

Facts4Life Delivery Overview against Statutory Requirements 2026 (Primary)

Reception/EYFS					
Core Resource Theme	Outcomes	Key questions	F4L supplementary materials	Link to DfE Statutory Requirements 2026	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?		Primary health and wellbeing General wellbeing 1.The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2.The importance of promoting general wellbeing and physical health.	Physical development Health and self-care: 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. Personal, social and emotional development Self-confidence and self-awareness: 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. Managing feelings and behaviour: 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. Making relationships: children play co-operatively, taking turns with others. They take account of one another's
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?	MW Focus Emoticons range activity Makaton Basic Emotions Song 1 Makaton Basic Emotions Song 2 Makaton Basic Emotions Song 3 Relationships Ed. Focus Being a Big Kid (Reception Level)	Primary health and wellbeing Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. Primary health and wellbeing General wellbeing 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4.How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	

				5.How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
Bodies are Smart (p12)	<p>Children will ...</p> <ul style="list-style-type: none"> -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. rumbling tummy when you're hungry, yawning when tired). <p>Some children may be able to share their daily routines linked to bodily needs (physical and mental).</p>	<p>How does our body tell us things?</p> <p>Why are we doing a cool down?</p> <p>How did we help our bodies cool down?</p>	<p>Relationships Ed. Focus</p> <p>My Body Song (Reception Level)</p> <p>MW Focus</p> <p>Sleep Well, Boo (Story & PPT)</p> <p>Being Active Song</p> <p>Ups and Downs Song</p> <p>Mindfulness & Yoga</p> <p>Stop and Take a Breath</p> <p>Mindful Me Activity Poster</p> <p>Yoga Exercises</p>	<p>Primary health and wellbeing</p> <p>General wellbeing</p> <p>1.The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>Relationships Education (Primary)</p> <p>Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>5.How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>Primary health and wellbeing</p> <p>Health protection and prevention</p> <p>3.The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p>	<p>Understanding the world</p> <p>People and communities: 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>The world: 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>
Only One You (p14)	<p>Children will ...</p> <ul style="list-style-type: none"> -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. <p>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>What do our Bodies Need</p>	<p>Primary health and wellbeing</p> <p>Healthy eating</p> <p>1.What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2.Understanding the importance of a healthy relationship with food.</p> <p>General wellbeing</p> <p>4.How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</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?	MW Focus Primary Mental Health Resources (Theme 1: What is Mental Health)	Primary health and wellbeing General wellbeing 1.The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2.The importance of promoting general wellbeing and physical health. 6.That isolation and loneliness can affect children, and the benefits of seeking support. 7.That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8.That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Physical health and fitness 1.The characteristics and mental and physical benefits of an active lifestyle. 3. The risks associated with an inactive lifestyle, including obesity Caring friendships 1.How important friendships are in making us feel happy and secure, and how people choose and make friends. Healthy eating 1.What constitutes a healthy diet (including understanding calories and other nutritional content).	NC Science Year 1 Animals, including humans Statutory requirements identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notes and guidance (non-statutory) 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. NC Science Year 2 Animals, including humans Statutory requirements 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. Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.
This is Me (p18)	Children will ...	What do people look like?		Relationships Education (Primary)	

