**Curriculum Overview – Brief**

**Key Stage One**

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| **Curriculum themes** | **Ks1 Healthy Workshop** | **KS1 Fun Fitness Session** |
| Science |  |  |
| * Body parts (including skeleton) * Senses * Needs of animals and humans: water, food…) * Importance of exercise * Eating the right amounts of different types of food * Hygiene |  |  |
| **PSHE** |  |  |
| * Making healthy choices * Importance of physical activity * Importance of rest * Dental health * Personal hygiene * Parts of the body * Medicines * Keeping safe in the home * Changes as we grow * Working with others * Taking responsibility for self |  |  |
| **PE** |  |  |
| * Physical confidence * Opportunities to develop competence in broad range of physical activity * Physically active for sustained periods of time * Leading healthy, active lives * Mastering basic movement: running, jumping, balance, agility, co-ordination * Team games * Simple movement patterns |  |  |
| **Cross Curricular** |  |  |
| * Where our food comes from (geography) * Food sources (geography) * How our food grows (geography) * Creating categories (maths) * Adding amounts of money (maths) * Making totals of amounts (maths) * Following directions (maths) * Simple problem solving (maths) * Reading instruction (literacy) |  |  |

**Lower Key Stage Two (Years 3 & 4)**

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| Curriculum objectives | LKS2 Healthy Workshop | Mental Health Workshop | Circuits (fitness) Session |
| **RSE & Health Education** |  |  |  |
| **Families and people who care for me…**   * Importance and characteristics of family * Diversity of family dynamics * Importance of stable, caring relationships * How to recognise if family life is making them feel unhappy/ unsafe and where to seek help/advice   **Caring friendships…**   * Importance, characteristics and qualities of healthy friendships * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable * Managing conflict, and how to seek help or advice   **Respectful relationships…**   * Importance of respecting others * Practical steps/ways to improve/support respectful relationships * The conventions of courtesy and manners * Importance of self-respect and how this links to happiness * About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help * Stereotypes, what they are and how they can be unfair, negative or destructive * Importance of permission-seeking and giving in all relationships   **Online relationships…**   * That people sometimes behave differently online * That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others * Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * How to critically consider their online friendships and sources of information including awareness of the risks * How information and data is shared and used online   **Being safe…**   * Appropriate boundaries in friendships with peers and others (including in a digital context) * Concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * How to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know * How to recognise and report feelings of being unsafe or feeling bad about any adult * How to ask for advice/help for themselves/others, and to keep trying until they are heard * How to report concerns or abuse * Where to get advice   **Mental wellbeing…**   * That mental wellbeing is a normal part of daily life, in the same way as physical health * That there is a normal range of emotions that all humans experience in relation to different experiences and situations * How to recognise and talk about their emotions * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate * Benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness * Simple self-care techniques * Important for children to discuss their feelings with an adult and seek support to combat isolation and loneliness * That bullying has a negative and often lasting impact on mental wellbeing * Where and how to seek support   **Internet safety and harms…**   * That for most people the internet is an integral part of life and has many benefits * About the benefits of rationing time spent online * The risks of excessive time spent on electronic devices * The impact of positive and negative content online on their own and others’ mental and physical wellbeing * How to consider the effect of their online actions on others * How to recognise and display respectful behaviour online * The importance of keeping personal information private * Why social media, some computer games and online gaming, for example, are age restricted * That the internet can also be a negative place * How to be a discerning consumer of information online including understanding that information * Where and how to report concerns and get support with issues online   **Physical health and fitness…**   * Characteristics and mental and physical benefits of an active lifestyle * Importance of building regular exercise into daily and weekly routines and how to achieve this * Risks associated with an inactive lifestyle * How and when to seek support   **Healthy eating…**   * What constitutes a healthy diet * Principles of planning and preparing a range of healthy meals * Characteristics of a poor diet and risks associated with unhealthy eating and other behaviours   **Health and prevention…**   * Recognition of early signs of physical illness/unexplained changes to the body * About safe and unsafe exposure to the sun * Importance of sleep, dental health, personal hygiene and germs   **Basic first aid…**   * How to make a clear and efficient call to emergency services * Concepts of basic first-aid (e.g. dealing with common injuries, including head injuries) |  |  |  |
| **Science** |  |  |  |
| * Types of food (food groups) * Nutrition value of different foods * Skeletons * Muscles * Teeth * Dental hygiene * Personal hygiene * Impact of diet * Impact of exercise * ‘Healthy lifestyle’ * Importance of water for survival / health * Relationship between diet, exercise, drugs, lifestyle and health |  |  |  |
| * Making healthy choices * Developing healthy lifestyles * Balanced diet * Importance of physical activity * Dealing with emotions * Peer pressure * Issues affecting health and wellbeing * Dangers of smoking * Making informed choices * Managing risk * Taking responsibility for self |  |  |  |
| **PE** |  |  |  |
| * Develop physical confidence * Opportunities to develop competence in broad range of physical activity * Physically active for sustained periods of time * Leading healthy, active lives * Using running, jumping, throwing and catching in isolation and in combination * Develop flexibility, strength, technique, control and balance |  |  |  |
| **Cross Curricular** |  |  |  |
| * Where our food comes from (geography) * Food sources (geography) * How our food grows (geography) * Ways of life 1930’s-1950’s (history) * Comparing and contrasting figures (maths) * Creating categories (maths) * Adding large amounts of money, finding change (maths) * Making totals of amounts (maths) * Following directions, co-ordinates and angles (maths) * Problem solving * Reading instruction (literacy) |  |  |  |

