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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| (6) Internet Safety and Harms – Internet Safety Day Reporting concerns and issues online - covered in assembly. | For most people, the internet is an integral part of life and has many benefits. How do people use the internet? | Benefits of rationing time spent online, the risks of excessive time spend on devices (positive and negative effects on mental wellbeing) How much time should I spend online? | How to be discerning of consumer information, including that from search engines is ranked, selected and targeted. Is everything I read online true? | How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. How can online behaviour affect people in real life? | For most people, the internet is an integral part of life and has many benefits. What the internet can also be a negative place where online abuse, trolling, bullying, harassment can take place – negatively affecting mental health. How can what I see on the internet affect me? | Why social media, some computer games and online gaming, for example, are age restricted. What are the rules and laws for being online? |
| (7) Drugs, Alcohol and Tobacco | The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking. (H11) That household products, including medicines, can be harmful if not used properly. What are harmful substances? | The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking. (H11) That household products, including medicines, can be harmful if not used properly. Why do we take medicine and how do we do it safely? | The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking. (H11) That household products, including medicines, can be harmful if not used properly. What are harmful substances? | The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking. (H17) which, why and how, commonly available substances and drugs (inc alcohol, tobacco and energy drinks) can damage their immediate health and safety; that some are restricted and illegal to own, use and give to others. Why is smoking a bad idea? | The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking. (H17) which, why and how, commonly available substances and drugs (inc alcohol, tobacco and energy drinks) can damage their immediate health and safety; that some are restricted and illegal to own, use and give to others. Is it bad to drink alcohol? | The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking. (H17) which, why and how, commonly available substances and drugs (inc alcohol, tobacco and energy drinks) can damage their immediate health and safety; that some are restricted and illegal to own, use and give to others. What are legal and illegal drugs? |
| (8) Health and Prevention | Personal hygiene and germs including bacteria, viruses and how they are spread. The importance of handwashing. (H6) The importance of, and how to, maintain personal hygiene. How can I stop germs spreading? | Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (H1) what constitutes, and how to maintain, a health lifestyle (inc dental health). What can I do to keep my teeth clean? | Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (H1/H2) What positively and negatively affects physical health, how to make informed choices. How can I keep my skin safe from the sun? | The importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. (H2) How to make informed choices, recognising that choices can have positive, neutral and negative consequences. ‘Balanced lifestyle’ Am I getting enough sleep? | How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. How can I spot illness? | The facts and science relating to immunisation and vaccination. What are immunisations and vaccinations? |
| Physical Health and Fitness and Healthy Eating | Covered in: FISCH Project (2 year rolling timetable) Science PE and Active lifestyle encouragement daily | Covered in: FISCH Project (2 year rolling timetable) Science PE and Active lifestyle encouragement daily | Covered in: FISCH Project (2 year rolling timetable) Science PE and Active lifestyle encouragement daily | Covered in: FISCH Project (2 year rolling timetable) Science PE and Active lifestyle encouragement daily | Covered in: FISCH Project (2 year rolling timetable) Science PE and Active lifestyle encouragement daily | Covered in: FISCH Project (2 year rolling timetable) Science PE and Active lifestyle encouragement daily |
| (9) Mental Wellbeing | That there is a normal range of emotions (e.g happiness, sadness, anger, fear) and scale emotions that all humans experience in relation to different experiences/situations . (H4) Good and not good feelings, a vocabulary to describe feelings to others and develop strategies for managing feelings. What are emotions? | How to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and others’ feelings. (R1) To communicate their feelings to others, to recognise how others show feelings and how to respond. How do I know if I am happy? | That mental wellbeing is a normal part of daily life, in the same way as physical health. (H2) How to make informed choices (inc recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle.’ What is the difference between physical health and mental health? | The benefits of physical exercise, time outdoors on mental wellbeing and happiness. (L10) To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. How can exercise help my happiness? | That there is a normal range of emotions (e.g happiness, sadness, anger, fear) and scale emotions that all humans experience in relation to different experiences/situations. (H6) To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. How intense are my feelings? | How to judge what they are feeling and how they are. (H7) To recognise that they may experience conflicting emotions and when they need to listen to or overcome these. What if my emotions don’t make sense? |
| (10) Mental Wellbeing | Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (H4) Good and not good feelings, a vocabulary to describe feelings to others and develop strategies for managing feelings. How does it feel to be lonely? | That bullying has a negative and often lasting impact on mental wellbeing. (R13) To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Why is teasing people wrong? | Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (H1) What positively and negatively affects their physical, mental and emotional health? What do I do in my own time that makes me happy? | Where and how to seek support (triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else mental health. (H14/23) To recognise when they need help, develop skills to ask for help and whom to seek support from. Who can I speak to if me or someone I know feel unhappy? | It is common for people to experience ill mental health. For many people who do, the problems can be resolved with the right support, especially if accessed early enough. (H14/23) To recognise when they need help, develop skills to ask for help and whom to seek support from. Is it common for people to be ‘ill’ mentally? | The benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness. (L10) To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. How would I feel if I helped in the community? |