



## RSHE Curriculum Plan - Health

Strand	EYFS / KS1 outcomes	KS2 outcomes
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"> <li>• Pupils can describe how to look after themselves. ( Science )</li> <li>• Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science- pupils will all receive toothbrush and toothpaste pack)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain why it is important to look after themselves. ( Science )</li> <li>• Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. ( Science )</li> <li>• Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. ( Science, Big Talk Education, Living and Growing )</li> <li>• Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. ( Science, PSHCE )</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• Pupils can identify and list many healthy and less healthy foods. ( Science, Get Ahead days )</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can plan a healthy diet and describe the dangers of an unhealthy one. ( DT, Science, links with history )</li> </ul>
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>• Pupils will have observed/ experienced/participated in some calming spiritual time. ( RE, Collective Worship, prayer time, reflection time )</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. ( Prayer in Colour, Mindfulness sessions )</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>• Pupils can name and talk about different kinds of exercise. ( Science , PE )</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health. ( PE )</li> </ul>



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<b>Mental health, wellbeing and emotional literacy</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</li> <li>• Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings ( <b>Science RE</b> )</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</li> <li>• Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move. ( <b>PSHCE</b> )</li> </ul>
<b>Screen time and screen-safety</b>	<ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives. ( <b>Computing, E:safety days</b> )</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy. . ( <b>Computing, E:safety days</b> )</li> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help. . ( <b>Computing, E:safety days</b> )</li> <li>• Pupils can list what information should or should not be shared. . ( <b>Computing, E:safety days</b> )</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make wise choices online and why limiting screen time is a good idea. ( <b>Computing, E:safety days, PSHCE</b> )</li> <li>• Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm. ( <b>Computing, E:safety days, PSHCE</b> )</li> </ul>
<b>Alcohol, smoking and drugs</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. ( <b>PSHCE, Science</b> )</li> </ul>



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		<ul style="list-style-type: none"> <li>• Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. ( PSHCE, Science)</li> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). ( PSHCE, Science)</li> <li>• Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns. ( PSHCE, Science)</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say). ( Covered in People Who Help us topic )</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</li> </ul>
<b>Puberty</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science, Big Talk Education, Living and Growing)</li> <li>• Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how</li> </ul>



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		the process of puberty relates to human reproduction. ( <b>Science</b> , Big Talk Education, Living and Growing)
<b>Key theology for Church of England / Methodist schools</b>	<ul style="list-style-type: none"> <li>• Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1).</li> <li>• Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies.</li> <li>• Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>