

Relationships & Health Education

NB: At SJC Federation, we DO NOT teach the Sex Education curriculum.

Year 1	<p><u>Health and well-being</u></p> <p>I can describe some ways to keep healthy and explain why it is important. I can describe how to follow simple hygiene and dental health routines. I can recognise and name different feelings. I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. I can suggest some rules that keep us safe. I can say how to get help in emergency situations and follow instructions to keep safe. I can say how different things people put on or in their bodies can affect them. (diet) I can list some people who help children stay safe and healthy.</p> <p><u>Relationships</u></p> <p>I can say who loves and cares for me, what it means to be a family and that families are all different. I can say how I am the same and different to other people, and how to treat myself and other people with respect. I can recognise when a secret should not be kept, but told to a trusted adult. I can name different types of relationships, for example, family, friendship, online. I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.</p>
Year 2	<p><u>Health and well-being</u></p> <p>I can describe what to do if I, or others, have not-so-good feelings. I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. I can suggest ways to manage when finding something difficult. I can identify external body parts, how people's bodies and needs change as they grow from young to old. I can decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. (diet) I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.</p> <p><u>Relationships</u></p> <p>I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. I can say what privacy means, and which body parts are private. I can recognise that some people behave differently online and say some simple ways to keep online communication safe.</p>
Year 3	<p><u>Health and well-being</u></p> <p>I can make informed decisions about health. I can about the elements of a balanced, healthy lifestyle. I can make choices that support a healthy lifestyle, and recognise what might influence these. I can how to recognise that habits can have both positive and negative effects on a healthy lifestyle. I understand what good physical health means; how to recognise early signs of physical illness. I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>

	<p>I understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>I understand the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>I understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p><u>Relationships</u></p> <p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>I can recognise that feelings can change over time and range in intensity.</p> <p>I know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>
<p>Year 4</p>	<p><u>Health and well-being</u></p> <p>I can make informed decisions about health.</p> <p>I can about the elements of a balanced, healthy lifestyle.</p> <p>I can make choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>I can how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>I know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>I understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>I understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p><u>Relationships</u></p> <p>I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>I can recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p>
<p>Year 5</p>	<p><u>Mental Health and Well being</u></p> <p>Explain what is meant by the term 'mental health'.</p> <p>Identify every day attitudes and behaviours that can support our mental and physical health.</p> <p>Give examples of ways we can take care of our mental health.</p> <p>Recognise that conflict is a part of everyday life as we are all different and have different wants and needs.</p> <p>Describe recent conflicts I have experienced and identify reasons for disagreements.</p> <p>Recognise three behaviour types, assertiveness, passive and aggressive.</p> <p>Demonstrate positive ways to resolve conflict in different situations.</p> <p>Identify different ways to stay safe on a mobile phone, tablet or gaming device.</p> <p>Describe what is appropriate and not appropriate to ask for and share.</p> <p>Explain how to be responsible for their devices, habits and behaviours when using a mobile, tablet or gaming device.</p> <p>Identify my strengths, skills and achievements.</p> <p>Describe the impact of recognising the good in me can have on my body image, self-esteem, and overall health and wellbeing.</p> <p>Explain how social media and other media content can impact my wellbeing in a negative way.</p>

Keeping Safe

Reflect on views about dares.
Evaluate the consequences of dares.
Discuss and practise responding to dares confidently.
List healthy and unhealthy habits.
Discuss why habits can be difficult to change.
Reflect on my own habits.
Identify my strengths, skills and achievements.
Describe the impact of recognising the good in me can have on my body image, self-esteem, and overall health and wellbeing.
Explain how social media and other media content can impact my wellbeing in a negative way.

Healthy Lifestyles

Describe how being vaccinated can help us to stay well.
Understand that there are not vaccinations for all infections and illnesses.
Explain that vaccines are dead or weakened microbes.
Explain the benefits of a balanced diet on health and wellbeing.
Describe what people might consider, and what might influence them when choosing what to eat and drink.
Reflect on situations where making a healthy choice may be more difficult and identify some of the ways people can make more informed decisions about what to eat and drink.

Relationship Education

To learn about the importance of diversity and celebrating difference.
To learn about the roles played by boys and girls.
To learn about puberty and what it means for me.
To learn about the different relationships in my life.

**Year
6**

Mental Health and Well-being

Identify worries and problems that we may experience daily.
Name different worries and identify strategies to challenge negative thoughts.
Challenge negative thoughts with strategies I have learnt.
Identify incidents of discrimination and stereotyping.
Describe how to challenge and resist discrimination and stereotyping.
Explain and evaluate the effects of discrimination and stereotyping and explain why it is unacceptable.
Identify the positive and negative feelings that they can experience due to online behaviours.
Describe the benefits of taking responsibility for online behaviours and time spent online.
Explain the impact of positive and negative content online on my own and others' mental and physical wellbeing.

Keeping Safe

Recall commonly used legal and illegal drugs.
Evaluate the effect of a drug on the mind and body.
Describe some common effects of some commonly used drugs.
Recall good and bad influences.
Identify feelings and consequences associated with peer pressure.
Identify what assertive body language looks like.
Practice responding to peer pressure assertively.
Recall what an emergency situation looks like.

Demonstrate basic emergency aid procedures.

Explain the importance of following basic emergency procedures e.g. how to attract help, giving accurate attention.

Healthy Living

Recognise the importance of keeping physically and mentally healthy.

Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing- physical, mental and emotional.

Analyse the positive and negative influences on choices relating to health.

List some lifestyle choices that are likely to be detrimental to their health and some that are likely to be beneficial to their health.

Explain how people might approach making an informed decision in relation to health and wellbeing.

Describe the benefits of a balanced lifestyle, including eating a balanced diet and achieving the recommended amount of physical activity.

Recognise how a balanced diet contributes to a person's general health and wellbeing.

Demonstrate what a healthy meal might look like.

Explain the ways in which a person might be influenced about their choices in relation to food and drink (including cultural, advertising, religion, cost, location, availability).

Describe the strategies people can use to help them make informed decisions around what they choose to eat or drink in different situations and justify the reasons for their choices.

Relationship Education

To learn about puberty and what it means for me.

To learn about the different relationships in my life.

To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future.

To learn about how a loving relationship might result in marriage.