



# **Lenham Primary School Health & Well-Being Document**

**February 2017**

## **Introduction**

A healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and the attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both physical and social environment that is conducive to learning

## **Rationale**

We want all children and young people to be healthy and achieve at school and in life. We believe that by providing opportunities at school for enhancing emotional and physical health, we will improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

## **Aims**

- To support children and young people in developing healthy behaviours and lifestyles
- To help raise the achievement of children and young people
- To help reduce health inequalities
- To help promote social inclusion.

## **Core Themes**

The four core themes of health and well-being at Lenham Primary School are:

- **Personal Social and Health Education (PSHE) - including SRE and drugs education**
- **Healthy eating**
- **Physical activity**
- **Emotional health and well-being, including bullying.**

These follow the school's previous engagement with the 'Healthy Schools' initiative. The themes relate to both school curriculum and the emotional and physical learning environment in school.

## **Curriculum**

All of the core themes are taught as part of our broad curriculum. They link with the school's PRIDE values and are also taught through other subjects.

# **Personal Social and Health Education (PSHE)**

## **- including RSE and Drugs Education**

*Please refer to the school's long-term plan for PSHE in the appendix and to the school's RSE Policy (available via the school's website, March 2017).*

## **Healthy Eating**

At Lenham Primary School, we recognise the important relationship between a healthy diet and a child's ability to learn effectively and achieve high standards. We recognise the role our school can play, as part of the larger community, to promote healthy eating and to know where food comes from.

We aim to ensure that healthy choices of food and drink are provided, taking individual needs (e.g. cultural, ethical, medical) into account. Nutrition and healthy eating messages are delivered through the curriculum and assemblies, and with the support of the whole school.

### **Aims for Promoting Healthy Eating**

- To improve the health of children, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues. This includes what constitutes a healthy and environmentally sustainable diet and hygienic food preparation and storage methods.
- To increase children's knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.
- To ensure that children are well nourished at school and that every child has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
- To ensure that food provision in the school reflects the ethical and medical requirements of staff and children.
- To teach the link between healthy eating and drinking and learning ability.
- To explain the implications (health issues) which may arise from a poor diet.

### **Food Provision**

As part of the School Food Plan, a new set of standards for all food served in schools was launched by the Department for Education. They become mandatory in all maintained schools, new academies and free schools from January 2015. The new school food standards are designed to make it easier for school cooks to create imaginative, flexible and nutritious menus.

These standards are applied not just to food served at lunchtime, but across the school day. The regulations divide food into a series of groups and set out how often food in each group must/can/must not be provided. E.g. fruit and vegetables must be available every day but only two portions of deep fried food can be served in one week and confectionery must not be provided at all.

Lenham Primary School promotes healthy food provision in the following ways:

- We belong to the "School Fruit and Vegetable Scheme" which provides fresh daily fruit and vegetables to children in Reception and Key Stage 1.
- If playtime snacks and drinks are brought from home children are strongly encouraged to bring in healthy options.
- The school community is aware of the possibility of food allergies within the school population, particularly nut allergies. Children are taught not to share packed lunches and parents are reminded that we are 'Nut Free'.
- All children are requested that they provide their own water bottle which they have with them in class allowing them easy access to water throughout the day. Each child is responsible for looking after, cleaning and refilling their own bottle. Squash or juice is not allowed and this stimulates the digestive system, rather than rehydrating stress inhibitors.
- Support is provided for children and families about healthier lunchbox choices and playtime snack choices e.g. through lessons, assemblies, newsletters etc.

- At lunchtime children having hot dinners or packed lunches eat together and children can sit with their friends.

## School Meals

- The lunchtime menu is distributed via book bags in Autumn, Winter and Spring/Summer so that parents/carers are informed about food provision.
- Regular events take place that promote healthy eating.

## Packed Lunches

Lenham Primary School asks parents to support healthy eating by ensuring that food provided from home considers reducing the amount of salt, fat and sugar and encourages wholemeal bread, fruit and water.

