

# St Barnabas C of E Primary Wellbeing Intent

## **Each Child is Uniquely Created and Loved by God**

Our aim at St Barnabas' School is that all children aspire to master a broad range of skills, knowledge and understanding relating to Wellbeing. As part of the Wellbeing Curriculum, pupils will be equipped with the tools required to express themselves with clarity, empathy and integrity. Pupils will be taught how to listen actively and support those around them. Pupils will be encouraged to actively engage with the world around them- learning to appreciate its beauty and utility as well as recognising its risks and dangers. As part of the Wellbeing Curriculum, pupils will learn to manage risk and stay safe. They will also be afforded opportunity to compete, perform, lead and act with agency. In doing so, pupils will be supported to develop a positive sense of self and build positive relationships with those around them. At St Barnabas School we believe that it is a privilege to nurture and develop the children who will become the future of our community.

In order to ensure that pupils gain a deep and broad understanding of Wellbeing and are able to make meaningful links across the curriculum, we have identified a number of key concepts that will be focussed upon and revisited:

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| <b>Sleep, Rest,<br/>Hygiene</b>          | <b>Alcohol Smoking<br/>and Drugs</b> | <b>Spiritual Practices</b> | <b>Puberty</b>                |
| <b>Screen Time and<br/>Screen safety</b> | <b>First Aid</b>                     | <b>Mental Health</b>       | <b>Emotional<br/>Literacy</b> |

## EYFS

| Curriculum Area                      | Coverage   | Curriculum Progression and Linkage   | Key Concepts and Vocabulary  |
|--------------------------------------|--|--|--|
| Sleep, Rest and Hygiene              | <p>I can look after my body.</p> <p>I can manage my personal needs independently.</p> <p>I can make good decisions about my self-care.</p>                           | <p>As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, pupils access adult modelling and guidance in order to teach them how to look after their bodies and manage personal needs independently. As part of the <b>Physical Development</b> component of the EYFS Curriculum, pupils develop the fine and gross motor skills required to look after their bodies and meet their personal needs independently.</p> <p>Pupils will develop this understanding in Yr1 when they describe how to look after themselves with a focus on sleep, cleaning teeth and washing hands and faces.</p>   | <p>hygiene, washing, clean, dentist, teeth, brushing, plaque, sun cream, shade, rest, relax, still, exercise, sleep</p>  |
| Spiritual Practices                  | <p>I can observe/experience/participate in some calming time.</p>  | <p>As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, pupils are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. As part of the <b>Understanding the World</b> component of the EYFS Curriculum, pupils are encouraged involves to make sense of their physical world and their community.</p> <p>Pupils will develop this understanding in Yr1, when they continue to observe, experience and participate in calming time.</p>   | <p>reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, look, concentrate, join in</p>   |
| Mental Health and Emotional Literacy | <p>I can use specific words to describe how I feel.</p> <p>I can talk about how taking exercise, eating healthily and getting fresh air can make me feel better.</p> | <p>As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, pupils are supported to manage emotions and develop a positive sense of self. As part of the <b>Communication and Language</b> component of the EYFS curriculum, pupils are encouraged to engage in high quality conversations with adults and their peers in order to develop their spoken language. As part of the <b>Understanding the World</b> component of the EYFS Curriculum, pupils are encouraged involves to make sense of their physical world and their community.</p> <p>Pupils will develop this understanding in Yr1, when they focus on emotions and the importance of taking exercise and spending time outside.</p> | <p>feelings, big feelings, not-so-big feelings, good feelings, not-so-good feelings, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating,</p> |

