

Core Theme 2 – Year 1 Spring Term

Area of learning	Learning Point	Key Questions	Suggested resources
What is a healthy lifestyle?	<ul style="list-style-type: none"> Identify food consumed during the school day – breakfast, lunch, packed lunch, fruit, milk and snacks. (DT links) Understand that food is a basic requirement of life –we all need a variety and balance of food to stay healthy. Recognise when they are hungry and how does this feel? Know that food can be grown Understanding that exercise is important to keep our bodies healthy. <p>School value - responsibility</p>	<p>What does a healthy breakfast, lunch and evening meal look like? (Talk about food groups rather than particular examples of meals). How does it feel when you are hungry? What foods are grown in our country? Why is exercise important? What affect does it have on our bodies?</p>	<p>www.schoolfoodplan.com www.nhs.uk/livewell/goodfood/pages/milk-dairy-foods.aspx www.bbc.co.uk/learningzone/clips/the-effects-of-different-drinks-on-teeth/4294.html www.foodforlife.org.uk www.foodafactoflife.org.uk www.childrensfoodtrust.org.uk www.healthedtrust.com www.nutrition.org.uk www.lunchboxdoctor.com</p>
Personal Hygiene	<ul style="list-style-type: none"> Understand the importance of personal hygiene and keeping clean. Understand the importance of washing our hands. Know how to wash hands effectively. <p>School value - responsibility</p>	<p>Why is it important to keep our bodies and hands clean? Why is it important to wash hands before touching food and when we are ill? How do we wash our hands properly to ensure we kill any germs?</p>	
Growing and changing	<ul style="list-style-type: none"> Know the different stages as people develop: baby, child, teenager, adult, elderly person Explore the different stages of their own lives and how their needs have changed over time: new born, baby, toddler, child. 	<p>What are the different stages of life? How do our needs change when we go through each stage of development?</p>	
Feelings	<ul style="list-style-type: none"> Learn that feelings can make us feel good or bad Explore different types of feelings use the correct vocabulary to describe feelings to others. Angry, happy, calm, sad and scared. Develop simple strategies for managing feelings and understand the need to make good choices and behave well (including a specific focus on anger). Strategies Angry – finger breathing, colouring, talk to someone Sad – Crying is OK, give yourself a hug, talk to someone Scared – Talk to someone To know that our feelings can come and go <p>School value – independence and happy</p>	<p>What are feelings? How am I feeling? What does happiness look/feel like? What should we do when we are feeling sad or scared? How can I encourage good feelings and how do I manage sad feelings?</p>	<p>How do you feel? Anthony Browne Not now Bernard Say no to bullying resources The Itchy-Saurus- Rosie Wellesley (eczema and anger) Ian's Walk – Laurie Lears (feelings towards a sibling with autism) When Cucumber lost his cool – M Robinson and T Knight Positive Education booklet 2 The Colour Monster Anna Llenas</p>

Keeping Safe	<ul style="list-style-type: none"> • Learn that household products and medicines have a specific purpose. • Understand that these are chemicals and that they can be harmful if not used properly. • How people contact the emergency services and childline when they need their help, including dialling 999 in an emergency and 08001111. • Understand how to keep physically and emotionally safe including: <ul style="list-style-type: none"> ➤ Road safety & safety in the environment <p>School value – responsible</p>	<p>What is a medicine?</p> <p>How do I keep myself safe in the home where there is medicine?</p> <p>How do I stay safe when...</p> <p>On the street.</p> <p>Crossing the road.</p> <p>What number do I need to call for the emergency services?</p>	http://think.direct.gov.uk/education/early-years-and-primary/pupils/5-to-7/see/know-the-road/
My Body (link with science curriculum)	<ul style="list-style-type: none"> • Learn the names for the main parts of the body (including correct names for penis and vagina) and understand the similarities and differences between boys and girls. • Explain that some body parts are private and discuss The PANTS Rule. • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>School value – respectful</p>	<p>What are the names of my body parts?</p> <p>How are boys and girls similar?</p> <p>How are boys and girls different?</p> <p>How do you keep your body private?</p>	NSPCC – The underwear rule – PANTS.
End points for Year 1	<p>By the end of Year 1 children should be able to :</p> <ul style="list-style-type: none"> • Name types of exercise that can keep them healthy and know what benefits exercise has on the body. • To know how to wash their hands properly and to know this will help kill any germs • To be able to name the feelings of angry, happy, calm, sad and scared • Explain what strategies they can use to manage their feelings and give examples • Discuss how they keep themselves safe on the road and outside the home. 		
Vocabulary	<p>Balanced diet- a wide variety of foods in the right amounts</p> <p>Personal hygiene-how to stay clean and healthy</p> <p>Safety-protecting from harm, loss or danger</p> <p>Medicines-a substance to treat illness</p> <p>PANTS rules-not suitable</p>		

