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| **Strand**  | **KS1 Outcomes** | **KS2 Outcomes** | **KS3 and 4 Outcomes**  |
| **Sleep Rest and Hygiene** | Pupils can describe how to look after themselves, Pupils can show someone how people can clean their teeth, and talk about how people can help themselves to have good sleep. (Science) | Pupils can explain why it is important to look after themselves..Pupils can demonstrate how to look after their teeth and their skin in the sun. Pupils can explain why this is important and what happens if people do not do this.Pupils can talk about how to practice personal hygiene and can explain why it can be anti-social not to do so.Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be | Pupils can identify what happens when people sleep, Pupils can explain what factors can prevent good sleep, Pupils can identify useful strategies and behaviours that will help aid good sleep.Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection.Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially breast/testicular self-examination in late KS3); Pupils can explain the purpose of vaccinations offered duringadolescence for individuals and societyPupils can assess risks associated with cosmetic and aestheticProcedures, including tattooing, piercings and the use of sunbeds.Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), itsstatus as a criminal act and strategies to safely access support for themselves orothers who may be at risk, or who have already been subject to FGM (Citizenship) |
| **Healthy Eating**  | Pupils can identify and list many healthy and less healthy foods  | Pupils can plan a healthy diet and describe the dangers of an unhealthy one  | Pupils can explainthe role of a balanced diet as part of a healthy lifestyle and explain the impact ofunhealthy food choices on health and life expectancyPupils can explain what might influence decisions about eating a balanced diet and suggest strategiesto manage eating choices. |
| **Spiritual Practices**  | Pupils will have observed/ experienced/ participated in some calming spiritual time | Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health | Pupils can explain at least three different spiritual practices, evaluate their impact on health and well being and articulate their personal preferences, giving reasons. (CW /RE) |
| **Exercise** | Pupils can name and talk about different kinds of exercise | Pupils can describe different kinds of exercise, the impact on people’s bodies and explain why exercise is good for your health | Pupils can explain the benefits of physical activity and exercise for physical and mental health and wellbeing.Pupils can recognise and manage what influences their choices about physicalactivity. They can outline strategies for managing their physical activity and exercise. (PE) |
| **Mental Health and Well Being and Emotional Literacy** | Pupils can talk about their emotions, such as when they are happy, sad, angry or afraid and understand when those emotions are helpful.Pupils can talk about how taking exercise, eating healthily , spending time outdoors and praying or meditating can be good for their feelings | Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move. | Pupils can understand their connections with others and be aware of their own and others’ mental well being .Pupils can understand the importance of challenging stigma related to mental health.Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies.Pupils can explain the importance of developing ‘digital resilience’ in the context of online pressures and will be able to reframe negative thinkingPupils will be aware of unhealthy coping strategies such as self-harm and eating disordersPupil will be able to show an understanding of f common mental health concerns such as anxiety and depression. Pupils will be able to talk about where people can go for further support should they need it. |
| **Screen Time and Sceen-safety**  | Pupils can list some of the ways that screens improve their lives Pupils can list some rules about the limits for using screens that will keep people healthy Pupils can Identify how people use “masks” online to be nasty and who to ask for helpPupils can list what information should or should not be shared (Safeguarding) | Pupils can list what makes wise choices online and explain why limiting screen time is a good ideaPupils can show an understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm | Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issuesPupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on themPupils can describe how to make informed decisions about whether different media and digitalcontent are appropriate to view and develop the skills to act on themPupils can explain that there are positive and safe ways to create and share content online andthe opportunities this offersPupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation onlinePupils can describe how social media may disproportionately feature exaggerated or inaccurateinformation about situations, or extreme viewpoints; to recognise why and howthis may influence opinions and perceptions of people and events.Pupils can explain why there is a shared responsibility to challenge extremism in all its forms. (Citizenship/ British Values) Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of thisPupils can show understanding about how data may be used with the aim of influencing decisions, includingtargeted advertising and other forms of personalisation online; strategies tomanage thisPupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content |
| **Alcohol, smoking and Drugs**  | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | Pupils can explain the facts and laws (Citizenship) surrounding the use of alcohol, smoking and drugs. Pupils show understanding about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines)Pupils can talk about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns  | Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour.Pupils can Identify and assess the risks of underage drinkingPupils can suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support. Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use. Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal substances (Citizenship/ British Values)Pupils can explain the concepts of dependence and addiction including awareness of help to overcome addictions. Pupils can explain where people might be able to go for help with such addictions. |
| **First Aid**  | Pupils can talk about what to do if there is an accident and someone is hurt; how to get help in an emergency (how to dial 999 and what to say) | Pupils can explain how to make an emergency call, and demonstrate how to apply basic first aid for example dealing with common injuries including head injuries  | Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform basic first aid, and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators |
| **Puberty**  | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | Pupils can talk about puberty and how it effects girls and boys, particularly the emotional and physical changes including menstruation , key facts about the menstrual cycle , menstrual wellbeing and wet dreams.(Science)Pupils can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Science)  | Pupils will be able to describe strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools**  | Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth. “You are fearfully and **wonderfully made**” Psalm 139 and Genesis 1 “And God saw that it was very good”. Pupils can make a link between these teachings and how people can regard celebrate and protect their bodies, minds and souls. | Pupils will be able to explain the Christian belief about how humans are **made in the image of God** (Genesis 1 v27) and how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies.They will be able to explain the Christian concept of **Stewardship**: the idea that humans have been given a gift that they should take care of. Pupils will be able to explain how that might affect the way that Christians look after their own bodies and their minds. | Pupils can explain their Church School’s beliefs about **Imago Dei and Stewardship**: about why humans are worth looking after. Pupils can evaluate 3 other opinions about why humans might be of huge value (Humanist and two other religious traditions.). Pupils can appraise those views and then state their own opinion about human worth with reasons.Pupils can explain why people despite knowing the factual information about how they can look after themselves, sometimes fail to do so. Ie they know that exercise and healthy food will make them well but they still make poor choices. Pupils will be able to refer to the Christian belief in **the Fall**, the idea of **temptation**, **forgiveness, redemption and a call into a closer union with God; or holiness**  to help them overcome their weaknesses. They will be able to offer other interpretations and strategies for coping with human weakness and be able to express their own opinion. |