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| <p>Screen Time<br/>and Screen<br/>Safety</p> | <p>I can follow rules for using screens.</p> | <p>As part of the <b>Understanding the World</b> component of the EYFS curriculum, pupils learn to make sense of their technologically diverse world and their community. As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, children are supported to manage emotions, persist and wait for what they want and direct attention as necessary.</p> <p>Pupils will develop this understanding in Yr1, when they focus on being able to access a computer safely and also on the importance of asking for help when using a computer.</p> | <p>TV, phone, tablet, laptop, computer, permission, entertainment, lying, bullying, grown-up, safety, trust, online, internet</p> |
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## Year 1

| Curriculum Area         | Coverage  | Curriculum Progression and Linkage  | Key Concepts and Vocabulary  |
|-------------------------|---|---|--|
| Sleep, Rest and Hygiene | <p>I can describe how to look after myself.</p> <p>I can show someone how to clean my teeth and wash their hands and face.</p> <p>I can talk about how people can help themselves to have good sleep.</p> | <p>As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, pupils access adult modelling and guidance in order to teach them how to look after their bodies and manage personal needs independently. As part of the <b>Physical Development</b> component of the EYFS Curriculum, pupils develop the fine and gross motor skills required to look after their bodies and meet their personal needs independently. In Yr1 pupils describe how to look after themselves with a focus on sleep, cleaning teeth and washing hands and faces. They will also explore how people can support themselves to get good sleep. Pupils will build upon this learning in Yr2 when pupils explore the importance of sleep in greater detail.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing Curriculum in which pupils focus on living things with which they are familiar with such as themselves and domestic animals. Pupils name and label their own body parts using everyday language. Pupils learn which body parts are associated with each sense.</u></p> | <p>hygiene, washing, clean, soap, dentist, teeth, brushing, plaque, tooth brush, sleep, rest,</p>  |
| Spiritual Practices     | <p>I can observe/experience/participate in some calming time.</p>   | <p>As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, pupils are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. As part of the <b>Understanding the World</b> component of the EYFS Curriculum, pupils are encouraged involves to make sense of their physical world and their community. In Yr1 pupils will being to observe/experience/participate in some calming time. Pupils will develop these skills in Yr2 when the learn to observe/experience/participate in calming time for extended periods.</p> <p><u>In Yr2, cross curricular links can be made with the Religious Education Curriculum.</u></p>   | <p>reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, concentrate, participate, experience</p> |

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| <p>Mental Health and Emotional Literacy</p> | <p>I can talk about my emotions and understand when those emotions are helpful.</p> <p>I can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</p> | <p>As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, pupils are supported to manage emotions and develop a positive sense of self. As part of the <b>Communication and Language</b> component of the EYFS curriculum, pupils are encouraged to engage in high quality conversations with adults and their peers in order to develop their spoken language. As part of the <b>Understanding the World</b> component of the EYFS Curriculum, pupils are encouraged involves to make sense of their physical world and their community. In Yr1 pupils focus on emotions and the importance of taking exercise and spending time outside. Pupils build upon this understanding in Yr2 when they identify specific strategies that are effective in managing their emptions.</p> <p><u>In Yr1, cross curricular links can be made with the Sports, Exercise and Health Curriculum in which pupils talk about how their body feels during an activity and name and talk about different kinds of exercise. Pupils also follow a series of single step instructions to prepare a healthy snack.</u></p> <p><u>Further cross curricular links can be made with the Outdoor Learning Curriculum in which pupils talk about their emotions and understand when those emotions are helpful. Pupils also explore how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings.</u></p> | <p>emotions, feelings, big feelings, not-so-big feelings, good feelings, not-so-good feelings, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating,</p> |
| <p>Screen Time and Screen Safety</p>        | <p>I can identify some rules about the limits for using screens that can keep people healthy.</p> <p>I can identify how people use ‘masks’ online to be nasty and who to ask for help.</p>   | <p>As part of the <b>Understanding the World</b> component of the EYFS curriculum, pupils learn to make sense of their technologically diverse world and their community. As part of the <b>Personal, Social and Emotional Development</b> component of the EYFS curriculum, children are supported to manage emotions, persist and wait for what they want and direct attention as necessary. In Yr1, children focus on being able to access a computer safely and also on the importance of asking for help when using a computer. Pupils can develop this understanding further in Yr2 when they identify some of the ways that screens can improve their lives. They also focus on what information should or should not be shared.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing Curriculum in which pupils learn to create and follow rules for using technology safely.</u></p>  | <p>TV, phone, tablet, laptop, computer, permission, entertainment, information, lying, bullying, grown-up, safety, trust, online, internet</p>   |