A balanced packed lunch should contain:

- **Starchy foods:** These are bread, rice, potatoes and pasta, and others.
- **Protein foods:** These are meat, fish, eggs, beans and others.
- **A dairy item:** This could be cheese or yoghurt.
- **Vegetables or salad, and a portion of fruit.**

We also need to remind you we are a 'Nut-Free School'. This does not just mean avoiding nuts themselves in lunchboxes, but also any food which may contain traces of nuts. We need to keep every pupil at our school safe, so please help us ensure we can do this. Children are told not to share food with others.

## Breakfast & Toastie Club

Children who don't have breakfast may have low blood sugar and be dehydrated, which can affect their ability to concentrate. It is known that some children do not eat breakfast before leaving home.

Both Breakfast and Toastie Clubs are part of the extended schools' agenda, and as such, follow the School Food Plan.

As well as providing a forum for healthy meals, the clubs also address the needs of children who arrive at school early, or leave late, who could otherwise miss a meal.

# Physical Activity

*Please refer to the school's long-term plan for PE in the appendix and to the school's aims and plan for Sports' Premium Funding (available via the school's website).*

The school believes in promoting the benefits of physical activity to all in our community. We promote the benefits of physical activity on the body, mind, social and emotional well-being of the participant, through PE lessons, PSHE, Science lessons, assemblies, newsletters etc.

We aim to provide 2 hours a week of curriculum provision for children in years 1 to 6, with a choice of extra-curricular activities and experiences available too.

The school's PE curriculum follows the DFE's National Curriculum. In order to ensure quality lessons are delivered, the school's Sports' Premium Funding is partly used to support CPD of adults by our current agreement with The Lenham School.

## Aims for the Promotion of Physical Activity – Including through PE

- To develop physical and cognitive skills through a range of movement-based activities.
- To promote physical activity and a healthy lifestyle
- To develop positive attitudes towards PE
- To ensure and promote safe practice.
- To promote co-operation
- To develop an ability to plan, perform and evaluate movement sequences.

- To develop a sense of fair play and sportsmanship

### **Aims for PE National Curriculum**

The National Curriculum aims for children to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

### **Cross-Curricular Links**

PE can be used to enhance activities within other subjects (e.g. Active Maths, in a maths lesson) or other subjects can be used within a PE lesson (e.g. “Can you get into groups divisible by 4?” – Maths).

The subject itself has direct links to the PSHE and Science curricula, as well as the dance element linking to the arts subjects. Indirectly, PE is also linked to language development.

### **Non-Participation**

On occasion, a pupil may not be able to take part in a PE lesson. In such an instance, parents are informed and the pupil takes part in the lesson in another way, e.g. by refereeing or coaching.

### **Assessment**

Teachers may use different methods of assessing pupils’ attainment and progress in PE e.g. observations, discussions etc. Teachers record assessment data using the school’s current tracking system (Target Tracker), so that information is easily available to share.

### **Health & Safety**

Children are encouraged to move equipment themselves, using safe practices taught to them. A PE kit is required in order to keep children safe during the lessons, and to encourage good practices in hygiene.

The school follows advice given by Kent County Council, and the annual updates from BAALPE’s ‘Safe Practice In Physical Education, School Sport & Physical Activity’(<http://www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/>) This includes practices such as tying hair back, removing ALL jewellery, considering footwear being used for the activity.

