

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Curriculum Intent Grid – Physical Health & Mental Wellbeing

Reception

Name: _____.

RECEPTION		
	3 and 4 Year Olds	<p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
	Children in Reception	<p>Manage their own needs: personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none">- lining up and queuing- mealtimes
Early Learning Goal		

Year 1

Name: _____.

Physical health and Mental wellbeing	Growing and changing	Keeping safe
<p>what it means to be healthy and why it is important</p> <p>how to keep safe in the sun</p> <p>ways to take care of themselves on a daily basis</p> <p>about basic hygiene routines, e.g. hand washing</p> <p>about healthy and unhealthy foods, including sugar intake</p> <p>about physical activity and how it keeps people healthy</p> <p>about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p>	<p>to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>how they are the same and different to others about different kinds of feelings</p> <p>how to recognise feelings in themselves and others</p> <p>how feelings can affect how people behave</p>	<p>how rules can help to keep us safe</p> <p>whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> <p>why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>basic rules for keeping safe online</p>

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 2

Name: _____.

Physical health and Mental wellbeing	Growing and changing	Keeping safe
<p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p> <p>when and how to ask for help, and how to help others, with their feelings</p>	<p>about the human life cycle and how people grow from young to old</p> <p>how our needs and bodies change as we grow up</p> <p>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>about change as people grow up, including new opportunities and responsibilities</p> <p>preparing to move to a new class and setting goals for next year</p>	<p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</p> <p>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <p>how to respond if there is an accident and someone is hurt</p> <p>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 3

Name: _____.

Physical health and Mental wellbeing	Growing and changing	Keeping safe
<p>about the choices that people make in daily life that could affect their health</p> <p>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>about the things that affect feelings both positively and negatively</p> <p>strategies to identify and talk about their feelings</p> <p>about some of the different ways people express feelings e.g. words, actions, body language</p> <p>to recognise how feelings can change overtime and become more or less powerful</p>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p>	<p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 4

Name: _____.

Physical health and Mental wellbeing	Growing and changing	Keeping safe
<p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care e.g.visiting the doctor when necessary</p> <p>how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>how to identify external genitalia and reproductive organs</p> <p>about the physical and emotional changes during puberty</p> <p>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>strategies to manage the changes during puberty including menstruation</p> <p>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>how to discuss the challenges of puberty with a trusted adult</p> <p>how to get information, help and advice about puberty</p>	<p>the importance of taking medicines correctly and using household products safely</p> <p>to recognise what is meant by a 'drug'</p> <p>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break</p> <p>how to ask for help or advice</p>

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 5

Name: _____

Physical health and Mental wellbeing	Growing and changing	Keeping safe
how sleep contributes to a healthy lifestyle	about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes	to identify when situations are becoming risky, unsafe or an emergency
healthy sleep strategies and how to maintain them	that for some people their gender identity does not correspond with their biological sex	to identify occasions where they can help take responsibility for their own safety
about the benefits of being outdoors and in the sun for physical and mental health	how to recognise, respect and express their individuality and personal qualities	to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
how to manage risk in relation to sun exposure, including skin damage and heat stroke	ways to boost their mood and improve emotional wellbeing	how to deal with common injuries using basic first aid techniques
how medicines can contribute to health and how allergies can be managed	about the link between participating in interests, hobbies and community groups and mental wellbeing	how to respond in an emergency, including when and how to contact different emergency services
that some diseases can be prevented by vaccinations and immunisations		that female genital mutilation (FGM) is against British law ¹
that bacteria and viruses can affect health		what to do and whom to tell if they think they or someone they know might be at risk of FGM
how they can prevent the spread of bacteria and viruses with everyday hygiene routines		
to recognise the shared responsibility of keeping a clean environment		

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Physical health and Mental wellbeing	Growing and changing	Keeping safe
<p>that mental health is just as important as physical health and that both need looking after</p> <p>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>positive strategies for managing feelings</p> <p>that there are situations when someone may experience mixed or conflicting feelings</p> <p>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>the importance of asking for support from a trusted adult</p> <p>about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>that changes can mean people experience feelings of loss or grief</p> <p>about the process of grieving and how grief can be expressed</p> <p>about strategies that can help someone cope with the feelings associated with change or loss</p> <p>to identify how to ask for help and support with loss, grief or other aspects of change</p> <p>how balancing time online with other activities helps to maintain their health and wellbeing</p> <p>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>what to do and whom to tell if they are frightened or worried about something they have seen online</p>	<p>to recognise some of the changes as they grow up e.g. increasing independence</p> <p>about what being more independent might be like, including how it may feel</p> <p>about the transition to secondary school and how this may affect their feelings</p> <p>about how relationships may change as they grow up or move to secondary school</p> <p>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>identify the links between love, committed relationships and starting a family</p> <p>about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>	<p>how to protect personal information online</p> <p>to identify potential risks of personal information being misused</p> <p>strategies for dealing with requests for personal information or images of themselves</p> <p>to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>how to report the misuse of personal information or sharing of upsetting content/images online</p> <p>about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>about the risks and effects of different drugs</p> <p>about the laws relating to drugs common to everyday life and illegal drugs</p> <p>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>about the organisations where people can get help and support concerning drug use</p> <p>how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p>

	<p>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <p>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb and also IVF</p> <p>that pregnancy can be prevented with contraception² (that intercourse doesn't always result in a baby)</p>	
--	---	--

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>