

## Facts4Life Delivery Overview against Statutory Requirements (Primary)

Reception/EYFS					
Core Resource Theme	Outcomes	Key questions	F4L supplementary materials	Link to DfE Statutory Requirements	Early Learning Goals
Baseline assessment: Conversation/circle time/card sort (p10)	Children will ... -talk about factors that help or hinder our health (both mental and physical). - talk about how they feel mentally and physically when they are unwell. Some children may suggest further ways in which we can feel 'better'.	What do we do to help ourselves when we are ill? How might people look or behave if they are not feeling happy or healthy? How can we help ourselves to feel good?			<p><b>Physical development</b></p> <p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Brilliant Bodies (p11)	Children will ... -be able to name external body parts, including using the correct names for genitalia. - be able to talk about physical differences. - be able to explain what makes each of us unique and special (i.e. the range of normality). Some children may describe a range of feelings and what happens to our bodies when we feel these emotions.	What is a body? How are girls and boys different? In what other ways are we all similar and different? What feelings do our bodies experience? How might our bodies show these feelings?	<p><b>MW Focus</b></p> <p>-Emoticons range activity</p> <p><b>Relationships Ed. Focus</b></p> <p>-Being a Big Kid (Reception Level)</p>	<p><b>Relationships Education (Primary)</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul> <p><b>Physical health and mental wellbeing: Primary</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> </ul>	<p><b>Personal, social and emotional development</b></p> <p><b>Self-confidence and self-awareness:</b> children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>
Bodies are Smart (p12)	Children will ... -be able to describe how their bodies feel as they exercise. - talk about other ways in which their bodies tell them what they need (e.g.	How does our body tell us things? Why are we doing a cool down?	<p><b>Relationships Ed. Focus</b></p> <p>-My Body (Reception Level)</p>	<p><b>Relationships Education (Primary)</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and</li> </ul>	<p><b>Making relationships:</b> children play co-operatively, taking turns with others.</p>

	<p>rumbling tummy when you're hungry, yawning when tired). Some children may be able to share their daily routines linked to bodily needs (physical and mental).</p>	<p>How did we help our bodies cool down?</p>	<p><b>MW Focus</b> -Sleep Well, Boo (Story &amp; PPT)</p>	<p>how to seek help or advice from others if needed.</p> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p><b>Physical health and mental wellbeing: Primary</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p>They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p><b>Understanding the world</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Only One You (p14)</p>	<p>Children will ... -be able to explain why their bodies need food and drink. - be able to talk about different food groups and demonstrate recommended portion sizes using their hands. Some children may be able to talk about our emotional responses to thirst and hunger.</p>	<p>What food and drink is good for helping us to be happy and healthy?</p>		<p><b>Physical health and mental wellbeing: Primary</b></p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>•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.</li> </ul>	<p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

## Facts4Life Delivery Overview against Statutory Requirements (Primary)

Years 1 & 2					
Core Resource Theme	Outcomes	Key questions	F4L supplementary materials	Link to DfE Statutory Requirements	Curriculum Link
Baseline assessment: Conversation/circle time/card sort (p17)	Children will be able to share their understanding of what helps or hinders our health.	What helps us to feel healthy and happy? What might be unhelpful?	<b>MW Focus</b> -Discussion themes on Mental Health Qs 1&2		<p><b>NC Science Year 1</b> <b>Animals, including humans</b> <b>Statutory requirements</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Notes and guidance (non-statutory)</b> Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p><b>NC Science Year 2</b> <b>Animals, including humans</b> <b>Statutory requirements</b> Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Notes and guidance (non-statutory)</b> Pupils should be introduced to the basic needs of animals for survival, as</p>
This is Me (p18)	Children will ... -be able to present a personal fact file demonstrating what makes them unique and special (including physical, emotional and personality traits) and will compare and contrast with their peers. - be able to talk about the range of normality. - be able to name external body parts, including the correct names for genitalia.	What do people look like? How are these bodies similar? How are they different?	<b>Relationships Ed. Focus</b> -Growing & Changing		
Self-Care (p20)	Children will ... -be able to talk about the 5 Ways to Wellbeing (see <a href="http://www.fivewaystowellbeing.org">www.fivewaystowellbeing.org</a> ) and give examples of how they look in practice in their own lives. - be able to identify ways in which they can support their friends and family when experiencing different emotions. - be able to identify when they need help, who can help them and how they can help themselves.	What does .... need to be healthy and happy? Who helps us to be healthy and happy? How do they help us?	<p><b>MW Focus</b> -Emoticons range activity inc. challenge task -Little Miss &amp; Mr Men activity -Exploring Worry -Bubbles Visualisation</p> <p><b>Relationships Ed. Focus</b> -Being a Big Kid (Y1&amp;2 level) -My Body (Y1&amp;2 level)</p>	<p><b>Physical health and mental wellbeing: Primary</b> <b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul> <p><b>Relationships Education (Primary)</b> <b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	