## Year 2

| Curriculum Area                       | Coverage   | Curriculum Progression and Linkage  | Key Concepts and Vocabulary  |
|---------------------------------------|--|---|--|
| Sleep, Rest and Hygiene               | <p>I can talk about how people can help themselves to have good sleep.</p> <p>I understand the importance of getting enough high-quality sleep.</p>                                  | <p>In Yr1 pupils describe how to look after themselves with a focus on sleep, cleaning teeth and washing hands and faces. They will also explore how people can support themselves to get good sleep. In Yr2, pupils focus on specific strategies designed to promote high quality sleep and the positive impact that such practices can have on personal health. Pupils build upon this understanding in Yr3 when pupils explain how and why it is important to look after their skin in the sun. Pupils can also explain why what happens if people do not do take care of their skin.</p> <p><u>In Yr2, cross curricular links can be made with the Science and Computing Curriculum in which pupils find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Pupils also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</u></p> | <p>exercise, outdoors indoors, nature, food types, sleep, healthy, unhealthy, balanced diet, strategy, reflect, meditate, rest, relax, still, observe, sleep</p>   |
| Spiritual Practices                   | <p>I can observe/experience/participated in an extended period of calming time.</p>  | <p>In Yr1 pupils will being to observe/experience/participate in some calming time. Pupils will develop these skills in Yr2 when the learn to observe/experience/participate in calming time for extended periods. Pupils build upon this learning in Yr3 when they learn to explain why having some sort of spiritual practice may improve physical, emotional and mental health.</p> <p><u>In Yr2, cross curricular links can be made with the Religious Education Curriculum.</u></p>  | <p>reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, observe, participate, experience</p>   |
| Mental Health, and Emotional Literacy | <p>I can can talk about my emotions and understand when those emotions are helpful and unhelpful.</p> <p>I can identify specific strategies which help me to manage my feelings.</p> | <p>In Yr1 pupils focus on emotions and the importance of taking exercise and spending time outside. In Yr2 when they identify specific strategies that are effective in managing their emptions. Pupils build upon this learning in Yr3 when they learn to talk about how people can express their emotions and explain why feelings can affect the way people behave.</p> <p><u>In Yr2, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils talk about their emotions and understand when those emotions are helpful and unhelpful. Pupils also identify specific strategies which help them to manage their feelings.</u></p>   | <p>emotions, feelings, big feelings, not-so-big feelings, good feelings, not-so-good feelings, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating,</p> |

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| <p>Screen Time<br/>and Screen<br/>Safety</p> | <p>I can list some of the ways that screens improve their lives.</p> <p>I can list what information should or should not be shared</p> | <p>In Yr1, children focus on being able to access a computer safely and also on the importance of asking for help when using a computer. In Yr2 pupils identify some of the ways that screens can improve their lives. They also focus on what information should or should not be shared. Pupils will build upon this learning in Yr3 when they learn how to make wise choices online and explain why limiting screen time is a good idea</p> <p><u>In Yr2, cross curricular links can be made with the Science and Computing Curriculum in which pupils learn to recognise and use the key features of IT around the school, talk about the key features and uses of IT in the wider world and learn how IT can be used safely.</u></p> | <p>TV, phone, tablet, laptop, computer, entertainment, information, lying, bullying, grown-up, safety, trust, online, internet</p> |
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## Year 3

