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| **Strand** | **KS1 outcomes** | **KS2 outcomes** | **KS3/4 outcomes** |
| **Sleep, rest and hygiene** | * Pupils can describe how to look after themselves. * Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science) | * Pupils can explain why it is important to look after themselves. * 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. * Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. * Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. | * Pupils can identify what happens when people sleep, explain what factors can prevent good sleep; can identify useful strategies and behaviours that will aid good sleep. * Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection. * Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun-safety and self-examination (especially in late KS3 breast/testicular self-examination). * Pupils can explain the purpose of vaccinations offered during adolescence for individuals and society * Pupils can assess risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. * Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. (Citizenship) |
| **Healthy eating** | * Pupils can identify and list many healthy and less healthy foods. | * Pupils can plan a healthy diet and describe the dangers of an unhealthy one. | * Pupils can explainthe role of a balanced diet as part of a healthy lifestyle and explain the impact of unhealthy food choices on health and life expectancy. * Pupils can explain what might influence decisions about eating a balanced diet and suggest strategies to manage eating choices. |
| **Spiritual practices** | * Pupils will have observed/ experienced/participated in some calming spiritual time. | * Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. | * Pupils can explain at least three different spiritual practices, evaluate their impact on health and wellbeing and articulate their personal preferences, giving reasons. (CW /RE) |
| **Exercise** | * Pupils can name and talk about different kinds of exercise. | * Pupils can describe different kinds of exercise, the impact on people’s bodies and explain why exercise is good for your health. | * Pupils can explain the benefits of physical activity and exercise for physical and mental health and for wellbeing. * Pupils can recognise and manage what influences their choices about physical activity; can outline strategies for managing their physical activity and exercise. (PE) |
| **Mental health, wellbeing and emotional literacy** | * Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful. * Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings | * 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. * 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. | * Pupils can understand their connections with others and be aware of their own and others’ mental wellbeing. * Pupils can understand the importance of challenging stigma related to mental health. * Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies. * Pupils can explain the importance of developing ‘digital resilience’ in the context of online pressures and will be able to reframe negative thinking. * Pupils will be aware of unhealthy coping strategies such as self-harm and eating disorders. * Pupils will be able to show an understanding of common mental health concerns such as anxiety and depression. Pupils will be able to talk about where people can go for further support should they need it. |
| **Screen time and screen-safety** | * Pupils can list some of the ways that screens improve their lives. * Pupils can list some rules about the limits for using screens that can keep people healthy. * Pupils can identify how people use ‘masks’ online to be nasty and who to ask for help. * Pupils can list what information should or should not be shared. (Safeguarding) | * Pupils can explain how to make wise choices online and why limiting screen time is a good idea. * Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm. | * Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues. * Pupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on them * Pupils can describe how to make and act on informed decisions about whether different media and digital content are appropriate to view. * Pupils can explain that there are positive and safe ways to create and share content online and the opportunities this offers. * Pupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation online. * Pupils can describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events. * Pupils can explain why there is a shared responsibility to challenge extremism in all its forms. (Citizenship/ British Values) * Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of this. * Pupils can show understanding about how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this. * Pupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content. |
| **Alcohol, smoking and drugs** | n/a | * Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship) * 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. * Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). * 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. | * Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour. * Pupils can identify and assess the risks of underage drinking. * Pupils can suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support. * Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use. * Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal substances. (Citizenship/ British Values) * Pupils can explain the concepts of dependence and addiction, including awareness of help available to overcome addictions. Pupils can explain where people might be able to go for help with such addictions. |
| **First Aid** | * 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). | * 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). | * Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform basic First Aid and life-saving skills including cardio-pulmonary resuscitation (CPR) and the use of defibrillators. |
| **Puberty** | n/a | * 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) * Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science) | * Pupils will be able to describe strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. |