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| **Core Theme 1: Health and Wellbeing** |
| **Mental Wellbeing** | **Internet Safety and Harms** | **Physical health and fitness** |
| **A Learners/ Engagement curriculum**  |
| * Emotions (e.g. happiness, sadness, anger, fear, surprise)
* How to recognise and talk about emotions
* Develop simple strategies for managing feelings
* How to judge what they are feeling and where they are
* Benefits of physical exercise, time outdoors, community participation
* Simple care techniques – rest, time with friends and family, benefits of hobbies and interests
* How to seek support (who to speak to in school)
* Understanding the concept of privacy
 |  | * What is an active lifestyle?
* Importance of building regular exercise into daily and weekly routines and how to achieve this – making good choices
* How and when to seek support – who to speak to if worried about health
* Taking care of your body – inappropriate and unwanted contact
* Names for the main parts of the body (including external genitalia) and body similarities and differences between boys and girls
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| **Learning goals** |
| * Can be comforted by close contact with a familiar adult
* Responds when talked to
* Shows a range of emotions such as pleasure, fear and excitement
* Responds emotionally to other people’s emotions
* Uses self-calming techniques
* Can indicate how they are feeling using symbol cards
* Can select an activity to make them feel better
 |  | * Shows enjoyment during physical activities
* Asks for more during physical activities
* Can identify main parts of their body using symbols
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| **Healthy eating** | **Drugs, alcohol and tobacco** | **Health and prevention** |
| **ALearners/ Engagement curriculum** |
| * What constitutes a healthy diet (inc calories and nutritional content)
* Planning a preparing a range of healthy meals
 |  | * Safe/unsafe sun exposure
* Dental health – good oral hygiene, dental flossing, regular checkups
* Personal hygiene – germ, bacteria. How spread and treated
* Importance of handwashing and how to do this thoroughly
* Road safety. Cycle safety, rail, water, fire
* Awareness of pain/identifying pain
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| **Learning goals** |
| * Supported to mix/ stir sensory foods
* Can put items of food into the blender
* Switches to activate electricals used in cooking
 |  | * Tolerates application of sun cream/ hat/ glasses
* Helps to put on sun cream
* Indicates when they are in pain
* Indicates the area that is painful
* Will respond to “arms in” by keeping arms in through doorways
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| **Basic First Aid** | **Changing Adolescent Body** |  |
| **A Learners/ Engagement curriculum** |
| * People who work in the community and who are responsible for looking after us
* How to get help in school/home
 | * Key facts about puberty and the changing adolescent body (physical and emotional changes)
* Menstrual cycle and menstrual wellbeing
* Growing from young to old
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| **Learning goals** |
| * Understand the differences between carers and friends
 | * Look at pictures about changes to the bodies- notices differences
* Can say how their bodies change
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