| Curriculum Area         | Coverage  | Curriculum Progression and Linkage   | Key Concepts and Vocabulary   |
|-------------------------|---|--|---|
| Sleep, Rest and Hygiene | <p>I can explain why it is important to look after myself.</p> <p>I can demonstrate how to look after my skin in the sun.</p> <p>I can explain why it is important to look after my skin in the sun and what happens if I do not do this.</p> | <p>In Yr2, pupils focus on specific strategies designed to promote high quality sleep and the positive impact that such practices can have on personal health. In Yr3 pupils explain how and why it is important to look after their skin in the sun. Pupils also explain what happens if people do not take care of their skin. Pupils build upon this understanding in Yr4 when they extend their understanding of self-care to include dental care.</p>   | <p>sun cream, sun protection factor (SPF), shade, sun-safe, sun burn, skin cancer, cover up,</p>  |
| Spiritual Practices     | <p>I can explain why having some sort of spiritual practice may improve physical, emotional and mental health</p>   | <p>In Yr2 pupils learn to observe/experience/participate in calming time for extended periods. Pupils build upon this learning in Yr3 when they learn to explain why having some sort of spiritual practice may improve physical, emotional and mental health. This understanding will be developed further in Yr4 when pupils give specific examples of how physical, emotional and mental health can be improved by spiritual practices.</p> <p><u>In Yr3, cross curricular links can be made with the Religious Education Curriculum.</u></p> | <p>meditation, prayer, volunteering<br/>reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, observe, participate, experience</p> |



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| <p>Mental Health, and Emotional Literacy</p> | <p>I can talk about how people can express their emotions such as anger and fear.</p> <p>I can explain why feelings can affect the way people behave.</p> | <p>In Yr2 pupils identify specific strategies that are effective in managing their emotions. In Yr3 pupils learn to talk about how people can express their emotions and explain why feelings can affect the way people behave. Pupils will build upon this learning in Yr4 when they describe strategies to manage feelings so that they do not have a negative impact on others and learn to understand that keeping healthy physically and spiritually will help their mental health.</p> <p><u>In Yr3, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils talk about how people can express their emotions such as anger and fear and explain why feelings can affect the way people behave.</u></p> | <p>emotions, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating, Truth, respect, loyalty, kindness, generosity and shared interests, compatibility, high expectations, repentance, friendship, forgiveness, truthfulness, compassion</p> |
| <p>Screen Time and Screen Safety</p>         | <p>I can explain how to make wise choices online.</p> <p>I can explain why limiting screen time is a good idea.</p>                                       | <p>In Yr2 pupils identify some of the ways that screens can improve their lives. They also focus on what information should or should not be shared. In Yr3 pupils learn how to make wise choices online and explain why limiting screen time is a good idea. Pupils build upon this understanding in Yr4 when they learn about different ways that the internet can be dangerous and identify ways to avoid harm while online.</p> <p><u>In Yr3, cross curricular links can be made with the Science and Computing Curriculum in which pupils identify and explain the function of devices and learn to understand the impact of digital devices on the way we work.</u></p>   | <p>TV, phone, tablet, laptop, computer, entertainment, information, lying, bullying, grown-up, safety, trust, online, internet</p>   |

