

### HEALTH AND WELL-BEING

#### Pupils learn:

- 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'
- to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- 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
- to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
- school rules about health and safety, basic emergency aid procedures, where and how to get help
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- the principles of planning and preparing a range of healthy meals.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

### RELATIONSHIPS

#### Pupils learn:

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

### LIVING IN THE WIDER WORLD

#### Pupils learn:

- why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to consider the lives of people living in other places, and people with different values and customs