

Year 1 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer –Health and Wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<ul style="list-style-type: none"> ● what it means to be healthy and why it is important ● ways to take care of themselves on a daily basis ● about basic hygiene routines, e.g. hand washing ● about healthy and unhealthy foods, including sugar intake ● about physical activity and how it keeps people healthy ● about different types of play, including balancing indoor, outdoor and screen-based play ● about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors ● how to keep safe in the sun
	<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<ul style="list-style-type: none"> ● to recognise what makes them special and unique including their likes, dislikes and what they are good at ● how to manage and whom to tell when finding things difficult, or when things go wrong ● how they are the same and different to others ● about different kinds of feelings ● how to recognise feelings in themselves and others ● how feelings can affect how people behave
	<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p>	<ul style="list-style-type: none"> ● how rules can help to keep us safe ● why some things have age restrictions, e.g. TV and film, games, toys or play areas ● basic rules for keeping safe online ● whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 2 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer –Health and Wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<ul style="list-style-type: none"> ● about routines and habits for maintaining good physical and mental health ● why sleep and rest are important for growing and keeping healthy ● that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies ● the importance of, and routines for, brushing teeth and visiting the dentist ● about food and drink that affect dental health ● how to describe and share a range of feelings ● ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others ● how to manage big feelings including those associated with change, loss and bereavement ● when and how to ask for help, and how to help others, with their feelings
	<p>Growing and changing</p> <p>Growing older; moving class or year</p>	<ul style="list-style-type: none"> ● about the human life cycle and how people grow from young to old ● how our needs and bodies change as we grow up ● about change as people grow up, including new opportunities and responsibilities ● preparing to move to a new class and setting goals for next year
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<ul style="list-style-type: none"> ● how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines ● how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ ● to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger ● how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products ● about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel

		<ul style="list-style-type: none">● how to respond if there is an accident and someone is hurt● about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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Year 3 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer –Health and Wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> ● about the choices that people make in daily life that could affect their health ● to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) ● what can help people to make healthy choices and what might negatively influence them ● about habits and that sometimes they can be maintained, changed or stopped ● the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle ● what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally ● that regular exercise such as walking or cycling has positive benefits for their mental and physical health ● about the things that affect feelings both positively and negatively ● strategies to identify and talk about their feelings ● about some of the different ways people express feelings e.g. words, actions, body language ● to recognise how feelings can change overtime and become more or less powerful
	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p>	<ul style="list-style-type: none"> ● that everyone is an individual and has unique and valuable contributions to make ● to recognise how strengths and interests form part of a person’s identity ● how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) ● to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues ● basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none">● how to identify typical hazards at home and in school● how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen● about fire safety at home including the need for smoke alarms● the importance of following safety rules from parents and other adults● how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
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Year 4 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer –Health and Wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<ul style="list-style-type: none"> ● to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally ● what good physical health means and how to recognise early signs of physical illness ● that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary ● how to maintain oral hygiene and dental health, including how to brush and floss correctly ● the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<ul style="list-style-type: none"> ● about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes ● how to recognise, respect and express their individuality and personal qualities ● ways to boost their mood and improve emotional wellbeing ● about the link between participating in interests, hobbies and community groups and mental wellbeing
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p>	<ul style="list-style-type: none"> ● the importance of taking medicines correctly and using household products safely ● to recognise what is meant by a ‘drug’ ● that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing ● to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects ● to identify some of the risks associated with drugs common to everyday life ● that for some people using drugs can become a habit which is difficult to break ● how to ask for help or advice

Year 5 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Summer –Health and Wellbeing	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"> ● how sleep contributes to a healthy lifestyle ● healthy sleep strategies and how to maintain them ● about the benefits of being outdoors and in the sun for physical and mental health ● how to manage risk in relation to sun exposure, including skin damage and heat stroke ● how medicines can contribute to health and how allergies can be managed ● that some diseases can be prevented by vaccinations and immunisation ● that bacteria and viruses can affect health ● how they can prevent the spread of bacteria and viruses with everyday hygiene routines ● to recognise the shared responsibility of keeping a clean environment
	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<ul style="list-style-type: none"> ● how to identify external genitalia and reproductive organs ● about the physical and emotional changes during puberty ● key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams ● strategies to manage the changes during puberty including menstruation ● the importance of personal hygiene routines during puberty including washing regularly and using deodorant ● how to discuss the challenges of puberty with a trusted adult ● how to get information, help and advice about puberty <p style="text-align: center;">TO BE TAUGHT BY NURSE</p>
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid</p>	<ul style="list-style-type: none"> ● to identify when situations are becoming risky, unsafe or an emergency ● to identify occasions where they can help take responsibility for their own safety ● to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour ● how to deal with common injuries using basic first

		<p>aid techniques</p> <ul style="list-style-type: none">● how to respond in an emergency, including when and how to contact different emergency services
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Year 6 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Summer –Health and Wellbeing	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<ul style="list-style-type: none"> ● that mental health is just as important as physical health and that both need looking after ● to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support ● how negative experiences such as being bullied or feeling lonely can affect mental wellbeing ● positive strategies for managing feelings ● that there are situations when someone may experience mixed or conflicting feelings ● how feelings can often be helpful, whilst recognising that they sometimes need to be overcome ● to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available ● identify where they and others can ask for help and support with mental wellbeing in and outside school ● the importance of asking for support from a trusted adult ● about the changes that may occur in life including death, and how these can cause conflicting feelings ● that changes can mean people experience feelings of loss or grief ● about the process of grieving and how grief can be expressed ● about strategies that can help someone cope with the feelings associated with change or loss ● to identify how to ask for help and support with loss, grief or other aspects of change ● how balancing time online with other activities helps to maintain their health and wellbeing ● strategies to manage time spent online and foster positive habits e.g. switching phone off at night ● what to do and whom to tell if they are frightened or worried about something they have seen online

	<p>Growing and changing</p> <p>Increasing independence; managing transitions</p>	<ul style="list-style-type: none"> ● to recognise some of the changes as they grow up e.g. increasing independence ● about what being more independent might be like, including how it may feel ● about the transition to secondary school and how this may affect their feelings ● about how relationships may change as they grow up or move to secondary school ● practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
	<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<ul style="list-style-type: none"> ● how to protect personal information online ● to identify potential risks of personal information being misused ● strategies for dealing with requests for personal information or images of themselves ● to identify types of images that are appropriate to share with others and those which might not be appropriate ● that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be ● what to do if they take, share or come across an image which may upset, hurt or embarrass them or others ● how to report the misuse of personal information or sharing of upsetting content/ images online ● about the different age rating systems for social media, T.V, films, games and online gaming ● why age restrictions are important and how they help people make safe decisions about what to watch, use or play ● about the risks and effects of different drugs ● about the laws relating to drugs common to everyday life and illegal drugs ● to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs ● about the organisations where people can get help and support concerning drug use ● how to ask for help if they have concerns about drug use ● about mixed messages in the media relating to

		drug use and how they might influence opinions and decisions
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