## Year 4

| Curriculum Area         | Coverage  | Curriculum Progression and Linkage  | Key Concepts and Vocabulary   |
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| Sleep, Rest and Hygiene | <p>I can explain why it is important to look after myself.</p> <p>I can demonstrate a range of different methods to look after my teeth and skin in the sun</p> <p>I can explain why skin and dental care is important.</p> | <p>In Yr3 pupils explain how and why it is important to look after their skin in the sun. Pupils also explain what happens if people do not do take care of their skin. In Yr4 pupils extend their understanding of self-care to include dental care. Pupils will build upon this understanding in Yr5 pupils learn about how to practice personal hygiene and explain why it can be anti-social not to do so. Pupils also learn about how good sleep and rest are important and what the physical and mental effects of not getting enough sleep can be.</p> <p><u>In Yr4, cross curricular links can be made with the Sport, Exercise and Health Curriculum in which pupils develop an understanding the concept of a balanced diet and explore how diet affects their health. Pupils also learn to identify examples of different food groups.</u></p> | <p>exercise: running, jumping, skipping, football, swimming, climbing, outdoors indoors, nature, food types, fruit, vegetables, sleep, healthy, unhealthy, sun cream, sun protection factor (SPF), shade, sun-safe, sun burn, skin cancer, cover up, dentist, teeth, brushing, plaque, tooth brush,</p> |
| Spiritual Practices     | <p>I can give specific examples of how physical, emotional and mental health can be improved by spiritual practices.</p>  | <p>In Yr3 pupils learn to explain why having some sort of spiritual practice may improve physical, emotional and mental health. In Yr4, pupils give specific examples of how physical, emotional and mental health can be improved by spiritual practices. This understanding is developed in Y5 when pupils learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others.</p> <p><u>In Yr3, cross curricular links can be made with the Religious Education Curriculum.</u></p>   | <p>meditation, prayer, volunteering<br/>Reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, observe, participate, experience<br/>Respect, compassion, service, thankfulness</p>  |

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| <p>Mental Health and emotional literacy</p> | <p>I can describe strategies to manage feelings so that they do not have a negative impact on others.</p> <p>I can understand that keeping healthy physically and spiritually will help my mental health.</p> | <p>In Yr3 pupils learn to talk about how people can express their emotions and explain why feelings can affect the way people behave. In Yr4 pupils describe strategies to manage feelings so that they do not have a negative impact on others and learn to understand that keeping healthy physically and spiritually will help their mental health. Pupils will build upon this learning in Yr5 when they learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others.</p> <p><u>In Yr4, cross curricular links can be made with the Sports, Exercise and Health Curriculum in which pupils describe the short-term physiological effects exercise has on their body. Pupils also develop an understanding of the concept of a balanced diet and how diet affects their health. Pupils go on to plan/prepare a meal that includes a variety of food groups.</u></p> <p><u>Further cross curricular links can be made with the Outdoor Learning Curriculum in which pupils describe strategies to manage feelings so that they do not have a negative impact on others. Pupils also learn to understand that keeping healthy physically and spiritually will help their mental health.</u></p> | <p>Emotions, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating, truth, respect, loyalty, kindness, generosity and shared interests, compatibility, high expectations, repentance, friendship, forgiveness, truthfulness, compassion</p> |
| <p>Screen Time and Screen Safety</p>        | <p>I can show understanding of the different ways that the internet can be dangerous.</p> <p>I can identify ways to avoid harm while online.</p>  | <p>In Yr3 pupils learn how to make wise choices online and explain why limiting screen time is a good idea. In Yr4 pupils learn about different ways that the internet can be dangerous and identify ways to avoid harm while online. Pupils build upon this understanding in Yr5 when they identify a range potential dangers when online and can suggest specific strategies for keeping safe.</p> <p><u>In Yr4, cross curricular links can be made with the Science and Computing Curriculum in which pupils explain how computer networks are made and how networked devices make up the internet. Pupils also learn to understand how content can be added and accessed via the WWW and evaluate the impact of unreliable content on the internet.</u></p>  | <p>TV, phone, tablet, laptop, computer, entertainment, information, lying, bullying, grown-up, safety, trust, online, internet</p>   |