	<p>-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.</p> <p>- be able to talk about the range of normality.</p> <p>- be able to name external body parts, including the correct names for genitalia.</p>	<p>How are these bodies similar? How are they different?</p>	<p>Relationships Ed. Focus</p> <p>Changing & Growing (Number 5 in Amazing Me – Understanding Mind and Body)</p> <p>Facts4Life Number Quiz – The Body (PowerPoint)</p> <p>Facts4Life Number Quiz – Body Facts (Teacher Notes)</p>	<p>Families and people who care for me</p> <p>3. That the families of other children, 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>Developing bodies</p> <p>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</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:</p> <p>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> <p>NC PE – Aims</p> <ul style="list-style-type: none"> • lead healthy, active lifestyles • develop an understanding of how to improve in different physical activities
<p>Self-Care (p20)</p>	<p>Children will ...</p> <p>-be able to talk about the 5 Ways to Wellbeing (see www.fivewaystowellbeing.org) and give examples of how they look in practice in their own lives.</p> <p>- be able to identify ways in which they can support their friends and family when experiencing different emotions.</p> <p>- be able to identify when they need help, who can help them and how they can help themselves.</p>	<p>What does need to be healthy and happy?</p> <p>Who helps us to be healthy and happy? How do they help us?</p>	<p>MW Focus</p> <p>Emoticons range Activity</p> <p>Theme 1: Emotional Continuum – Activity Instructions</p> <p>Little Miss & Mr Men activity</p> <p>Exploring Worry</p> <p>Bubbles Visualisation</p> <p>Brush Your Teeth! Song</p> <p>Mindfulness & Yoga</p> <p>Stop and Take a Breath</p>	<p>Primary health and wellbeing</p> <p>Health protection and prevention</p> <p>1. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>2. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Relationships Education (Primary)</p> <p>Families and people who care for me</p> <p>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships</p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<ul style="list-style-type: none"> • to evaluate and recognise their own successes • compare their performances with previous ones and demonstrate improvement. <p>NC DT - Cooking and nutrition</p> <ul style="list-style-type: none"> • to apply the principles of nutrition and healthy eating • understand and apply the principles of a healthy and varied diet.

			<p>Mindful Me Activity Poster</p> <p>Yoga Exercises</p> <p>First Aid Superstar (KS1) KS1 First Aid Superstar (PowerPoint)</p> <p>KS1 First Aid Superstar (Teacher Notes)</p> <p>KS1 First Aid Superstar Emergency Contact Sheet</p> <p>KS1 First Aid Superstar Song</p> <p>Relationships Ed. Focus</p> <p>Being a Big Kid (Y1&2 level)</p> <p>My Body (Y1&2 level)</p> <p>I Want to be Your Friend Song</p> <p>This is a Safe Space Song</p>	<p>Respectful, kind relationships</p> <p>1.How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>2.The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p>	
<p>My Health (p22)</p>	<p>Children will ...</p> <ul style="list-style-type: none"> -be able to describe a range of common childhood illnesses and how to manage them. - be able to explain that most people will get better from most illnesses on their own (e.g. managing a cold or chickenpox). - be able to explain ways in which they can stay healthy and reduce their chances of getting ill. 	<p>When you were ill, what was wrong?</p> <p>How did you get better?</p> <p>What can we do to help us cope with illness better?</p> <p>How can we help our bodies to stay healthy, happy and reduce the chance of illness?</p>	<p>MW Focus</p> <p>Sleep Well, Boo (Story & PPT)</p>	<p>Primary health and wellbeing</p> <p>General Wellbeing</p> <p>10.That it is common to experience mental health problems, and early support can help</p> <p>Health protection and prevention</p> <p>1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>3.The importance of sufficient good quality sleep for health, the amount of sleep</p>	

				<p>recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>4.About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5.About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Heathy eating</p> <p>1.What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	
<p>Medicines (p24)</p>	<p>Children will ...</p> <ul style="list-style-type: none"> - be able to explain what a medicine is. - be able to explain that medicines can be helpful or harmful, depending on how they are used. - understand that most people will recover from most illnesses on their own. - be able to describe the safe and responsible use of medicines. 	<p>What are the things that keep us healthy and can help to reduce the chances of us becoming ill?</p> <p>Who would be the best person to look after’s medicine – at home and at school?</p> <p>Where would be a safe place to keep’s medicine?</p> <p>Where are your medicines stored at home?</p> <p>Other than taking a medicine, is there anything else that could help to make feel better?</p> <p>How can we try and stop ourselves from feeling poorly?</p>	<p>MW Focus</p> <p>Exercise is the best medicine</p>	<p>Drugs, alcohol, tobacco and vaping</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p>	

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?	MW Focus Discussion themes on Mental Health Qs 1& 2 (Qs 3-5 if appropriate)	Primary health and wellbeing General Wellbeing 10. That it is common to experience mental health problems, and early support can help. Health protection and prevention 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	NC Science Year 3 Animals, including humans Statutory requirements 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?	MW focus Brain Science Resources Self-Regulation Challenge My Busy Brain and How I Can Help It (Video MP4) My Busy Brain and How I Can Help It (PowerPoint) Teacher Notes Story – Felix and the Tricky Tuesday	Primary health and wellbeing General Wellbeing 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Notes and guidance (non-statutory) 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. NC Science Year 4 Animals, including humans Statutory requirements 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.

