with human weakness and be able to express their own opinion.</li> </ul>
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