## Year 5

| Curriculum Area         | Coverage  | Curriculum Progression and Linkage   | Key Concepts and Vocabulary  |
|-------------------------|---|--|--|
| Sleep, Rest and Hygiene | <p>I can explain why it is important to look after myself.</p> <p>I can talk about how to practice personal hygiene and can explain why it can be anti-social not to do so.</p> <p>I can explain why good sleep and rest are important and what the physical and mental effects of not getting enough sleep can be.</p> | <p>In Yr4 pupils extend their understanding of self-care to include dental care. In Yr5, pupils learn about how to practice personal hygiene and explain why it can be anti-social not to do so. Pupils also learn about how good sleep and rest are important and what the physical and mental effects of not getting enough sleep can be. Pupils will build upon this understanding in Yr 6 when they identify a range of examples about how to practise personal hygiene and explore the impact of sleep in greater detail and make links between the physical and mental effects of lack of sleep.</p> | <p>personal hygiene, cleanliness, body odour, deodorant, sleep, rest, mental health, physical health, antisocial</p>   |
| Spiritual Practices     | <p>I can analyse the effectiveness of spiritual practices on the physical, emotional and mental health of myself and others.</p>  | <p>In Yr4, pupils give specific examples of how physical, emotional and mental health can be improved by spiritual practices. In Y5 pupils learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others. Pupils will build upon this understanding in Yr6 when pupils identify the ways in which the spiritual practices of specific groups of people impacts their physical, emotional and mental health.</p> <p><u>In Yr5, cross curricular links can be made with the Religious Education Curriculum.</u></p>                        | <p>meditation, prayer, volunteering<br/>           Reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, observe, participate, experience<br/>           respect, compassion, service, thankfulness</p> |

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| Mental Health, and Emotional Literacy | <p>I can analyse the effectiveness of a range of strategies to manage feelings so that they do not have a negative impact on others.</p> <p>I can understand and can give examples of ways in which keeping healthy physically and spiritually will help my mental health.</p> | <p>In Yr4 pupils describe strategies to manage feelings so that they do not have a negative impact on others and learn to understand that keeping healthy physically and spiritually will help their mental health. In Yr5 when they learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others. Pupils build upon this understanding in Yr6 when they identify some of the worries and concerns that people might feel moving to a new school. They also identify ways in which people can positively manage such a move.</p> <p><u>In Yr5, cross curricular links can be made with the Sports, Exercise and Health Curriculum in which pupils describe the long-term physiological effects that regular, safe exercise has on my body. They also learn to understand and can explain the short and long term physiological effects of eating a balanced diet.</u></p> <p><u>Further cross curricular links can be made with the Outdoor Learning Curriculum in which pupils analyse the effectiveness of a range of strategies to manage feelings so that they do not have a negative impact on others. Pupils also understand and can give examples of ways in which keeping healthy physically and spiritually will help their mental health.</u></p> | <p>emotions, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating, truth, respect, loyalty, kindness, generosity and shared interests, compatibility, high expectations, repentance, friendship, forgiveness, truthfulness, compassion</p> |
| Screen Time and Screen Safety         | <p>I understand a range of potential dangers when online and can suggest specific strategies for keeping safe.</p>   | <p>In Yr4 pupils learn about different ways that the internet can be dangerous and identify ways to avoid harm while online. In Yr5 pupils identify a range potential dangers when online and can suggest specific strategies for keeping safe. Pupils will build upon this understanding in Yr6 when pupils develop general principles for keeping safe which can be applied universally.</p> <p><u>In Yr5, cross curricular links can be made with the Science and Computing Curriculum in which pupils explain the role of computer systems recognise and explain how the internet can be used to share information.</u></p>  | <p>TV, phone, tablet, laptop, computer, entertainment, information, lying, bullying, grown-up, safety, trust, online, internet</p>   |
| Alcohol, Smoking and Drugs            | <p>I can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p>   | <p>In Yr4 pupils have learned some general principles for leading healthy lifestyles. In Yr5 pupils extend this understanding to include drug usage. Pupils will build upon this understanding in Yr6 when pupils explain the facts and laws surrounding the use of alcohol, smoking and drugs. Pupils will also develop an 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. Pupils will learn that drug use can become a habit which can be difficult to break. They will also identify individuals and organisations that can support people around alcohol, tobacco or other drug use.</p>  | <p>Smoking, e-cigarettes, vaping, alcohol, drugs and medicines, addiction, recovery, legal, illegal, prescription, doctor, pharmacy, over the counter,</p>   |