				<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p>well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.</p> <p>The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>
My Health (p22)	<p>Children will ...</p> <ul style="list-style-type: none"> <li>-be able to describe a range of common childhood illnesses and how to manage them.</li> <li>- be able to explain that most people will get better from most illnesses on their own (e.g. managing a cold or chickenpox).</li> <li>- be able to explain ways in which they can stay healthy and reduce their chances of getting ill.</li> </ul>	<p>When you were ill, what was wrong? How did you get better? What can we do to help us cope with illness better? How can we help our bodies to stay healthy, happy and reduce the chance of illness?</p>	<p><b>MW Focus</b></p> <p>-Sleep Well, Boo (Story &amp; PPT)</p>	<p><b>Physical health and mental wellbeing:</b></p> <p><b>Primary</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet</li> </ul>	<p>The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>
Medicines (p24)	<p>Children will ...</p> <ul style="list-style-type: none"> <li>- be able to explain what a medicine is.</li> <li>- be able to explain that medicines can be helpful or harmful, depending on how they are used.</li> <li>- understand that most people will recover from most illnesses on their own.</li> <li>- be able to describe the safe and responsible use of medicines.</li> </ul>	<p>What are the things that keep us healthy and can help to reduce the chances of us becoming ill? Who would be the best person to look after .....’s medicine – at home and at school? Where would be a safe place to keep .....’s medicine? Where are your medicines stored at home? Other than taking a medicine, is there anything else that could help to make ..... feel better? How can we try and stop ourselves from feeling poorly?</p>	<p><b>MW Focus</b></p> <p>-Exercise is the best medicine</p>	<p><b>Drugs, alcohol and tobacco</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p><b>NC PE – Aims</b></p> <ul style="list-style-type: none"> <li>• lead healthy, active lifestyles</li> <li>• develop an understanding of how to improve in different physical activities</li> <li>• to evaluate and recognise their own successes</li> <li>• compare their performances with previous ones and demonstrate improvement.</li> </ul> <p><b>NC DT - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• to apply the principles of nutrition and healthy eating</li> <li>• understand and apply the principles of a healthy and varied diet.</li> </ul>

## Facts4Life Delivery Overview against Statutory Requirements (Primary)

Years 3 & 4					
Core Resource Theme	Outcomes	Key questions	F4L supplementary materials	Link to DfE Statutory Requirements	Curriculum Link
Baseline assessment: • Draw and write activity (p28) • Attitudes evaluation sheet (p27)	Children will be able to share their understanding of what healthy and ill looks like.	What does healthy look like? What does ill look like?	<b>MW Focus</b> -Discussion themes on Mental Health Qs 1& 2 (Qs 3-5 if appropriate)	<b>Physical health and mental wellbeing: Primary</b> <b>Mental wellbeing</b> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	<b>NC Science Year 3</b> <b>Animals, including humans</b> <b>Statutory requirements</b> Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Introduction to homeostasis (p29)	Children will... - understand what helps them to keep a balance in their bodies. - explain what things help or hinder their body's balance. - understand that illness is a normal part of life. - begin to explain when it is appropriate or not appropriate to visit a doctor or take time off school.	What do we mean by balance? How do I keep my body in balance?	<b>MW focus</b> -Mental Health Continuum activity -What keeps our mental health in balance? activity -What is helpful and what is not? activity	<b>Physical health and mental wellbeing: Primary</b> <b>Mental wellbeing</b> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	<b>Notes and guidance (non-statutory)</b> Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.  <b>NC Science Year 4</b> <b>Animals, including humans</b> <b>Statutory requirements</b> Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey.
Healthy Me (p31)	Children will ... -understand the importance of taking personal responsibility for their own health through having a healthy lifestyle.	Who is responsible for keeping me healthy? Why is it important to be healthy?	<b>MW Focus</b> -The Language of Emotion activity -Music to explore emotions	<b>Physical health and mental wellbeing: Primary</b> <b>Mental wellbeing</b> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of	