## **Emotional Health and Well-Being - Including Bullying**

At Lenham Primary School, the promotion of emotional health and well-being is important. We believe that this is reflected in Public Health England’s statement in the document ‘Promoting Children & Young People’s Emotional Health & Well-Being: A Whole School & College Approach’ (March, 2015):

*‘It is widely recognised that a child’s emotional health and well-being influences their cognitive development and learning, as well as their physical and social health and their mental well-being in adulthood.’*

The document above, promotes eight principles to promote emotional health and well-being:

#### **1. Leadership & Management**

The SLT & governors promote emotional health and well-being to all stakeholders by:

- ensuring it is covered across all areas of the school life;

- the PRIDE values are supported and promoted by all staff;
- policies such as Anti-Bullying and Safeguarding are shared across all stakeholders – including pupils, and are regularly reviewed;
- SLT promote the continuing allocation of time for discrete PSHE time;
- leading Pupil Voice surveys and discussion on themes such as safety and anti-bullying;
- linking the school's values and ethos to the Olympic and Paralympic values, and by promoting London 2012 legacy ideals;
- monitoring and tracking data which could indicate concerns, e.g. attainment, progress, attendance, punctuality, behavior, safeguarding, bullying etc.
- time is set aside termly, in order to focus on staff well-being.

## **2. School Ethos & Environment**

- Occurrences of bullying at the school are extremely rare, and if they do happen, they are taken very seriously.
- Behaviour of the pupils is good. They are tolerant and supportive of each other.
- Pupils are able to talk about their learning and know what to do, in order to improve. This is supported in each class by the use of 'Learning Ladders'.
- Resilience is encouraged and supported by the adults in the school.
- Pupils know who to speak to if they are concerned about any issue.
- Road Safety Week, Anti-Bullying Week and Internet Safety Week have been promoted throughout the school, including to parents.
- Issues of diversity are regularly challenged (especially through Paralympic activities)
- School and sports' councillors are elected to represent their class at meetings (Y2-6).

## **3. Curriculum, Teaching & Learning**

Opportunities to promote emotional health and well-being are promoted through PSHE lessons and through links to other curriculum areas, e.g.

- Transition activities and times for each class
- Opportunities across different curriculum areas to problem solve
- Managing feelings
- The school has joined the PSHE Association
- Professional sports' people's visits have been welcomed to school
- NSPCC 'P.A.N.T.S.' work

## **4. Student Voice**

Pupils at the school have the opportunity to express their thoughts and opinions through:

- Pupil Voice Surveys (x3 per year)
- Discussions with adults / subject leaders
- School council
- Sports' council
- Recruitment of staff

## **5. Staff Development, Health & Well-Being**

Staff Development:

- 3 x SLT now trained as DSLs (Designated Safeguarding Leads)
- LGBTQ INSET (2015-2016) (Lesbian, Gay, Bisexual, Trans and Questioning)
- Positive handling
- Attachment INSET (2015-2016)
- Staff Development Meeting (SDM): Young Carers (2016-2017)
- Triage support from Early Help has enabled staff new to this role, to make referrals

Staff Health & Well-Being:

- x1 SDM per term allocated to staff well-being. All staff are welcome.
- SDM time given to complete tasks in as many instances as possible (i.e. report writing, corridor displays).
- Smile Files encourage each member of staff to collect positive feedback
- Appraisals allow for free speech of how a colleague is feeling / coping – not just a measurement against targets
- NQTs are allocated a mentor each and encouraged to attend CPD events outside of school

## **6. Identifying Need & Monitoring Impact**

Staff understand that a pupil's difficulties may not be physical or linked to a learning issue, but that they may be linked to a well-being or emotional health issue. A school's 'green form' is completed if

staff think this may be the case. Termly Pupil Progress Meetings give the opportunity for teaching staff to discuss any issues surrounding pupils in their care with members of the SLT and regular input at staff meetings regarding SEN, also allow practices to be reassessed.

Pupils who have already been identified as having emotional health and / or well-being needs, may be referred to the Early Help Team, or have interventions for their needs in school. These may be in the form of interventions inside the classroom or in addition to classroom support, e.g. group playtime log, table 'thermometer', emotion 'buddy' etc.

## **7. Working With Parents / Carers**

The family plays a key role in influencing children and young people's emotional health and well-being.