Core Theme 2 – Year 2
Health and wellbeing

Concept	Learning Points	Key Questions	Suggested Resources
Feelings	<ul style="list-style-type: none"> To know and understand a range of feelings, angry, happy, calm, sad and scared. To know that our feelings can come and go To be aware of a range strategies to control a feeling <p>Strategies Angry – counting down from 10, listening to calm music, time alone Sad – gratitude, happy memories/place, exercise Scared – Ask for a hug, try to be positive, find a solution</p> <p>School value – independence and happy</p>	<p>What are feelings? How am I feeling? What does happiness look and feel like? What should we do when we are feeling sad or scared? How can I encourage good feelings and how do I manage sad feelings?</p>	<p>Positive Education booklet 2 The Colour Monster Anna Llenas</p>
What is a healthy lifestyle?	<ul style="list-style-type: none"> Recognise what foods they like and dislike. Understand how to make real, informed choices that improve their physical and emotional health. (Science - Animals including humans) Understand the importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn. <p>School value – responsible</p>	<p>What foods are healthy and what benefits do they have on our bodies? What activities improve our physical and emotional health? Why is it important to get the right amount of sleep and how does this affect us?</p>	<p>Be Food Smart toolkit KS1 https://www.nhs.uk/every-mind-matters/mental-health-issues/sleep/</p>
Personal Hygiene	<ul style="list-style-type: none"> Understand how diseases are spread and controlled. (washing hands, sneezing and coughing) Know how we should be responsible for our own health and the health of others. <p>School value – responsible</p>	<p>How can diseases spread? Why is it important to wash hands before touching food and our mouths? What can we do to stop us from spreading germs? What can we do to keep our classroom hygienic?</p>	
Knowing myself	<ul style="list-style-type: none"> To be able to reflect on their own strengths and talents. To use positive affirmations and be able to talk nicely to yourself <p>School value – proud</p>	<p>Who am I? What are my strengths and talents? How do I use my inner voice to speak nicely to myself? How can positive affirmations help me to talk nicely to myself?</p>	<p>Good to be me. Positive Education</p>
Change and loss	<ul style="list-style-type: none"> Learn about change and understand the associated feelings e.g moving house, class, schools Learn about loss and understand the associated feelings losing toys, pets or friends/family). <p>School value – resilience</p>	<p>What does it feel like when things change? How does it feel when you lose someone? How does it feel when we lose something important to you? What strategies can you use to help you feel better? What and who can help you feel better?</p>	<p>Badger’s parting gifts – Susan Varley Dogger – Shirley Hughes The Fall of Freddy Leaf – Leo Buscaglia The Perfect Shelter – Clare Helen Welsh (Emotions linked to serious illness) Mum’s Jumper – Jayde Perkin (Loss)</p>
Keeping Safe	<ul style="list-style-type: none"> Understand how to keep themselves physically and emotionally safe including: <ul style="list-style-type: none"> ➤ In the home ➤ Water safety (the sea, swimming pools) 	<p>How can we stay safe at home/near water and in the sun?</p>	

