

Ashwell Primary School
PSHCE Curriculum
Health and Wellbeing Knowledge Organiser



Year 1 – Health and Wellbeing

Core Knowledge / skills to be acquired:

My Body – growing and changing

- The similarities and differences between boys and girls.
- The names of the main parts of the body, to include genitals.
- Each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, or other, contact.

Health and disease:

- How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of hand washing.
- About immunisations
- That household products, including medicines, can be harmful if not used properly

Emotional Health and Wellbeing

- Recognise and talk about emotions
- Scale of emotions that all humans experience in relation to different experiences and situations.

Key Vocabulary:

- boys, penis, testicles
- girls, vagina,
- consent
- disease
- hygiene
- germs
- bacteria
- viruses
- immunisations
- medicines
- emotions

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week

Prior knowledge / skills this builds on:

EYFS:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

What comes next:

My Body – growing and changing (Y2):

- About the process of growing young to old and how people’s needs change
- About growing and changing and new opportunities and responsibilities that increasing independence may bring

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Keeping healthy (Y2):

- What constitutes a healthy lifestyle including physical and mental health.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- What constitutes a healthy diet (including different food groups and nutritional content).
 - To learn about food and drinks that keep people healthy.
 - To learn about how being active can keep people healthy.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity) and other behaviours.
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet
- The characteristics and mental and physical benefits of an active lifestyle.
- The risks associated with an inactive lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. daily mile.
- About dental health and the benefits of good dental health, including visits to the dentist.

Emotional Health and Wellbeing (Y3):

- 5 ways to wellbeing
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health wellbeing and happiness.
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- The importance of self-respect and how this links to their own happiness.

Year 2 – Health and Wellbeing

Core Knowledge / skills to be acquired:

My Body – growing and changing

- About the process of growing young to old and how people's needs change
- About growing and changing and new opportunities and responsibilities that increasing independence may bring
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Keeping healthy:

- What constitutes a healthy lifestyle including physical and mental health.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- What constitutes a healthy diet (including different food groups and nutritional content).
 - To learn about food and drinks that keep people healthy.
 - To learn about how being active can keep people healthy.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity) and other behaviours.
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet
- The characteristics and mental and physical benefits of an active lifestyle.
- The risks associated with an inactive lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. daily mile.
- About dental health and the benefits of good dental health, including visits to the dentist.

Key Vocabulary:

- Growing
- Changing
- Childhood
- Adolescence
- Adulthood
- Old age
- Change
- Loss
- Healthy
- Mental health
- Physical health
- Balanced diet
- Nutrition
- Carbohydrate
- Protein
- Fat
- Vitamins
- Obesity
- Exercise
- Active lifestyle
- Dental health
- Molars
- Canines
- Incisors

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week

Prior knowledge / skills this builds on:

My Body – growing and changing (Y1):

- The similarities and differences between boys and girls.
- The names of the main parts of the body, to include genitals.
- Each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, or other, contact.

Health and disease (Y1):

- How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of hand washing.
- About immunisations
- That household products, including medicines, can be harmful if not used properly

What comes next:

School Rules, health and safety (Y3):

- School rules about health and safety, basic emergency aid procedures, where and how to get help
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Emergency Procedures

- How to make a clear and efficient call to emergency services if necessary.

Emotional health and wellbeing (Y3):

- 5 ways to wellbeing
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health wellbeing and happiness.
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- The importance of self-respect and how this links to their own happiness.

Year 3 – Health and Wellbeing

Core Knowledge / skills to be acquired:

School Rules, health and safety:

- School rules about health and safety, basic emergency aid procedures, where and how to get help
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Emergency Procedures

- How to make a clear and efficient call to emergency services if necessary.

Emotional health and wellbeing:

- **5 ways to wellbeing**
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health wellbeing and happiness.
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- The importance of self-respect and how this links to their own happiness.

Key Vocabulary:

- Rules
- Safety
- First aid
- 999
- Sun protection
- Factor
- 5 Ways to Wellbeing
- Give
- Connect
- Learn
- Keep Active
- Take Notice
- Self-respect

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Modeshift Scooter Training

Core Knowledge / skills this builds on:

Emotional Health and Wellbeing (Y2):

- What constitutes a healthy lifestyle including physical and mental health.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- What constitutes a healthy diet (including different food groups and nutritional content).
 - To learn about food and drinks that keep people healthy.
 - To learn about how being active can keep people healthy.