**Upper Key Stage Two (Years 5 & 6)**

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| Curriculum objectives | UKS2 Healthy Workshop | Mental Health Workshop | Circuits (fitness) Session | Drugs & Alcohol Workshop |
| **RSE & Health Education** |  |  |  |  |
| **Families and people who care for me…**   * Importance and characteristics of family * Diversity of family dynamics * Importance of stable, caring relationships * How to recognise if family life is making them feel unhappy/ unsafe and where to seek help/advice   **Caring friendships…**   * Importance, characteristics and qualities of healthy friendships * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable * Managing conflict, and how to seek help or advice   **Respectful relationships…**   * Importance of respecting others * Practical steps/ways to improve/support respectful relationships * The conventions of courtesy and manners * Importance of self-respect and how this links to happiness * About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help * Stereotypes, what they are and how they can be unfair, negative or destructive * Importance of permission-seeking and giving in all relationships   **Online relationships…**   * That people sometimes behave differently online * That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others * Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * How to critically consider their online friendships and sources of information including awareness of the risks * How information and data is shared and used online   **Being safe…**   * Appropriate boundaries in friendships with peers and others (including in a digital context) * Concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * How to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know * How to recognise and report feelings of being unsafe or feeling bad about any adult * How to ask for advice/help for themselves/others, and to keep trying until they are heard * How to report concerns or abuse * Where to get advice   **Mental wellbeing…**   * That mental wellbeing is a normal part of daily life, in the same way as physical health * That there is a normal range of emotions that all humans experience in relation to different experiences and situations * How to recognise and talk about their emotions * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate * Benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness * Simple self-care techniques * Important for children to discuss their feelings with an adult and seek support to combat isolation and loneliness * That bullying has a negative and often lasting impact on mental wellbeing * Where and how to seek support   **Internet safety and harms…**   * That for most people the internet is an integral part of life and has many benefits * About the benefits of rationing time spent online * The risks of excessive time spent on electronic devices * The impact of positive and negative content online on their own and others’ mental and physical wellbeing * How to consider the effect of their online actions on others * How to recognise and display respectful behaviour online * The importance of keeping personal information private * Why social media, some computer games and online gaming, for example, are age restricted * That the internet can also be a negative place * How to be a discerning consumer of information online including understanding that information * Where and how to report concerns and get support with issues online   **Physical health and fitness…**   * Characteristics and mental and physical benefits of an active lifestyle * Importance of building regular exercise into daily and weekly routines and how to achieve this * Risks associated with an inactive lifestyle * How and when to seek support   **Healthy eating…**   * What constitutes a healthy diet * Principles of planning and preparing a range of healthy meals * Characteristics of a poor diet and risks associated with unhealthy eating and other behaviours   **Drugs, alcohol and tobacco…**   * Facts about legal and illegal harmful substances and associated risks   **Health and prevention…**   * Recognition of early signs of physical illness/unexplained changes to the body * About safe and unsafe exposure to the sun * Importance of sleep, dental health, personal hygiene and germs   **Basic first aid…**   * How to make a clear and efficient call to emergency services * Concepts of basic first-aid (e.g. dealing with common injuries, including head injuries)   **Changing adolescent body…**   * Key facts about puberty and the changing adolescent body, including physical and emotional changes |  |  | * .   .   * . * .   .  . |  |
| **Science** |  |  |  |  |
| * Types of food (food groups) * Nutrition value of different foods * Skeletons * Muscles * Teeth * Dental hygiene * Personal hygiene * Impact of diet * Impact of exercise * ‘Healthy lifestyle’ * Importance of water for survival / health * Impact of drugs on the way our bodies function (positive and negative) * How drugs and other substances may be harmful to the human body * Relationship between diet, exercise, drugs, lifestyle and health |  |  |  |  |
| * Making healthy choices * Developing healthy lifestyles * Balanced diet * Importance of physical activity * Dealing with emotions * Peer pressure * Issues affecting health and wellbeing * Legal and illegal substances * Making informed choices * Drugs and alcohol * Managing risk * Taking responsibility for self |  |  |  |  |
| **PE** |  |  |  |  |
| * Physical confidence * Opportunities to develop competence in broad range of physical activity * Physically active for sustained periods of time * Leading healthy, active lives * Using running, jumping, throwing and catching in isolation and in combination * Develop flexibility, strength, technique, control and balance |  |  |  |  |
| **Cross Curricular** |  |  |  |  |
| * Where our food comes from (geography) * Food sources (geography) * How our food grows (geography) * Ways of life 1930’s-1950’s (history) * Comparing and contrasting figures (maths) * Creating categories (maths) * Adding large amounts of money, finding change (maths) * Making totals of amounts (maths) * Following directions, co-ordinates and angles (maths) * Problem solving * Reading instruction (literacy) |  |  |  |  |