	<ul style="list-style-type: none">➤ Revisit road safety➤ Sun safety (safe and unsafe exposure to the sun)• know how to make a clear and efficient call to emergency services if necessary <p>School value – responsible</p>	<p>Who would you call if there was an emergency at home?</p> <p>What would you say on the phone to 999?</p> <p>What might happen if I don't protect myself from the sun's rays?</p>	
End points for Year 2	<p>By the end of Year 2 children should be able to :</p> <ul style="list-style-type: none">• Understand the importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn• Describe feelings associated with change and loss and know what to do to help them with those feelings• Understand how diseases can be spread and what they can do to limit this happening• Discuss how they keep themselves safe in the home, sun and around water• Know how to make a clear and efficient call to the emergency services• To be able to name the feelings of angry, happy, calm, sad and scared and explain some strategies to help them overcome any unwanted feelings.• To be able to say positive things about themselves		
Vocabulary	Quality sleep, loss, disease, physical, emotional		
Core Theme 2 – Year 3 Health and wellbeing			
Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	<ul style="list-style-type: none">• To know how the chemicals of the brain affect a person's mood and feelings• To understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of online content on their own mental and physical wellbeing.• To understand why social media, computer games and online gaming, are age restricted.• Understand the need to keep our minds healthy as well as our bodies.• To understand that what you practise grows stronger. (Feeding your angry and calm wolf) <p>School value – responsible</p>	<p>What are the effects of oxytocin and serotonin on the brain and body?</p> <p>Why is it important to ration the time I spend on any types of devices?</p> <p>What is the effect of spending too much time online?</p> <p>Why are some forms of social media and games age restricted?</p> <p>What does 'What you practise grows stronger' mean and how can I apply this to my daily life?</p>	<p>Children's mental health week resources</p> <p>Big Words for Little People – H Mortimer & C Trapanese</p> <ul style="list-style-type: none">• Kindness• Doing Your Best• Happiness• Calmness <p>How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube</p> <p>Positive Education-Book 2</p>
Knowing myself	<ul style="list-style-type: none">• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. <p>School value – proud and aspirational</p>	<p>Who am I?</p> <p>What am I good at?</p> <p>What are my talents and qualities?</p> <p>Who do I aspire to be when I am older?</p> <p>What areas might I need to work on to help me achieve my goals/aspirations?</p>	<p>Going for goals SEALs resources.</p> <p>Who am I?</p> <p>I talk like a River – Jordan Scott (Stuttering)</p> <p>Through the eyes of me – Jon Roberts (Autism)</p> <p>Lizzie Zipmouth – Jacqueline Wilson (Speech, not talking)</p> <p>Noah Scape Can't Help Repeating Himself – Guy Bass (Speech)</p> <p>The Boy in the Jam Jar – Joyce Dunbar (Deafness)</p> <p>I am Amy, not Autism! – Kerry Allred and Amy Osborne (Autism)</p>
Diet	<ul style="list-style-type: none">• To understand the link between diet, exercise and health and the impact on their life.• Understand what constitutes healthy eating, a balanced diet, including what makes a healthy packed lunch.	<p>How does the food I eat help fuel my body?</p> <p>What are the food groups and how do they benefit us?</p>	<p>Be Food Smart toolkit KS1 & 2</p>

	<ul style="list-style-type: none"> To understand the benefits of eating a balanced diet. <p>School value – independence</p>	<p>How do we feel when we are full? How do we feel after sweets/junk? What are the benefits of eating a balanced diet?</p>	
Feelings	<ul style="list-style-type: none"> To recognise that they will experience different types of feelings and this is completely normal. To deepen their understanding of a range of feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings appropriately to others. <p>School value – curious</p>	<p>What is a good feeling? What do different emotions feel like? Why do our feeling change throughout the day? What strategies can we use to help unwanted feeling pass? How can we increase feelings of happiness?</p>	<p>Good to be me SEALs resources. SEALs photocards</p> <p>-Positive Education BK2 'fish in the pond' feelings come and go.</p>
Keeping Safe	<p>Understand how to keep themselves physically and emotionally safe including:</p> <ul style="list-style-type: none"> Cycle safety (clothing and helmets) Rail safety Water safety (reservoirs, rivers, canals) <p>School value – independence and responsible</p>	<p>How can we keep ourselves safe when riding our bikes? Why is important we wear a helmet and protective clothing? What are the dangers of a railway and how do I keep myself safe? How do I keep myself safe around water? What would I need to do in an emergency?</p>	<p>CEOP clip - Jigsaw Water Safety talk-assembly</p>
On line safety	<ul style="list-style-type: none"> Understand the rules and principles for keeping safe online Be able to recognise risks, harmful content and contact Know how to report this <p>School value – responsible</p>	<p>How do I keep myself safe online? How do I report any harmful or unsafe content?</p>	
End points for Year 3	<p>By the end of Year 3 children should be able to:</p> <ul style="list-style-type: none"> Understand the link between diet, exercise and health and the impact on their life. Animals including humans Understand the risks of excessive time spent on electronic devices and the impact of online content on their mental and physical wellbeing Understand why social media, computer games and online gaming, are age restricted Discuss how they keep themselves safe on their bike, near railway lines and open water To know that feelings come and go and strategies they can use to help unwanted feelings pass 		
Vocabulary	<p>Risks-a chance of getting hurt or losing something Wellbeing-being healthy, happy and comfortable Harmful-causing or likely to cause harm dangerous Oxytocin-love hormone Serotonin-mood balance hormone</p>		