What comes next:

Keeping safe – risks and habits (Y4):

- The facts about legal and illegal harmful substances and associated risks, including a focus on smoking.
- what is meant by the term ‘habit’ and why habits can be hard to change (bad habits and addictions)
- To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage

- The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity) and other behaviours.
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet
- The characteristics and mental and physical benefits of an active lifestyle.
- The risks associated with an inactive lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. daily mile.
- About dental health and the benefits of good dental health, including visits to the dentist.

- them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- Strategies for keeping safe – road safety.

Puberty 1 (Y4):

- Physical changes associated with puberty
 - Define puberty, know that it happens differently for everyone and begins and ends at different times
 - The way they change throughout the human lifecycle
 - Understand that body changes at puberty are linked to human reproduction.
- Learn about the impact of puberty on physical hygiene and develop strategies for managing this. (hair growth, body odour, body shapes, voice)
- How puberty effects emotions and behaviour, and strategies for dealing with the changes associated with puberty.
- Mindfulness – strategies to aid concentration and focus and ground oneself

Year 4 – Health and Wellbeing

Core Knowledge / skills to be acquired:

Keeping safe – risks and habits

- The facts about legal and illegal harmful substances and associated risks, including a focus on smoking.
- what is meant by the term ‘habit’ and why habits can be hard to change (bad habits and addictions)
- To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- Strategies for keeping safe – road safety.

Puberty 1

- Physical changes associated with puberty
 - Define puberty, know that it happens differently for everyone and begins and ends at different times
 - The way they change throughout the human lifecycle
 - Understand that body changes at puberty are linked to human reproduction.
- Learn about the impact of puberty on physical hygiene and develop strategies for managing this. (hair growth, body odour, body shapes, voice)
- How puberty effects emotions and behaviour, and strategies for dealing with the changes associated with puberty.
- Mindfulness – strategies to aid concentration and focus and ground oneself

Key Vocabulary:

- Habit
- Substance
- Legal/ illegal
- Smoking
- Nicotine
- Addiction
- Risk
- Danger
- Hazard
- Road safety
- Water/ river safety
- Puberty
- Hygiene
- Reproduction
- Hair growth
- Body odour
- Mood
- Emotions
- Behaviour
- Hormones
- Mindfulness

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Modeshift Pedestrian Training

Core Knowledge / skills to be acquired:

School Rules, health and safety (Y3):

- School rules about health and safety, basic emergency aid procedures, where and how to get help

What comes next:

Keeping safe/ peer pressure (Y5):

- The facts about legal and illegal harmful substances and associated risks, including a focus on alcohol and drug abuse.

- About people who are responsible for helping them stay healthy and safe and ways that they can help these people
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Emergency Procedures

- How to make a clear and efficient call to emergency services if necessary.

Emotional health and wellbeing (Y3):

- **5 ways to wellbeing**
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health wellbeing and happiness.
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- The importance of self-respect and how this links to their own happiness.

My Body – growing and changing (Y1):

- About the process of growing young to old and how people's needs change
- About growing and changing and new opportunities and responsibilities that increasing independence may bring
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)

- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Puberty 2 (Y5):

- How their body will change as they approach and move through puberty
- Understand menstruation and wet dreams
- Emotional changes as go through puberty

Human Reproduction (Y5):

- Learn about human reproduction in the context of the human life-cycle
 - Can describe how babies are made, including the relationship between sexual intercourse and conception
 - Name the male and female sex cells and reproductive organs.

Year 5 – Health and Wellbeing

Core Knowledge / skills to be acquired:

Keeping safe/ peer pressure:

- The facts about legal and illegal harmful substances and associated risks, including a focus on alcohol and drug abuse.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Internet Safety and Harms 2:

- Safety online (including social media, the responsible use of ICT and mobile phones)
- The importance of protecting information, including passwords, addresses and images

Puberty:

- How their body will change as they approach and move through puberty
- Understand menstruation and wet dreams
- Emotional changes as go through puberty

Human Reproduction

- Learn about human reproduction in the context of the human life-cycle
 - Can describe how babies are made, including the relationship between sexual intercourse and conception
 - Name the male and female sex cells and reproductive organs.