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| First Aid | <p>I can explain how and when to make an emergency call.</p> <p>I understand and can demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</p>  | <p>In Yr 5, pupils explain how and when to make an emergency call and understand and can demonstrate how to apply basic First Aid. Pupils extend this understanding in Yr6 when they learn to make decisions about when to call the emergency services. They will also extend their understanding of basic first aid principles.</p> <p><a href="https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p>   | <p>unresponsive, Primary survey, respiratory rate, heart rate, pulse</p> <p>DRsABC, C.P.R (cardiopulmonary resuscitation), recovery position</p> <p>monitor, resuscitate, conduct, airway, breathing, circulation</p> <p>compressions, rescue breaths</p> |
| Puberty   | <p>I can talk about puberty and how it affects girls and boys.</p> <p>I can talk about the emotional and physical changes relating to puberty.</p> <p>I understand about key facts about the menstrual cycle, menstrual wellbeing and wet dreams.</p> | <p>As part of the Science and Computing Curriculum, pupils have previously learned about the plant and animal life-cycles (Yr2) and the reproductive cycle of flowering plants (Yr3). In Yr5 pupils learn to talk about puberty and how it affects girls and boys. Pupils talk about the emotional and physical changes relating to puberty as well as the key facts about the menstrual cycle, menstrual wellbeing and wet dreams. Pupils will extend this understanding in Yr6 when they learn to identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction.</p> <p><u>In Yr5 cross curricular links can be made with the Science and Computing Curriculum in which pupils extend their understanding to the reproductive systems of plants and animals. They explore in detail the different stages of human development from fertilisation through to death. Pupils also learn to compare the human life cycle with that of amphibians/insects/birds</u></p> | <p>attraction, desire, love, sexual intercourse, vagina, vulva, penis, testes, sperm, uterus, puberty, menstrual cycle, menstrual wellbeing, wet dream</p>  |

## Year 6

| Curriculum Area         | Coverage   | Curriculum Progression and Linkage  | Key Vocabulary   |
|-------------------------|--|---|--|
| Sleep, Rest and Hygiene | <p>I can give a range of examples about how to practise personal hygiene and can explain why it can be anti-social not to do so.</p> <p>I can explore the impact of sleep in greater detail and make links between the physical and mental effects of lack of sleep.</p> | <p>In Yr5, pupils learn about how to practice personal hygiene and explain why it can be anti-social not to do so. Pupils also learn about how good sleep and rest are important and what the physical and mental effects of not getting enough sleep can be. In Yr6 pupils identify a range of examples of how to practise personal hygiene and explore the impact of sleep in greater detail and make links between the physical and mental effects of lack of sleep. Pupils will build upon this understanding in KS3.</p> | <p>personal hygiene, cleanliness, body odour, deodorant, sleep, rest, mental health, physical health, anti-social</p>  |
| Spiritual Practices     | <p>I can identify the ways in which the spiritual practices of specific groups of people impacts their physical, emotional and mental health.</p>  | <p>In Y5 pupils learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others. In Yr6 when pupils identify the ways in which the spiritual practices of specific groups of people impacts their physical, emotional and mental health. Pupils will build upon this learning in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Religious Education Curriculum.</u></p>   | <p>meditation, prayer, volunteering<br/>           Reflect, meditate, still, calm, relax, breath, inhale, exhale, deep breaths, focus, attention, observe, participate, experience<br/>           respect, compassion, service, thankfulness</p> |