Core Theme 2 – Year 4
Health and wellbeing

Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	<ul style="list-style-type: none"> Understand what positively and negatively affects their physical, mental and emotional health – (focus on emotional well-being) To know how the chemicals of the brain affect a person's mood and feelings (recap oxytocin and serotonin Y3 and introduce adrenaline, dopamine). Understand the facts and science related to allergies, immunisation and vaccination. To understand that what you practise grows stronger. <p>School value – responsible</p>	<p>What factors can affect my mental health?</p> <p>What are the effects of oxytocin and serotonin on the brain and body?</p> <p>What are the effects of adrenaline, dopamine on the brain and body?</p> <p>Why do some people have allergies and what can these be?</p> <p>Why do we have to have immunisations, how do they keep us safe from diseases?</p> <p>How do you feed your good wolf? What strategies can you use if your angry wolf is present?</p>	<p>Anxiety and depression http://www.bbc.co.uk/newsround/25036313 How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube</p> <p>Positive education booklet</p>
A balanced lifestyle	<ul style="list-style-type: none"> Understand the positive effects of a balanced lifestyle. (diet, exercise and sleep) Understand the risks associated with an imbalanced lifestyle (including obesity and tooth decay, mood, lack of energy) <p>School value – independence</p>	<p>What is a balanced lifestyle?</p> <p>How does sleep, exercise and diet help improve my healthy lifestyle?</p> <p>What are healthy food choices and what affect do they have on my body?</p> <p>What risks are associated with an unhealthy lifestyle?</p> <p>How can I look after my teeth and how often should I visit the dentist?</p>	<p>Be Food Smart toolkit KS2</p> <p>Healthy school practioner-Sugra</p>
Diet	<ul style="list-style-type: none"> Explore different kinds of diets e.g. vegetarian, vegan, food intolerances. Understand where food comes from and how this impacts on the environment. <p>School value – equality</p>	<p>What does a vegetarian believe?</p> <p>Why do people choose to be vegan?</p> <p>Where does food come from?</p> <p>How does this impact the environment?</p>	<p>The Cookie – Kath Grimshaw (Food allergy)</p>
Responsibilities	<ul style="list-style-type: none"> To understand their increased responsibilities within the home (cooking, security) To understand their responsibilities outside the home (explore scenarios e.g. going to the shop, park, out and about without an adult) <p>School value – responsible</p>	<p>What is responsibility?</p> <p>How to keep safe if they are asked to do a job in the kitchen?</p> <p>What is independence?</p> <p>How can you keep yourself safe when walking to the shops or park?</p>	
Loss	<ul style="list-style-type: none"> Dealing with loss and understand the associated feelings. Discuss strategies to deal with loss (pets or friends/family). <p>School value – resilience</p>	<p>What is loss?</p> <p>What feelings might you have when you lose someone or something?</p> <p>What can you do to help you deal with loss?</p>	
Taking risks	<ul style="list-style-type: none"> To know the difference between the terms, 'risk' 'danger' and 'hazard' 	<p>What is a risk?</p>	

	<ul style="list-style-type: none"> To be able to recognise risk, predict and assess risk in a variety of situations. Know how to manage risk responsibly. <p>School value – taking risks</p>	<p>What is a hazard? What is a danger? How can I keep myself safe when on the park, near a road, near water or a railway?</p>	
End points for Year 4	<p>By the end of Year 4 children should be able to:</p> <ul style="list-style-type: none"> Understand what positively and negatively affects their mental health and wellbeing. Understand the facts and science related to allergies, immunisation and vaccination. Understand the risks associated with an inactive lifestyle (including obesity and tooth decay – science) Explain the difference between the terms, ‘risk’ ‘danger’ and ‘hazard’ and how to manage these appropriately. Explain how to feed your good wolf and what strategies to use if your bad wolf is present. 		
Vocabulary	<p>Allergies-something bad happens to the body when you touch or eat food. Responsibility-something you are expected to do Independence-being strong and being able to survive alone Adrenaline-stress hormone Dopamine-rewarding chemical</p>		

