



## Relationships, Education, Relationships and Sex Education (RSE) and Health Education – Progression of Skills per Year Group

### Progression of Skills

Our progression of skills map underpins the aims of the statutory guidance and as a school we try to create an ethos where the relationship and health education curriculum is on show every day through our Christian values and vision which permeates our ethos. To enhance it further we use character words which the children use to support and enhance their learning, this has been recognised through our route to resilience award. Our peer mediators who support and guide our children have achieved the Diana award for anti-bullying three times, we always embrace Anti bullying weeks. and healthy school's week. Our children have access to the outdoors where they have the opportunity to grow vegetables, plant and be at one with nature. We are a food for life school and we have contributed to Earl Shilton in bloom for many years. We are an accredited Rtime school through the use of Rtime we have developed the core values of respect and good manners.

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” (P8 of Relationships, Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.)

The new RSE and Health Education aims are to achieve:

- Improve mental well-being
- Increase confidence and self-esteem
- Aid better concentration and behaviour in class
- Help children feel part of a team
- Enhance social skills
- Increase resilience
- Improve sleep in order to support better concentration and learning

## Relationship Education, Relationships and Sex Education (RSE) and Health Education

*'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.'* (DFE 2019)

## Physical Health and Mental Wellbeing

*'The focus in primary school should be on teaching characteristics of good physical health and mental wellbeing.'* (DFE 2019)

| Skills                          | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Personal care and safety</b> | <p><b><u>Taking good care of myself</u></b><br/>To learn about exercise, eating, sleeping and hygiene<br/>To learn how to wash hand correctly<br/>To consider children who live in places where they do not have what they need to wash their hands.</p> <p><b><u>Trusted adults</u></b><br/>To know which adults we can trust, who looks after us and how can make an emergency call.</p> <p><b><u>Fire safety</u></b><br/>To know that fire is dangerous and should not be played with</p> <p><b><u>Water safety</u></b><br/>To know how to be safe around water and why we should always be</p> | <p><b><u>Emergency services</u></b><br/>To learn who the emergency services are, what an emergency is and how to get help in an emergency.</p> <p><b><u>Road safety</u></b><br/>To learn how to stay safe near roads and how to read and understand road signs.</p> <p><b><u>Braving the weather</u></b><br/>To learn about dangerous weather and how to protect ourselves when out in all weathers.</p> <p><b><u>First Aid / CPR</u></b><br/>To understand to help the injured and how to help with CPR in an emergency.</p> <p><b><u>Safety symbols</u></b><br/>To know about why we need safety symbols and where we find them.</p> | <p><b><u>Fire Safety</u></b><br/>To know what to do if I smell smoke or see a fire in my house.<br/>To learn how to prevent a fire.<br/>To know my personal address details.<br/>To know what's involved in, and to make a fire plan.</p> <p><b><u>Cyber safety</u></b><br/>To know how to stay safe online.<br/>To know who to speak to if I feel uncomfortable online.<br/>To learn about social media, its benefits and its disadvantages.<br/>To understand how information is shared online.</p> <p><b><u>Navigation</u></b><br/>To know and use the four main points of a compass.</p> | <p><b><u>Sun safety</u></b><br/>To learn about staying safe in the sun.<br/>To understand the dangers of heat stroke.<br/>The explore the risks of over exposure to the sun.<br/>To know how to protect your eyes in the sun.<br/>To know how to protect the skin in the sun.</p> <p><b><u>Personal Hygiene</u></b><br/>To make the link between personal hygiene and a healthy lifestyle, including mental health.<br/>To understand that personal hygiene requires developing good self-care.<br/>To learn how poor hygiene could lead to the spread of bacterial and viruses.</p> | <p><b><u>A balanced diet</u></b><br/>To explore what a balanced diet is.<br/>To investigate nutrition and how much of which nutrients we should be eating.<br/>To understand the effects food has on our body.</p> <p><b><u>Healthy eating</u></b><br/>To understand how food and exercise support the functions of the human body.</p> <p><b><u>Where does my food come from?</u></b><br/>To explore where food comes from and how it is sourced.<br/>To understand how food is produced.<br/>To consider how we keep track of what we eat.</p> <p><b><u>The importance of physical activity</u></b></p> | <p><b><u>Junk Food</u></b><br/>To explore how junk food can affect our health and daily life.<br/>To know what it is about junk food that makes it bad for us.</p> <p><b><u>Nutritional Values</u></b><br/>To know how to plan a balanced healthy diet.<br/>To investigate what nutrients are and why we need them.</p> <p><b><u>The NHS</u></b><br/>To explore what the NHS is.<br/>To learn about jobs and careers within the NHS.<br/>To know why the NHS is important.</p> <p><b><u>Saving Money</u></b><br/>To discuss why it is important to save money.<br/>To explore how we can save money.<br/>To understand what interest is.</p> | <p><b><u>Tax</u></b><br/>To understand what tax and National Insurance is, why we pay it and how it works.</p> <p><b><u>Entrepreneurship</u></b><br/>To discuss how we might become an entrepreneur, build our own business and what the benefits and difficulties might be.</p> <p><b><u>Banks</u></b><br/>To discuss the balance between spending and saving and the influence money can have on a person's future.<br/>To explain what the economy means.</p> <p><b><u>Pensions</u></b><br/>To know what a pension is, why it is important and how it works.</p> <p><b><u>Power of negotiation</u></b></p> |

