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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 |
| **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 |
| **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 |
| **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 |
| **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 |  |
| **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 |  |