			<p>Mental Health Continuum activity</p> <p>What keeps our mental health in balance? Activity</p> <p>What is helpful and what is not? Activity (PDF & PPT)</p>	<p>5.How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>6.That isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>7.That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p> <p>8.That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p> <p>9.Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>10.That it is common to experience mental health problems, and early support can help</p>	<p>Notes and guidance (non-statutory) 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>NC PE – Aims</p> <ul style="list-style-type: none"> • lead healthy, active lifestyles • develop an understanding of how to improve in different physical activities • to evaluate and recognise their own successes • compare their performances with previous ones and demonstrate improvement. <p>NC DT - Cooking and nutrition</p> <ul style="list-style-type: none"> • to apply the principles of nutrition and healthy eating • understand and apply the principles of a healthy and varied diet.
<p>Healthy Me (p31)</p>	<p>Children will ...</p> <ul style="list-style-type: none"> -understand the importance of taking personal responsibility for their own health through having a healthy lifestyle. - know about the illnesses and conditions a healthy lifestyle may help them to avoid. - understand the importance of sleep and rest for health. - know about diet, exercise, relationships, skills and attitudes necessary to maintain a healthy lifestyle. 	<p>Who is responsible for keeping me healthy? Why is it important to be healthy? How much sleep and exercise does a Year 3/4 child’s body need? What sorts of things make us happy? What difference does keeping healthy make?</p>	<p>MW Focus</p> <p>The Language of Emotion Activity</p> <p>Inside Out Core Memories activity</p> <p>Music to explore emotions</p> <p>Bubbles Visualisation</p> <p>Guided Stories</p> <p>Mindfulness & Yoga</p> <p>Stop and Take a Breath</p>	<p>Physical health and fitness</p> <ol style="list-style-type: none"> 1.The characteristics and mental and physical benefits of an active lifestyle. 2.The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3.The risks associated with an inactive lifestyle, including obesity. 4.How and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy Eating</p> <ol style="list-style-type: none"> 1.What constitutes a healthy diet (including understanding calories and other nutritional content). 2.Understanding the importance of a healthy relationship with food. 3.The principles of planning and preparing a range of healthy meals. 	

			<p>Mindful Me Activity Poster</p> <p>Yoga Exercises</p> <p>Relationships Ed. Focus</p> <p>Body Changes</p> <p>Smelly Bits</p> <p>All Shapes and Sizes</p> <p>Other</p> <p>First Aid (KS2) KS2 First Aid (PowerPoint)</p> <p>KS2 First Aid (Teacher Notes)</p> <p>KS2 First Aid Quiz Questions</p> <p>Sleep resource</p> <p>The Big Sleep assembly – (Part 1 PowerPoint & Part 2 PowerPoint)</p>	<p>4.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>Health protection and prevention</p> <p>1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2.About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>3.The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>4.About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5.About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6.The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p>	
<p>The Family (p32)</p>	<p>Children will ...</p> <ul style="list-style-type: none"> -know some facts about their focus illness. - be able to suggest what helps to manage their focus illness. - understand that illness is a normal part of life. - begin to understand that illness can happen for many different reasons such as being hereditary, chance events, and lifestyle choices. 	<p>What medical conditions do we want to find out about? What do we know about ...?</p> <p>How can we help to manage...?</p> <p>Why might someone get ill? How are we responsible for our own healthy balance? When might we need medical help in managing our health?</p>	<p>MW focus Exploring Worry activity ‘Out of your hands, save for later, deal with it now’</p> <p>Relationships Ed. Focus</p> <p>Emotions</p>	<p>Primary health and wellbeing Health protection and prevention</p> <p>1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2.About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>3.The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using</p>	