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|                            | <p>near a trusted adult when near water.</p> <p><b><u>Road safety</u></b><br/>To learn how to cross the road safely and understand the dangers of the road.</p> <p><b><u>The great outdoors</u></b><br/>To learn about the importance of fresh air to support our wellbeing.<br/>To learn about playing in the sun safely</p> <p><b><u>Technology</u></b><br/>To learn about changing technology and its uses in the home.<br/>To know how to use electronic devices correctly and safely.</p> | <p><b><u>Food safety and what not to eat</u></b><br/>To learn about dangerous food, expiry dates and what to do if we accidentally eat or drink something dangerous.<br/><b><u>Water safety</u></b><br/>To learn how to stay safe near water and what to do in an emergency.</p> | <p>To locate and unfamiliar place using a map or compass.<br/>To explore how we can use the night sky for navigation.</p> | <p>To understand the importance of hand washing.<br/><b><u>Exercise</u></b><br/>To explore what exercise is and what it involves.<br/>To understand the impact exercise has on our physical and mental health</p>                                              | <p>To explore what physical activity means and what it involves.<br/>To learn about the effects of physical activity.</p>                                                                                                                               | <p><b><u>Borrowing Money</u></b><br/>To understand what a loan is and what a mortgage is.<br/>To understand what a credit card and credit score is.</p>                                                                                                           | <p>To explore what negotiation is and the skills we need to negotiate effectively.<br/><b><u>From learning to working</u></b><br/>To understand the impact that learning can have on our work life, and the effect exam results can have on our goals.<br/><b><u>How to write a CV</u></b><br/>To explore why CVs are important and what needs to be included in one.<br/><b><u>Law</u></b><br/>To discuss what the law is, why we have it, how they are made and what happens if we don't follow them.<br/><b><u>The Government</u></b><br/>To explore the main political parties and the current Prime Minister.<br/>To know the structure of the Government and the role of the Prime Minister and Government.</p> |
| <b>Working with others</b> | <p><b><u>Gentle hands and hearts</u></b><br/>To respond to the feelings and wishes of others and to know that some actions can be hurtful.</p> <p><b><u>Sharing</u></b><br/>To learn how to share in the successes of others and to know that sharing is a good thing.</p>                                                                                                                                                                                                                     | <p><b><u>Communication</u></b><br/>To know why communication is important and how to communicate in difficult or challenging situations.<br/><b><u>Trust</u></b><br/>To know who we should trust and why we should be trusted.<br/><b><u>Respecting others</u></b></p>           |                                                                                                                           | <p><b><u>Relationships with others</u></b><br/>To explore what a relationship is.<br/>To understand that there are different types of relationships.<br/>To know how relationships can help us.<br/>To discuss and explain what a healthy relationship is.</p> | <p><b><u>Respect</u></b><br/>To explore how to demonstrate respect.<br/>To understand how to respect myself.<br/>To know what respect means and why it is important when working with others.<br/><b><u>Problem solving and resourcefulness</u></b></p> | <p><b><u>Teamwork</u></b><br/>To understand roles within a team and how to perform a role within a team.<br/>To discuss why it is important to work with others and how this can be a benefit to ourselves.<br/><b><u>Body Language and Communication</u></b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                         |                                                                                                                                                                                                                                                                                        | <p>To Understand what respect is and how we show respect to others.