**Core Theme 2 – Year 5
Health and Wellbeing**

Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	<p>(Revisit from Y3)</p> <ul style="list-style-type: none"> To understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of online content on their own and others' mental and physical wellbeing. <p>School value – responsibility</p>	<p>Why is it important to ration the time I spend on any types of devices?</p> <p>How can spending too much time online affect my mental health?</p> <p>What can I do to make me aware of how much time I am spending online?</p> <p>What other things can I do that will improve my mental health instead of choosing to go online</p>	
Controlling your inner thoughts	<ul style="list-style-type: none"> To be able to control your inner thoughts negative or positive To use positive affirmations to develop your inner friend To know how the chemicals of the brain affect a person's mood and feelings To know the negative effects of oxytocin <p>School value – happy</p>	<p>What is a positive thought?</p> <p>What is a negative thought?</p> <p>What might your inner friend say and how does this make you feel?</p> <p>What is an inner critic? How can you control your inner thoughts?</p> <p>What are the effects of oxytocin and serotonin, adrenaline, dopamine and cortisol on the brain and body?</p>	Positive Education
Keeping safe	<ul style="list-style-type: none"> To know how they can minimise risks linked to growing independence including: <ul style="list-style-type: none"> ➤ When walking alone ➤ Answering the door/phone ➤ Speaking to strangers <p>School value – independence</p>	<p>What is a risk?</p> <p>When do we take risks?</p> <p>What is low risk, mid risk, high risk?</p> <p>What can I do if I feel I am at risk?</p> <p>Who can I ask for help?</p> <p>Who do I can and what do I say in an emergency?</p>	
Images in the media	<ul style="list-style-type: none"> Understand that images in the media can be adapted and do not always reflect reality and understand the reason why this is done. Recognise that this can make people compare themselves unfavourably to these images. Recognise the positive qualities of their family and friends which are not related to physical appearance or possessions. Help children to identify and celebrate their own positive personal qualities. <p>School value – self belief</p>	<p>Why might people be unhappy with their body?</p> <p>What natural talents do my friends and family have?</p> <p>Who am I?</p> <p>What makes me unique?</p> <p>What talents and attributes can I be proud of?</p>	<p>Being me – self image</p> <p>http://www.bbc.co.uk/newsround/32131619</p> <p>Model transformation video –</p> <p>https://www.youtube.com/watch?feature=player_detailpage&v=iYhCn0jf46U</p>
A balanced lifestyle	<ul style="list-style-type: none"> Understand the importance of maintaining a healthy body by eating healthily and exercising regularly. Learn about the negative impact of excessive dieting or exercise and/or an obsession with body image. Understand why people may develop illnesses linked to how they feel about themselves and their appearance due to the media and comments made by others. 	<p>How do I keep my body healthy?</p> <p>What is the impact of healthy food? How does this fuel my body for exercise?</p> <p>What are the benefits of exercising regularly and what impact does this have on the brain and body?</p> <p>Is it just girls that suffer from eating disorders?</p> <p>Who can I speak to if I need support?</p>	<p>http://www.bbc.co.uk/education/clips/z7wgkqt</p> <p>https://www.tes.com/teaching-resource/pshe-eating-disorders-anorexia-6050270</p>

	<ul style="list-style-type: none"> Know where and how to seek support, including whom 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 <p>School value – independence and self-belief</p>	Who do I speak to if a feeling stays and makes me feel sad, ill, or negative?	
End points for Year 5	<p>By the end of Year 5 children should be able to:</p> <ul style="list-style-type: none"> Understand how to minimise risk as they develop greater independence Celebrate their own positive personal qualities and understand that images in the media do not always reflect reality Discuss the negative impact of excessive dieting or exercise and/or an obsession with body image Know where and how to seek support, including whom 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. To know how the chemicals of the brain effect their mood and strategies that can be used to increase or decrease the emotion. 		
Vocabulary	<p>Risks- a challenge or uncertainty Body image-physical appearance Hormones-chemicals in the body Safety-anything people do to protect themselves or others from harmful accidents Mental health and wellbeing –physical, mental, emotional and social wellbeing</p>		