Key Vocabulary:

- Substance
- Legal / Illegal
- Risk / Danger
- Peer pressure
- Alcohol
- Drug
- Abuse
- Unhealthy
- Restrictions
- Puberty
- Menstruation
- Genitals
- Moods
- Periods
- Tampons / Sanitary towels
- Semen
- Erection
- Sweat
- Spots
- Pubic hair / Facial hair
- Underarm hair
- Feelings
- Sperm / Egg
- Conception
- Vagina

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Internet Safety Day

Prior knowledge / skills this builds on:

Keeping safe – risks and habits (Y4):

- The facts about legal and illegal harmful substances and associated risks, including a focus on smoking.

What comes next:

Emotional health and Mindfulness (Y6):

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- what is meant by the term 'habit' and why habits can be hard to change (bad habits and addictions)
- To differentiate between the terms 'risk', 'danger' and 'hazard'
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- Strategies for keeping safe – road safety.

Puberty 1 (Y4):

- Physical changes associated with puberty
 - Define puberty, know that it happens differently for everyone and begins and ends at different times
 - The way they change throughout the human lifecycle
 - Understand that body changes at puberty are linked to human reproduction.
- Learn about the impact of puberty on physical hygiene and develop strategies for managing this. (hair growth, body odour, body shapes, voice)
- How puberty effects emotions and behaviour, and strategies for dealing with the changes associated with puberty.
- Mindfulness – strategies to aid concentration and focus and ground oneself

- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- Where and how to seek support (including recognising the triggers for seeking 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 (including issues arising online).
- Use of mindfulness for emotional regulation and to wellbeing.
- How to ask for advice for self and others and to keep trying until they have been heard, including having the vocabulary and confidence to report concerns or abuse.
- To know that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- To understand the effects of alcohol and drug abuse on mental health.
- To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Keeping safe – change and transitions (Y6):

- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- To recognise that increased independence brings increased responsibility to keep themselves and others safe
- 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

Year 6 – Health and Wellbeing

Core Knowledge / skills to be acquired:

Emotional Health and Wellbeing

- Isolation and loneliness
- Use of mindfulness for emotional regulation and wellbeing.
- Mental ill health and where and how to get support.
- Impact of media images on mental health
- Effects of alcohol and drug abuse on mental health.
- Importance of sleep

Keeping safe:

- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- To recognise that increased independence brings increased responsibility to keep themselves and others safe
- 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

Internet Safety 3:

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Key Vocabulary:

- Isolation
- Loneliness
- Mindfulness
- Emotional wellbeing
- Mental ill health
- Social Media
- Alcohol abuse
- Drug abuse
- Sleep health
- Change
- Loss
- Separation
- Divorce
- Bereavement
- Independence
- Responsivity
- Risk / Danger
- Online abuse
- Trolling
- Harassment

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Internet Safety Day
- Crucial Crew

Prior knowledge / skills this builds on (Y5):

Keeping safe/ peer pressure:

- The facts about legal and illegal harmful substances and associated risks, including a focus on alcohol and drug abuse.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Internet Safety and Harms 2:

- Safety online (including social media, the responsible use of ICT and mobile phones)

What comes next (KS3):

Mental Health and Wellbeing:

- how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- the characteristics of mental and emotional health and strategies for managing these
- the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns
- a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

- The importance of protecting information, including passwords, addresses and images

Puberty:

- How their body will change as they approach and move through puberty
- Understand menstruation and wet dreams
- Emotional changes as go through puberty

Human Reproduction

- Learn about human reproduction in the context of the human life-cycle
 - Can describe how babies are made, including the relationship between sexual intercourse and conception
 - Name the male and female sex cells and reproductive organs.

- the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible

Drugs Alcohol and Tobacco:

- the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics
- to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
- the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
- wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
- strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
- the law relating to the supply, use and misuse of legal and illegal substances
- about the concepts of dependence and addiction including awareness of help to overcome addictions

Managing Risk and Personal Safety:

- how to identify risk and manage personal safety in increasingly independent situations, including online
- ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
- the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

Puberty and Sexual Health

- strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
- about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)