

Being My Best		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Reception	Pre-Learning	Bouncing Back When Things Go Wrong	Yes I Can!	Eating	My Healthy Mind	Move Your Body!	A Good Night's Sleep
	Re focus after the half term break. Circle games/feelings reflection.	Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.	Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers.	Name and choose food and drinks that help our body. Understand that some foods don't help our body very much. Explain the jobs of different food groups.	Identify the 5 ways to support their wellbeing. Name some activities or ideas to promote positive mental health. Reflect on their mental health and how they can protect it.	Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well.	Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine.
Year 1	Pre-Learning	I Can Eat a Rainbow	Eat Well	Harold's Wash and Brush Up	Catch it, bin it, Kill it!	Harold Learns to Ride his Bike	Pass on the Praise
	Reflect: Think about the things that you can do to help yourself if you find something hard to do (e.g. learning a new skill).	Recognise the importance of fruit and vegetables in their daily diet; Know that regularly eating different coloured vegetables and fruit each day helps to maintain health.	Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a balanced lunch; Recognise which foods we need to eat more of and which we need to eat less of to help our bodies feel good.	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.	Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.

Year 2	Pre-Learning	You Can Do It!	My Day	Harold's Postcard – Helping us to be clean and Healthy	Harold's Bathroom	What does My Body Do?	My Body Needs...
	<p>Reflect:</p> <p>Help themselves and others develop a positive attitude that support their wellbeing;</p> <p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p>	<p>Explain the stages of the learning line showing an understanding of the learning process;</p> <p>Help themselves and others develop a positive attitude that support their wellbeing;</p> <p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p>	<p>Understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices about these things;</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p>	<p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines.</p>	<p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health</p>
Year 3	Pre-Learning	Derek Cooks Dinner!	Poorly Harold	Body Team Work	For or Against	I am Fantastic	Top Talents
	<p>Reflect:</p> <p>List the things that affect a person's health.</p> <p>Discuss Health Goals.</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples of foods that might make up a balanced meal.</p>	<p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p>	<p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</p> <p>Make recommendations, based on their research.</p>	<p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p>	<p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p>

Year 4	Pre-Learning	What Makes Me ME!	Making Choices	SCARF Hotel	Harold's 7 R's	My School Community	Volunteering is Cool
	<p>Reflect:</p> <p>Things I can do <i>now</i> vs things I can do in the <i>future</i> to keep myself healthy.</p> <p>Things I can do <i>now</i> vs things I can do in the <i>future</i> to help look after my environment.</p>	<p>Identify ways in which everyone is unique;</p> <p>Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Give examples of choices they make for themselves and choices others make for them;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p>	<p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p>	<p>Define what is meant by the word 'community';</p> <p>Suggest ways in which different people support the school community;</p> <p>Identify qualities and attributes of people who support the school community.</p>	<p>Define what a volunteer is;</p> <p>Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.</p>
Year 5	Pre-Learning	It All Adds Up	Different Skills	My School Community	Independence and Responsibility	Star Qualities?	Basic First Aid
	<p>Reflect:</p> <p>Things I take responsibility for <i>now</i>.</p> <p>Things that <i>adults</i> in my life take responsibility for.</p> <p>Things I will take responsibility for in the <i>future</i>.</p> <p>Things I'm <i>looking forward to</i> about the future.</p>	<p>Know the basic functions of the four systems covered and know they are inter-related.</p> <p>Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p>	<p>Identify their own strengths and talents;</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements.</p>	<p>State what is meant by community;</p> <p>Explain what being part of a school community means to them;</p> <p>Suggest ways of improving the school community.</p>	<p>Identify people who are responsible for helping them stay healthy and safe;</p> <p>Identify ways that they can help these people.</p>	<p>Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>Describe 'star' qualities that 'ordinary' people have.</p>	<p>What is a first aider?</p> <p>How can I help?</p> <p>Asthma Attacks Bleeding Broken Bones</p> <p>Coping Skills</p> <p>Calling 999</p>

	Pre-Learning	This Will Be Your Life!	Our Recommendations	What's the Risk? (1)	What's the Risk? (2)	'Five Ways to Wellbeing' Project	Basic First Aid (including Sepsis awareness)
Year 6	<p>Reflect: Think of something you would like to achieve in the next 10 years.</p> <p>What might help you to achieve this – things you can do now.</p> <p>Any obstacles or blockers that you might need to overcome – and might you do this.</p>	<p>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p>	<p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p>	<p>Recognise what risk is;</p> <p>Explain how a risk can be reduced;</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p>	<p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	<p>Recap – What is a first aider? How can I help? Calling 999. Coping Skills</p> <p>Sepsis awareness, burns, choking, head injury</p>