</p> <p><b><u>Signaling and sign language</u></b></p> <p>To learn about Morse Code and communicating without words.</p>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  | <p><b><u>Helping others to get help</u></b></p> <p>To know how to help someone when they need it and spot the signs of those who need help.</p> <p>To understand how to help those who say they don't need it.</p>                                                                                                                             | <p>To discuss what it means to problem solve.</p> <p>To discuss strategies for problem solving.</p> <p>To explore how being resourceful can help with problem solving.</p> <p><b><u>Leadership</u></b></p> <p>To discuss qualities needed for effective leadership.</p> <p>To explore how to lead a team.</p> <p><b><u>Being responsible</u></b></p> <p>To explore what it means to be responsible and how we can use responsibility to inspire others.</p> <p>To know why it is important to be responsible.</p> | <p>To know that language is not just about taking to each other.</p> <p>To discuss who might find reading body language difficult.</p> <p>To discuss non-verbal communication and why it is important.</p> <p><b><u>Communicating Effectively</u></b></p> <p>To explore why effective communication is important.</p> <p>To discuss whether we can believe all communication</p> <p>To examine how we can improve our communication skills</p> <p><b><u>Respecting others Boundaries and Beliefs</u></b></p> <p>To discuss what respect means and how to respect other people's views and opinions</p> <p>To examine how we show respect to those with different beliefs</p> |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Mental Wellbeing</b> | <p><b><u>Managing feelings</u></b></p> <p>To understand why we feel afraid sometimes</p> <p>To start to think about Human Rights and protections.</p> <p><b><u>Sleep</u></b></p> <p>To understand why routines are important for sleep and why sleep is important for good health.</p> | <p><b><u>Understanding difficult feelings</u></b></p> <p>To understand what difficult feelings are.</p> <p>To learn about triggers than can make us angry and how we can control that anger.</p> <p>To recognise what anger looks like in ourselves and in others.</p> <p><b><u>Being happy</u></b></p> <p>To understand what makes us happy and to</p> | <p><b><u>It's OK not to be OK</u></b></p> <p>To learn what we should do when we're not ok.</p> <p>To explain why others may not be ok.</p> <p>To describe how "being ok" feels.</p> <p>To discuss ways to help others who are not feeling ok.</p> <p><b><u>Feeling Sad</u></b></p> <p>To explore what sadness is, and how if</p> | <p><b><u>Growth Mindset</u></b></p> <p>To explain what a growth mindset is and why it is important.</p> <p>To learn about how we can build a growth mindset.</p> <p><b><u>Self-image</u></b></p> <p>To explain what self-image is and why it is important.</p> <p>To discuss why we should accept who we are.</p> <p><b><u>Anxiety</u></b></p> | <p><b><u>Bullying</u></b></p> <p>To understand the impact of bullying, online and offline and explore strategies to respond to hurtful behaviour.</p> <p>To discuss how to report cases of bullying.</p> <p>To explore discrimination and recognise it as a form of bullying.</p> <p><b><u>Sleep</u></b></p>                                                                                                                                                                                                      | <p><b><u>Learning</u></b></p> <p>To explore where and how we learn.</p> <p>To know that learning is an ongoing process.</p> <p>To understand that learning continues after we leave school.</p> <p><b><u>Resilience</u></b></p> <p>To explain the meaning of resilience.</p> <p>To develop strategies to manage setbacks and reframe unhelpful thoughts.</p>                                                                                                                                                                                                                                                                                                                 | <p><b><u>Transition</u></b></p> <p>To discuss the emotions that moving to High School evoke and to understand that these are normal.</p> <p>To develop strategies for managing these emotions.</p> <p>To discuss and explore who we can speak to if we need help managing our wellbeing during transition.</p> <p><b><u>Feeling anxious</u></b></p> |