Families meet with staff before the children start at school, and are encouraged to share information about their children. In the pupils' time with us, teachers meet families for parent consultations and 'Meet The Teacher' meetings. We also have an open-door policy at the end of the day and we try to accommodate meetings with families as promptly as we can. Parents are encouraged to come to termly Book Looks, in order to meet staff in a more relaxed environment too.

If the school believes Early Help would be an appropriate support for the pupil / family, a parent / guardian needs to sign the forms, before the school makes a referral to Kent County Council.

Concerns raised by the school, will always be shared with the parent / guardian before further action is taken.

Also,

- Links to 'outside' support are 'signposted' in monthly newsletters, as the school receives them
- Policies are available to parents via the school's website
- Termly parent forums (2016-2017)
- Parent Voice questionnaire x2 per year
- Information evenings have included: New entrant transition, KS1 SATs, Y6 residential, Online Safety, Meet The Teacher

## **8. Targeted Support**

The school will do all it can within the restriction of time, knowledge and budget constraints, to support individual pupil's difficulties with emotional health and well-being.

For example:

- Nurture groups
- Behaviour Support Plans
- Risk Assessments
- Lego Challenge
- Targeted use of Pupil Premium money

As a small school, we recognise the importance of referring pupils to others, outside of school who have more experience and knowledge than we do. Previously, we have worked with the following groups of people in order to support the children in our care:

- LIFT (including, referral to Educational Psychologists, and therefore CAMHS)
- Early Help
- Social Services
- Porchlight
- Slide Away
- School nurse
- NHS local well-being team
- Young Carers

## **9. Resources**

<https://www.youthwellbeing.co.uk/> and <https://www.pshe-association.org.uk/> are useful for initial research. The LIFT and Early Help Triage Teams offer good support to the school. Resources are shared between school and home wherever possible. Websites which contain other useful information, can be found in the appendices.

**This policy is also closely linked to the school's other policies, especially:**

- **Anti-Bullying**
- **Attendance**
- **Health & Safety**
- **Online Safety**

- ***Relationships & Sex Education***
- ***Safeguarding***
- ***Uniform***

## **Appendix 1**

### **Online Resources**

#### **Healthy Eating**

<https://www.gov.uk/government/publications/the-eatwell-guide>

<https://www.gov.uk/school-meals-healthy-eating-standards>

<http://www.schoolfoodplan.com/actions/school-food-standards/>

<http://www.healthylunch.org.uk/government/>

<http://www.childrensfoodtrust.org.uk/childrens-food-trust/parents/your-childs-food-at-school/packed-lunches/packed-lunch-information/>

<http://www.nhs.uk/livewell/childhealth6-15/pages/lighterlunchboxes.aspx>

#### **Physical Activity**

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

<http://www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/>

<https://www.gov.uk/health-safety-school-children>

#### **Emotional Health & Well-Being**

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

<https://www.gov.uk/bullying-at-school>

<https://www.youthwellbeing.co.uk/>



## Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Overarching Concepts	
1. <b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)	
2. <b>Relationships</b> (including different types and in different settings)	
3. <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)	
4. <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)	
5. <b>Diversity</b> and <b>equality</b> (in all its forms)	
6. <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)	
7. <b>Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)	
8. <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)	
9. <b>Career</b> (including enterprise, employability and economic understanding)	

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self-advocacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> </ol>

events, deletion of information, misconceptions or misperceptions about the behaviour of peers) <b>6.</b> Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) <b>7.</b> Self-regulation (including managing strong emotions e.g. negativity and impulse) <b>8.</b> Recognising and managing the need for peer approval <b>9.</b> Self-organisation (including time management)	and compromise) <b>6.</b> Recognising and utilising strategies for managing pressure, persuasion and coercion <b>7.</b> Responding to the need for positive affirmation for self and others	<b>9.</b> Reviewing progress against objectives
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## Core Theme 1: Health and wellbeing