	<p>- know about the illnesses and conditions a healthy lifestyle may help them to avoid.</p> <p>- understand the importance of sleep and rest for health.</p> <p>- know about diet, exercise, relationships, skills and attitudes necessary to maintain a healthy lifestyle.</p>	<p>How much sleep and exercise does a Year 3/4 child's body need?</p> <p>What sorts of things make us happy?</p> <p>What difference does keeping healthy make?</p>	<p>-Inside Out Core Memories activity</p> <p>-Bubbles Visualisation</p> <p>-Guided Stories</p> <p><b>Relationships Ed. Focus</b></p> <p>-Body Changes</p> <p>-Smelly Bits</p> <p>-All Shapes and Sizes</p> <p><b>Other</b></p> <p>- Sleep resource</p> <p>- The Big Sleep assembly PPTs</p>	<p>emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul>	<p><b>Notes and guidance (non-statutory)</b></p> <p>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions</p> <p><b>NC PE – Aims</b></p> <ul style="list-style-type: none"> <li>• lead healthy, active lifestyles</li> <li>• develop an understanding of how to improve in different physical activities</li> <li>• to evaluate and recognise their own successes</li> <li>• compare their performances with previous ones and demonstrate improvement.</li> </ul> <p><b>NC DT - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• to apply the principles of nutrition and healthy eating</li> <li>• understand and apply the principles of a healthy and varied diet.</li> </ul>
<p>The Family (p32)</p>	<p>Children will ...</p> <p>-know some facts about their focus illness.</p> <p>- be able to suggest what helps to manage their focus illness.</p> <p>- understand that illness is a normal part of life.</p> <p>- begin to understand that illness can happen for many different reasons such as being hereditary, chance events, and lifestyle choices.</p> <p>- be able to explain when it is appropriate or not appropriate to visit a doctor or take time off school.</p>	<p>What medical conditions do we want to find out about?</p> <p>What do we know about ...?</p> <p>How can we help to manage...?</p> <p>Why might someone get ill?</p> <p>How are we responsible for our own healthy balance?</p> <p>When might we need medical help in managing our health?</p>	<p><b>MW focus</b></p> <p>- Exploring Worry activity 'Out of your hands, save for later, deal with it now'</p> <p><b>Relationships Ed. Focus</b></p> <p>-Emotions and Relationships</p> <p>-Respect and Consent (Being a friend, Personal Boundaries)</p>	<p><b>Physical health and mental wellbeing: Primary</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are</li> </ul>	

			<p><b>Other</b></p> <ul style="list-style-type: none"> <li>- Immune Learning Assembly</li> <li>- The Sun video short</li> <li>- Tallulah Tooth video short</li> <li>- Bug video short</li> <li>- Colin the Cold Virus video short</li> </ul>	<p>spread and treated, and the importance of hand washing.</p> <ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination</li> </ul> <p><b>Relationships Education (Primary)</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
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## Facts4Life Delivery Overview against Statutory Requirements (Primary)