Core Theme 2 – Year 6 Health and wellbeing			
Concept	Learning Points	Key Questions	Suggested Resources
Effects on health	<ul style="list-style-type: none"> Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <p>School value – responsible</p>	<p>Why has my body changed? What might happen when my body changes? How might a body appear?</p>	
Controlling your inner thoughts	<ul style="list-style-type: none"> To be able to control your inner thoughts negative or positive To use strategies to develop an inner friend and understand the role of the inner critic. To know how the chemicals of the brain affect a person's mood and feelings To know the effects of oxytocin, serotonin, adrenaline, dopamine, cortisol. To know strategies to increase and decrease chemicals in the brain <p>School value – happy</p>	<p>What thoughts might your inner friend say? What is an inner critic? How can you control your inner thoughts? When can an inner critic be helpful? How does each chemical effect the brain and body? How can we decrease or increase the some of the chemicals?</p>	
Change and loss (focus on moving to high school)	<ul style="list-style-type: none"> Explore transitions (e.g. between classes, losses, separation, divorce and bereavement.) Dealing with loss and discuss strategies and understand the associated feelings (pets or friends/family). Dealing with separation and divorce and discuss strategies and understand the associated feelings. <p>School value – resilience</p>	<p>What is loss? What does it feel like to lose someone? How can I deal with these feelings? Who can I talk to? Why do things change? What strategies can we use when we lose someone or when a change occurs?</p>	
Responsibilities	<ul style="list-style-type: none"> Recognise that increasing independence brings increased responsibility to keep themselves and others safe. <p>School value – independence and responsible</p>	<p>What is responsibility? How can I be responsible when at the park, going to the shop, walking to school, needs roads, water or a railway? What is independence? How do I show I am ready for responsibly and growing independence?</p>	
Under pressure	<ul style="list-style-type: none"> Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share and who to talk to if they feel uncomfortable Understand how to be assertive and explore basic techniques for resisting pressure to do something dangerous, unhealthy or that you find uncomfortable or that you believe to be wrong. Recognise when and how to ask for help. <p>School value – independence and responsible</p>	<p>How do I define peer pressure? What might peer pressure look like? Sound like? How do I cope with peer pressure? What can I do if I feel uncomfortable? How do I say no and be assertive without being aggressive?</p>	
Drugs education (link with science curriculum)	<ul style="list-style-type: none"> To know that legal medicines and drugs have been developed to help people when they are ill or to prevent illness. To know that some people use chemical substances, including drugs, which can adversely affect the body and cause significant harm. To understand this in the context of the law. To revisit peer pressure and explore why people may take drugs/chemical substances. 	<p>What are the short term effects of taking drugs? What are the long term effects of taking drugs? Why do people take drugs? What laws do we have in place?</p>	

	School value – curiosity (issues around curiosity) and responsible		
Habits	<ul style="list-style-type: none"> To understand what is meant by the term ‘habit’ and why habits can be hard to change? To make links between habits and addiction and understand that habits often become addictions. Discuss different types of habits including: <ul style="list-style-type: none"> ➤ Mobile phone usage ➤ Computer Games/Internet ➤ Drugs/alcohol/tobacco/shisha education ➤ Gambling School value – curiosity (issues around curiosity) and responsible	What is a habit? How do we control or break a habit? What is an addiction? How might someone become addicted? Where can we get help if we have an addiction?	Healthy schools have small numbers of resources entitled ‘cabbages and custard’. Healthy schools practioner-Vaping and sheesha?
Keeping Safe	<ul style="list-style-type: none"> To gain an understanding of basic first aid, including resuscitation. To know how to access a defibrillator and how this is used to save lives within and beyond the school setting. School value – life-long learners	What do I do in an emergency? Who do I contact? What would I do if....? I know what a defibrillator is and know how to use it?	Fire service (Heart Start)
End points for Year 6	By the end of Year 6 children should be able to: <ul style="list-style-type: none"> Recognise early signs of physical illness, such as weight loss, or unexplained changes to the body Use basic techniques to be assertive and when resisting pressure to do something dangerous, unhealthy or that you find uncomfortable or that you believe to be wrong Understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Make links between habits and addiction and understand that habits often become addictions Deliver basic first-aid, for example dealing with common injuries and resuscitation To know strategies to increase and decrease chemicals in the brain and know the effects of these on my body and brain 		
Vocabulary	Physical well-being -condition of being happy, healthy and comfortable Addiction -when the body or mind badly wants something in order to work right Chemical substances -different substances such as medicines or products Resuscitation -revive/to help a person who has stopped breathing Hormones -chemicals that tell cells and body part to do certain things		