### Suggested Programme of Study for Health and wellbeing

*Pupils should be taught:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

## Core Theme 2: Relationships

### Suggested Programme of Study for Relationships

*Pupils should be taught:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

## Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

### Suggested Programme of Study for living in the wider world

*Pupils should be taught:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

*\*It is important to read this section alongside any guidance produced by citizenship education organisations such as the [Association for Citizenship Teaching](#).*

	Health & Well-Being <i>PSHE Association (October 2014)</i>	Relationships <i>PSHE Association (October 2014)</i>	SRE <i>The Association for Science Education &amp; PSHE Association (March 2016)</i>	Living In The Wider World <i>PSHE Association (October 2014)</i>
1	<ol style="list-style-type: none"> <li>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>6. the importance of and how to maintain personal hygiene</li> <li>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> </ol>	<ol style="list-style-type: none"> <li>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>2. to recognise how their behaviour affects other people</li> <li>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>7. to offer constructive support and feedback to others</li> </ol>	<p>Pupils should be taught to: Identify, name, draw&amp; label the basic parts of the human body &amp; say which part of the body is associated with each sense</p> <p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (inc. head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs &amp; rhymes.</i></p> <p>Vocab: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva</p>	<ol style="list-style-type: none"> <li>1. how to contribute to the life of the classroom</li> <li>2. to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> </ol>

	10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls			
2	<p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>11. that household products, including medicines, can be harmful if not used properly</p> <p>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))</p> <p>13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>8. to identify and respect the differences and similarities between people</p> <p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>13. that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Pupils should be taught to:</p> <p>Notice that animals, inc. humans, have offspring which grow into adults (also mentioning the stages: baby, toddler, child, teenager, adult)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, &amp; hygiene.</p> <p><i>Introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can inc. ref. to baby, toddler, child, teenager &amp; adult</i></p> <p>Vocab: baby, toddler, child, teenager, adult.</p>	<p>4. that they belong to various groups and communities such as family and school</p> <p>5. what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>
3	<p>1. what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>	<p>1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</p>	<p>Pupils should be taught to:</p> <p>Explore the part that flowers play in the life cycle of flowering plants, inc. pollination, seed formation and seed dispersal</p> <p>Vocab: pollination, pollen, male, ovule, female, seed</p>	<p>2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>



4	<ul style="list-style-type: none"> <li>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>10. 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</li> <li>13. 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</li> <li>15. school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the <a href="#">Bikeability programme</a>), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)</li> </ul>	<ul style="list-style-type: none"> <li>5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>7. that their actions affect themselves and others</li> <li>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>		<ul style="list-style-type: none"> <li>1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> <li>4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices <i>(United Nations Declaration, Rights of The Child)</i></li> <li>11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> </ul>
5	<ul style="list-style-type: none"> <li>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>14. 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</li> <li>18. how their body will, and emotions may, change as they approach and move through puberty</li> <li>19. about human reproduction</li> </ul>	<ul style="list-style-type: none"> <li>9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>11. to work collaboratively towards shared goals</li> <li>12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> </ul>	<p>Animals, including humans Pupils should be taught to: Describe the changes as humans develop to old age. <i>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty</i> Vocab: gestation period, pregnancy, live birth. Living Things &amp; Their Habitats Pupils should be taught to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of</p>	<ul style="list-style-type: none"> <li>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>9. what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>17. to explore and critique how the media present information</li> </ul>

			<p>reproduction in some plants and animals.</p> <p><i>Pupils should find out about different types of reproduction in plants, &amp; sexual reproduction in animals.</i></p> <p>Vocab: sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p>	
6	<p>7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p>	<p>13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>15. to recognise and manage 'dares'</p> <p>16. to recognise and challenge stereotypes</p>		<p>5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</p> <p>12. to think about the lives of people living in other places, and people with different values and customs</p> <p>14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>16. about enterprise and the skills that make someone 'enterprising'</p>

