



## Learning Intentions:

- Know the difference between being healthy and unhealthy.
- Know some ways to keep healthy.
- Know how to make healthy lifestyle choices.
- Know how to keep themselves clean and healthy.
- Know that germs cause disease / illness.
- Know that all household products, including medicines, can be harmful if not used properly.
- Know that medicines can help them if they feel poorly.
- Know how to keep safe when crossing the road.
- Know about people who can keep them safe.

## Positive Affirmation:

*Looking after myself makes me happy.*



## Social and Emotional Development Outcomes:

- Feel good about themselves when they make healthy choices.
- Realise that they are special.
- Keep themselves safe.
- Recognise ways to look after themselves if they feel poorly.
- Recognise when they feel frightened and know how to ask for help.
- Recognise how being healthy helps them to feel happy.

**Imagine  
Try New Things  
Work Hard  
Don't Give Up**

## Key Vocabulary:

Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

**Understand Others  
Push Yourself  
Improve  
Concentrate**

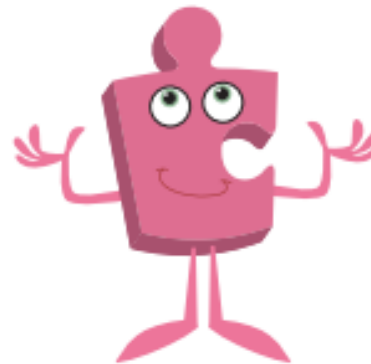


## Learning Intentions:

- Know what their body needs to stay healthy.
- Know what relaxed means.
- Know what makes them feel relaxed / stressed.
- Know how medicines work in their bodies.
- Know that it is important to use medicines safely.
- Know how to make some healthy snacks.
- Know why healthy snacks are good for their bodies.
- Know which foods given their bodies energy.

## Positive Affirmation:

*I feel positive about being healthy.*



## Social and Emotional Development Outcomes:

- Desire to make healthy lifestyle choices.
- Identify when a feeling is weak and when a feeling is strong.
- Feel positive about caring for their bodies and keeping it healthy.
- Have a healthy relationship with food.
- Express how it feels to share healthy food with their friends.

**Imagine**  
**Try New Things**  
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**Don't Give Up**

## Key Vocabulary:

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.

**Understand Others**  
**Push Yourself**  
**Improve**  
**Concentrate**



## Learning Intentions:

- Know how exercise affects their bodies.
- Know why their hearts and lungs are such important organs.
- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health.
- Know that there are different types of drugs.
- Know that there are things, places and people that can be dangerous.
- Know a range of strategies to keep themselves safe.
- Know when something feels safe or unsafe.
- Know that their bodies are complex and need taking care of.

## Positive Affirmation:

*I set myself a challenge to be healthy.*



## Social and Emotional Development Outcomes:

- Able to set themselves a fitness challenge.
- Recognise what it feels like to make a healthy choice.
- Identify how they feel about drugs.
- Can express how being anxious or scared feels.
- Can take responsibility for keeping themselves and others safe.
- Respect their own bodies and appreciate what they do.

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## Key Vocabulary:

Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

**Understand Others  
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## Learning Intentions:

- Know how different friendship groups are formed and how they fit into them.
- Know which friends they value most.
- Know that there are leaders and followers in groups.
- Know that they can take on different roles according to the situation.
- Know the facts about smoking and its effects on health.
- Know some of the reasons some people start to smoke.
- Know the facts about alcohol and its effects on health, particularly the liver.
- Know some of the reasons some people drink alcohol.
- Know ways to resist when people are putting pressure on them.
- Know what they think is right and wrong.

## Positive Affirmation:

*I choose to keep myself healthy.*



## Social and Emotional Development Outcomes:

- Can identify the feelings that they have about their friends and different friendship groups.
- Recognise how different people and groups they interact with impact on them.
- Identify which people they most want to be friends with.
- Recognise negative feelings in peer pressure situations.
- Can identify the feelings of anxiety and fear associated with peer pressure.
- Can tap into their inner strength and know how to be assertive.

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## Key Vocabulary:

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

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## Learning Intentions:

- Know the health risks of smoking.
- Know how smoking tobacco affects the lungs, liver and heart.
- Know some of the risks linked to misusing alcohol, including antisocial behaviour.
- Know basic emergency procedures including the recovery position.
- Know how to get help in emergencies.
- Know that the media, social media and celebrity culture promotes certain body types.
- Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure.
- Know what makes a healthy lifestyle.

## Positive Affirmation:

*I treat my body with the respect it deserves.*



## Social and Emotional Development Outcomes:

- Can make informed decisions about whether or not they choose to smoke when they are older.
- Can make informed decisions about whether they choose to drink alcohol when they are older.
- Recognise strategies for resisting pressure.
- Can identify ways to keep themselves calm in an emergency.
- Can reflect on their own body image and know how important it is that this is positive.
- Accept and respect themselves for who they are.
- Respect and value their own bodies.
- Be motivated to keep themselves healthy and happy.

## Key Vocabulary:

Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.

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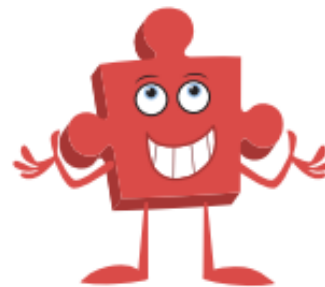


## Learning Intentions:

- Know how to take responsibility for their own health.
- Know how to make choices that benefit their own health and well-being.
- Know about different types of drugs and their uses.
- Know how these different types of drugs can affect people's bodies, especially their liver and heart.
- Know that some people can be exploited and made to do things that are against the law.
- Know why some people join gangs and the risk that this can involve.
- Know what it means to be emotionally well.
- Know that a range of things/scenarios can trigger stress.
- Know that being stressed can cause drug and alcohol misuse.

### Positive Affirmation:

*I know the right choices to make to ensure I lead a healthy lifestyle.*



## Social and Emotional Development Outcomes:

- Are motivated to care for their own physical and emotional health.
- Are motivated to find ways to be happy and cope with life's situations without using drugs.
- Identify ways that someone who is being exploited could help themselves.
- Suggest strategies someone could use to avoid being pressured.
- Recognise that people have different attitudes towards mental health/illness.
- Can use different strategies to manage stress and pressure.

## Key Vocabulary:

Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

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PSHE

Healthy Me

Whole School

## Weekly Celebration:

**Week 1** – Making healthy choices.

**Week 2** – Eating healthy, balanced meals.

**Week 3** – Being physically active.

**Week 4** – Keeping ourselves and others safe.

**Week 5** – How to be a good friend and enjoy healthy friendships.

**Week 6** – How to keep calm and deal with difficult situations.

## Links to Our British Values:

- **Mutual Respect** – understanding that the choices we make not only affect us but those around us. Unhealthy lifestyles (relationships and otherwise) could lead to mental health issues.
- **Individual Liberty** – having the choice to make our own decisions about how best to stay healthy and having the freedom to say no (peer pressure).

## Links to Relationship and Health Education:

### **By the end of Primary, pupils should know:**

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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, how to manage these situations and how to seek help or advice from others, if needed.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.