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| <p>Mental Health, and Emotional Literacy</p> | <p>I can identify some of the worries and concerns that people might feel moving to a new school.</p> <p>I can identify ways in which someone can positively manage such a move.</p> | <p>In Yr5 pupils learn to analyse the effectiveness of spiritual practices on the physical, emotional and mental health of themselves and others. In Yr6 pupils identify some of the worries and concerns that people might feel moving to a new school. They also identify ways in which people can positively manage such a move. Pupils will build upon this understanding in KS3.</p> <p><u>In Yr6 cross curricular links can be made with the Outdoor Learning Curriculum in which pupils identify some of the worries and concerns that people might feel when facing a significant challenge. Pupils also identify ways in which someone can positively manage such a challenge.</u></p> | <p>emotions, happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, eating, healthy, outdoors, fresh air, exercise, relax, praying, meditating, Truth, respect, loyalty, kindness, generosity and shared interests, compatibility, high expectations, repentance, friendship, forgiveness, truthfulness, compassion, worry, apprehension, nervous, change, settling in,</p> |
| <p>Screen Time and Screen safety</p>         | <p>I understand a range potential dangerous when online and can suggest specific strategies and general principles for keeping safe.</p>   | <p>In Yr5 pupils identify a range potential dangers when online and can suggest specific strategies for keeping safe. In Yr6 pupils develop general principles for keeping safe which can be applied universally. Pupils will build upon this learning in KS3.</p> <p><u>In Yr6, Cross Curricular links can be made with the Science and Computing Curriculum in which pupils learn to effectively use a search engine and to recognise and evaluate different methods of digital communication.</u></p>  | <p>TV, phone, tablet, laptop, computer, entertainment, information, lying, bullying, grown-up, safety, trust, online, internet</p>   |



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| <p>Alcohol, Smoking and Drugs</p> | <p>I can explain the facts and laws surrounding the use of alcohol, smoking and drugs.</p> <p>I can 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;</p> <p>I can recognise that drug use can become a habit which can be difficult to break.</p> <p>I 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.</p> | <p>In Yr5 pupils develop an understanding of drug usage. In Yr6, pupils explain the facts and laws surrounding the use of alcohol, smoking and drugs. Pupils also develop an 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. Pupils will learn that drug use can become a habit which can be difficult to break. They will also identify individuals and organisations that can support people around alcohol, tobacco or other drug use. Pupils will build upon this learning in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Science and Computing Curriculum in which pupils learn to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</u></p> | <p>Smoking, e-cigarettes, vaping, alcohol, drugs and medicines, addiction, recovery, legal, illegal, prescription, doctor, pharmacy, over the counter,</p>   |
| <p>First Aid</p>                  | <p>I can make decisions about when to call the emergency services.</p> <p>I understand and can demonstrate a range of basic First Aid techniques.</p>   | <p>In Yr 5, pupils explain how and when to make an emergency call and understand and can demonstrate how to apply basic First Aid. In Yr6 pupils learn to make decisions about when to call the emergency services. They also extend their understanding of basic first aid principles.</p> <p><a href="https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p>Pupils will extend this understanding in KS3.</p>   | <p>unresponsive, Primary survey, respiratory rate, heart rate, pulse<br/>DRsABC, C.P.R<br/>(cardiopulmonary resuscitation), recovery position<br/>monitor, resuscitate, conduct, airway, breathing, circulation<br/>compressions, rescue breaths</p> |

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| <p>Puberty</p> | <p>I can talk about puberty and how it affects girls and boys.</p> <p>I can talk about the emotional and physical changes relating to puberty.</p> <p>I understand about key facts about the menstrual cycle, menstrual wellbeing and wet dreams.</p> <p>I can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction</p> | <p>In Yr5 pupils learn to talk about puberty and how it affects girls and boys. Pupils talk about the emotional and physical changes relating to puberty as well as the key facts about the menstrual cycle, menstrual wellbeing and wet dreams. Pupils will extend this understanding in Yr6 when they learn to identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction.</p> <p><u>In Yr6, cross curricular links can be made with the Science and Computing Curriculum in which pupils learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Pupils also identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</u></p> | <p>Safe and unsafe touching, public and private space, good and bad secrets, conception, fertilisation, miracle, sacred, gestation, pregnancy, embryo, baby, parenthood. attraction, desire, love, sexual intercourse, vagina, vulva, penis, testes, sperm, uterus</p> |
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