## PE

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

#### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

#### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	'Indoor'	'Outdoor'	'Indoor'	'Outdoor'	'Indoor'	'Outdoor'	'Indoor'	'Outdoor'	'Indoor'	'Outdoor'	'Indoor'	'Outdoor'
Year 1	<b>Cooperative Games</b>	<b>Basic Movements</b>	<b>Gymnastics</b>	<b>Basic Movements</b>	<b>Gymnastics</b>	<b>Team Games</b>	<b>Dance</b>	<b>Team Games</b>	<b>Dance</b>	<b>Team Games</b>	<b>Dance</b>	<b>Basic Movements</b>
	Cooperative games, e.g. parachute, drama games	Master basic movements including running, jumping, throwing and catching.	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Master basic movements including running, jumping, throwing and catching.	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Athletics / Sports' Day practising  <b>Olympic Sports</b>
Year 2	<b>Paralympic Games</b>											
	<b>Cooperative Games</b>	<b>Basic Movements</b>	<b>Gymnastics</b>	<b>Basic Movements</b>	<b>Gymnastics</b>	<b>Team Games</b>	<b>Dance</b>	<b>Team Games</b>	<b>Dance</b>	<b>Team Games</b>	<b>Dance</b>	<b>Basic Movements</b>
	Cooperative games, e.g. parachute, drama games	Master basic movements including running, jumping, throwing and catching.	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Master basic movements including running, jumping, throwing and catching.	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Athletics / Sports' Day practising  <b>Olympic Sports</b>

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	‘Indoor’	‘Outdoor’	‘Indoor’	‘Outdoor’	‘Indoor’	‘Outdoor’	‘Indoor’	‘Outdoor’	‘Indoor’	‘Outdoor’	‘Indoor’	‘Outdoor’
Year 3	<b>Skills</b>  Use running, jumping, throwing and catching in isolation and in combination	<b>OAA</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Games (Invasion)</b>  Play competitive games, modified where appropriate [for example, basketball, football, hockey, netball], and apply basic principles suitable for attacking and defending	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Games (Striking &amp; Fielding)</b>  Play competitive games, modified where appropriate [for example, cricket, rounders], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Games (net / wall)</b>  Play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]			<b>Athletics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics]  <b>Olympic Sports</b>
Year 4	<b>Skills</b>  Use running, jumping, throwing and catching in isolation and in combination	<b>Games (Invasion)</b> Play competitive games, modified where appropriate [for example, basketball, football, hockey, netball], and apply basic principles suitable for attacking and defending	<b>Dance</b>  Perform dances using a range of movement patterns	<b>OAA</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Games (Striking &amp; Fielding)</b> Play competitive games, modified where appropriate [for example, cricket, rounders], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Games (net / wall)</b>  Play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]			<b>Athletics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics]  <b>Olympic Sports</b>
Year 5	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Skills</b>  Use running, jumping, throwing and catching in isolation and in combination	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Games (Invasion)</b> Play competitive games, modified where appropriate [for example, basketball, football, hockey, netball], and apply basic principles suitable for attacking and defending		<b>OAA</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Games (Striking &amp; Fielding)</b> Play competitive games, modified where appropriate [for example, cricket, rounders], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Games (net / wall)</b>  Play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending		<b>Athletics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics]  <b>Olympic Sports</b>
Year 6	<b>Skills</b>  Use running, jumping, throwing and catching in isolation and in combination	<b>Games (Invasion)</b> Play competitive games, modified where appropriate [for example, basketball, football, hockey, netball], and apply basic principles suitable for attacking and defending	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Games (Striking &amp; Fielding)</b> Play competitive games, modified where appropriate [for example, cricket, rounders], and apply basic principles suitable for attacking and defending	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Games (net / wall)</b>  Play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>OAA</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]			<b>Athletics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics]  <b>Olympic Sports</b>

### Swimming

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Perform safe self-rescue in different water-based situations.

### Personal Bests

e.g. assessments, target setting, circuits etc.