Years 5 & 6					
Core Resource Theme	Outcomes	Key questions	F4L supplementary materials	Link to DfE Statutory Requirements	Curriculum link
Baseline assessment: • Draw and write activity (p34) • Attitudes evaluation sheet (p27)	Children will be able to share their understanding of what healthy and ill looks like.	What does healthy look like? What does ill look like?	<b>MW Focus</b> -Discussion themes on Mental Health Qs 1-5	<b>Physical health and mental wellbeing: Primary</b> <b>Mental wellbeing</b> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	<b>NC Science Year 5</b> <b>Living things and their habitats</b> <b>Statutory requirements</b> Pupils should be taught to: describe the life process of reproduction in some plants and animals. <b>Animals, including humans</b> <b>Statutory requirements</b> Pupils should be taught to: describe the changes as humans develop to old age.
Introduction to homeostasis (p35)	Children will understand ... -what helps them to keep a balance in their bodies. - explain what things help or hinder their body's balance. - understand that illness is a normal part of life. - explain when it is appropriate or not appropriate to visit a doctor or take time off school.	What do we mean by balance? How do I keep my body in balance?	<b>MW Focus</b> -Balance Ball Activity (Keeping Our Mental Health in Balance) -What is helpful and what is not? (UKS2 selection)  <b>Relationships Ed. Focus</b> -All Change -Hormones	<b>Physical health and mental wellbeing: Primary</b> <b>Mental wellbeing</b> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	<b>Notes and guidance (non-statutory)</b> Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.  <b>NC Science Year 6</b> <b>Animals, including humans</b> <b>Statutory Requirements</b> Pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
Healthy Me (p36)	Children will ... -know about the importance of sleep, diet, exercise, relationships. - be able to name the 5 Ways to Wellbeing, relating them to their own lives.	Why is it important to be healthy? What keeps our body healthy? What do we need to keep our mind healthy? Who is responsible for keeping me healthy?	<b>MW Focus</b> -Emotional Barometer -Riding the Ups & Downs & How We Can Smooth the Path	<b>Physical health and mental wellbeing: Primary</b> <b>Mental wellbeing</b> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	<b>Notes and guidance (non-statutory)</b> Pupils should learn how to: keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body

	<p>- begin to know about some of the illnesses and conditions a healthy lifestyle may help them to avoid.</p> <p>- develop the skills and attitudes necessary to take personal responsibility for their health.</p>	<p>How does leading a healthy lifestyle prevent certain illnesses?</p>	<p>-Bubbles Visualisation -Guided Stories -Sleep Diary -Use of Film Clips</p> <p><b>Relationships Ed. Focus</b> -All Change -Respect -Body Image</p>	<ul style="list-style-type: none"> <li>•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.</li> <li>•how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>•the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>•simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul> <p><b>Relationships Education (Primary)</b></p> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p>Pupils might work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p><b>NC PE - Aims</b></p> <ul style="list-style-type: none"> <li>• lead healthy, active lifestyles</li> <li>• develop an understanding of how to improve in different physical activities</li> <li>• to evaluate and recognise their own successes</li> <li>• compare their performances with previous ones and demonstrate improvement.</li> </ul> <p><b>NC DT - Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• to apply the principles of nutrition and healthy eating</li> <li>• understand and apply the principles of a healthy and varied diet.</li> </ul>
<p>The Family (p38)</p>	<p>Children will ...</p> <ul style="list-style-type: none"> <li>-know some facts about their focus illness.</li> <li>- be able to suggest what helps to manage their focus illness.</li> </ul>	<p>What medical conditions do we want to find out about? What do we know about ....? How can we help to manage ....?</p>	<p><b>MW Focus</b> -Riding the Ups &amp; Downs &amp; How We Can Smooth the Path</p>	<p><b>Physical health and mental wellbeing: Primary</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained</li> </ul>	

	<ul style="list-style-type: none"> <li>- understand that illness is a normal part of life.</li> <li>- begin to understand that illness can happen for many different reasons such as being hereditary, chance events, and lifestyle choices.</li> <li>- be able to explain when it is appropriate or not appropriate to visit a doctor or take time off school.</li> </ul>	<p>How are we responsible for our own healthy balance? When might we need medical help in managing our health? Why might someone get ill?</p>	<p>-Exploring Anxiety</p> <p><b>Relationships Ed. Focus</b></p> <ul style="list-style-type: none"> <li>-Hormones</li> <li>-Puberty</li> <li>-What is Normal?</li> <li>-Puberty Problem Page</li> <li>-Growing Pains</li> </ul>	<p>changes to the body.</p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul> <p><b>Relationships Education (Primary)</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <p><b>Puberty (section 88)</b></p> <ul style="list-style-type: none"> <li>• Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.</li> </ul>	
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