	<p>- be able to explain when it is appropriate or not appropriate to visit a doctor or take time off school.</p>		<p>Respect and Consent (Being a friend, Personal Boundaries)</p> <p>Other Immune Learning Assembly</p> <p>The Sun video short</p> <p>Tallulah Tooth video short</p> <p>Bug video short</p> <p>Colin the Cold Virus video short</p>	<p>screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>4.About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5.About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6.The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>Relationships Education (Primary)</p> <p>Families and people who care for me</p> <p>1.That families are important for children growing up safe and happy because they can provide love, security and stability.</p> <p>6.How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships</p> <p>1.How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>4.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>Respectful, kind relationships</p> <p>2.The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>3.How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p>	
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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?	MW Focus Primary Mental Health Resources (Theme 1: What is Mental Health)	Primary health and wellbeing General Wellbeing 10. That it is common to experience mental health problems, and early support can help. Health protection and prevention 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	NC Science Year 5 Living things and their habitats Statutory requirements Pupils should be taught to: describe the life process of reproduction in some plants and animals. Animals, including humans Statutory requirements 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?	MW Focus Balance Ball Activity (Keeping Our Mental Health in Balance) What is helpful and what is not? Activity (PDF & PPT KS2 selection) Relationships Ed. Focus All Change Hormones	Primary health and wellbeing General Wellbeing 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. NC Science Year 6 Animals, including humans Statutory Requirements Pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Notes and guidance (non-statutory) 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>6. That isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p> <p>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>10. That it is common to experience mental health problems, and early support can help</p>	<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>NC PE - Aims</p> <ul style="list-style-type: none"> • lead healthy, active lifestyles • develop an understanding of how to improve in different physical activities • to evaluate and recognise their own successes • compare their performances with previous ones and demonstrate improvement. <p>NC DT - Cooking and nutrition</p> <ul style="list-style-type: none"> • to apply the principles of nutrition and healthy eating • understand and apply the principles of a healthy and varied diet.
<p>Healthy Me (p36)</p>	<p>Children will ...</p> <ul style="list-style-type: none"> - know about the importance of sleep, diet, exercise, relationships. - be able to name the 5 Ways to Wellbeing, relating them to their own lives. - begin to know about some of the illnesses and conditions a healthy lifestyle may help them to avoid. - develop the skills and attitudes necessary to take personal responsibility for their health. 	<p>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? How does leading a healthy lifestyle prevent certain illnesses?</p>	<p>MW Focus Mental Health Continuum</p> <p>Theme 1: Riding the Ups & Downs & How We Can Smooth the Path</p> <p>Bubbles Visualisation</p> <p>Guided Stories</p> <p>Sleep Diary</p> <p>Use of Film Clips</p> <p>Mindfulness & Yoga</p> <p>Stop and Take a Breath</p> <p>Mindful Me Activity Poster</p>	<p>Physical health and fitness</p> <ol style="list-style-type: none"> 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy Eating</p> <ol style="list-style-type: none"> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and 	

			<p>Yoga Exercises</p> <p>Managing Health and Illness</p> <p>The Iceberg Idea (PowerPoint)</p> <p>The Iceberg Idea (Teachers notes)</p> <p>Relationships Ed. Focus</p> <p>All Change</p> <p>Respect</p> <p>Body Image</p>	<p>other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Health protection and prevention</p> <ol style="list-style-type: none"> 1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2.About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3.The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4.About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5.About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6.The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 	
The Family (p38)	<p>Children will ...</p> <ul style="list-style-type: none"> - know some facts about their focus illness. - be able to suggest what helps to manage their focus illness. - understand that illness is a normal part of life. - begin to understand that illness can happen for many different reasons such as being hereditary, chance events, and lifestyle choices. - be able to explain when it is appropriate or not appropriate to visit a doctor or take time off school. 	<p>What medical conditions do we want to find out about?</p> <p>What do we know about? How can we help to manage?</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>Why might someone get ill?</p>	<p>MW Focus</p> <p>Theme 1: Riding the Ups & Downs & How We Can Smooth the Path</p> <p>Exploring Anxiety</p> <p>Relationships Ed. Focus</p> <p>Hormones</p> <p>Puberty</p> <p>What is Normal?</p>	<p>Primary health and wellbeing</p> <p>Health protection and prevention</p> <ol style="list-style-type: none"> 1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2.About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3.The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4.About dental health and the benefits of good oral hygiene, including brushing teeth 	

			<p>Puberty Problem Page</p> <p>Growing Pains</p>	<p>twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5.About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6.The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p><i>Relationships Education (Primary)</i></p> <p>Families and people who care for me</p> <p>1.That families are important for children growing up safe and happy because they can provide love, security and stability.</p> <p>6.How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships</p> <p>1.How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>4.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>Respectful, kind relationships</p> <p>2.The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>3.How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p>	
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