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|  | <p><b><u>Making mistakes</u></b><br/>To know that mistakes are an important part of learning.<br/>To learn how to solve problems without getting angry or upset.</p> <p><b><u>Marching to the beat of your own drum</u></b><br/>To learn how music can help you to feel happy and how music can bring people together.</p> | <p>describe what that feels like.<br/>To learn why being happy is important.<br/>To understand how we can be happier.<br/><b><u>Being mindful</u></b><br/>To learn about mindfulness and what it means.<br/>To learn about self-assessment and why it is important.<br/><b><u>A problem shared is a problem halved</u></b><br/>To learn what happens when problems are shared.<br/>To learn how to deal with problems.<br/><b><u>Getting your sleep</u></b><br/>To learn how much sleep we need.<br/>To understand how sleep helps our mind and body.</p> | <p>differs from depression.<br/>To understand that everyone feels sad at times, and that this is a normal emotion.<br/><b><u>The art of failure</u></b><br/>To explain what failure is and understand why it is important.<br/>To know what to do if I fail at something.<br/>To explain how we can use failure to drive success.<br/><b><u>Fight or flight</u></b><br/>To recognise the “fight or flight” feeling.<br/>To understand where fight or flight comes from and its purpose.<br/><b><u>Relaxation</u></b><br/>To learn about relaxation and how it can help us.<br/>To understand how relaxation helps mind and body.<br/>To explore the link between relaxation and technology, both positive and negative.<br/><b><u>Dealing with loss</u></b><br/>Exploring strategies to cope with the loss of loved ones.<br/>To know who to talk to in the event of a loss.<br/>To discuss the importance of remembering those who we’ve lost.<br/>To know that everybody deals with grief differently.<br/><b><u>Happiness</u></b></p> | <p>To learn what anxiety is and how to know when we are feeling anxious.<br/>To discuss ways of coping with anxiety.<br/><b><u>Stress</u></b><br/>To explore what stress is, what causes it and how we can be affected by it.<br/>To explore strategies for coping with stress.<br/><b><u>Mindfulness</u></b><br/>To explore mindfulness and why it is good for us.<br/>To investigate self-assessment and how this can help us.<br/><b><u>Anger – difficult feelings and behaviour</u></b><br/>To understand what anger is and how to control it.<br/>To recognise what anger looks like.<br/>To discuss why we may feel angry.</p> | <p>To know how much sleep we should get and explore how sleep affects our lifestyle.<br/>To investigate the link between sleep and mental health.<br/><b><u>Everything will be alright</u></b><br/>To discuss what to do if we are not feeling ok.<br/>To discuss reasons why we and others may not be feeling ok.<br/>To discuss how we can help others if they are not feeling ok.<br/><b><u>Try and try again</u></b><br/>To discuss why failure is important and how we can use it to succeed.<br/><b><u>Relaxing to re-charge</u></b><br/>To understand what it means to relax.<br/>To discuss how we can relax.<br/><b><u>Family relationships</u></b><br/>To discuss what a family looks like and what they do.<br/>To discuss what to if family relationships are making us feel unsafe.</p> | <p>To discuss why it is important to never give up.<br/><b><u>Dealing with Adversity</u></b><br/>To develop strategies to overcome adversity.<br/>To discuss how we would help others who are being bullied.<br/>To explore how our reactions can affect a situation that we are in.<br/><b><u>Responsibility and inspiration</u></b><br/>To discuss why being responsible is important, how it can make others feel and how it can impact our life.<br/><b><u>You get out of life what you put in</u></b><br/>To explore how our treatment of others affects how they treat us.<br/>To explore how in helping others we can also help ourselves.</p> | <p>To discuss what can make us anxious and how this feels.<br/>To explore strategies for managing feelings of anxiety.<br/><b><u>Self-perception</u></b><br/>To discuss what self-perception means, why it’s important and how it can affect us.<br/>To know that it is important to accept ourselves as we are.<br/><b><u>Recognising and controlling anger</u></b><br/>To explore what makes us angry, when it is we feel angry and how we can control those emotions.</p> |
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| <b>The Human Body</b> | <p><b><u>Teeth</u></b></p> <p>To learn about the importance of keeping our teeth clean.</p> <p>To know how to clean our teeth.</p> | <p><b><u>My body belongs to me</u></b></p> <p>To learn about the different body parts associated with our senses and label them.</p> <p>To know who to speak to if we are worried about our bodies or our health.</p> <p>To know who to speak to if we feel uncomfortable.</p> <p>To understand about self-respect and respecting others.</p> <p>To identify, name and locate key parts of the human body and to use correct scientific names for them.</p> <p>To know that our body belongs to us.</p> <p>To know that we have the right to say “no” if we do not want to be touched (including holding hands / hugs etc).</p> <p><b><u>Hygiene and me</u></b></p> | <p><b><u>My body is growing</u></b></p> <p>To explore the human life cycle.</p> <p>To understand that animals, including humans, have offspring and they grow into adults.</p> <p>To understand how humans grow.</p> <p>To name the stages of human development.</p> <p><b><u>Medicines and drugs</u></b></p> <p>To explain what drugs and medicines are and how they can help people.</p> <p>To know how to stay safe around drugs and medicines.</p> <p>To know that a trusted adult will give me medicines and I should never take any by myself.</p> <p>To discuss the dangers of drugs and alcohol and know who to talk to if I am worried about these.</p> | <p><b><u>My body, your body</u></b></p> <p>To explore the human skeleton and its functions.</p> <p>To learn about how we can keep our bones healthy.</p> <p>To explore the changes to our body as we grow.</p> <p><b><u>Vaccinations and disease</u></b></p> <p>To explore human health and how to identify signs of physical illness.</p> <p>To investigate the role of vaccines in preventing diseases.</p> <p>To understand the risks and effects of some drugs and medicines.</p> <p>To know the safety rules around medications.</p> | <p><b><u>Keeping my body safe</u></b></p> <p>To be able to name and locate body parts.</p> <p>To know that my body belongs to me and should not be touched without my permission.</p> <p>To discuss the difference between “good” and “bad” secrets.</p> <p>To know what to do if someone is making us feel uncomfortable.</p> <p><b><u>Screen time</u></b></p> <p>To explore how much screen time is bad for us and how it can affect our daily life.</p> <p>To discuss how screen time can affect us mentally and affect our relationships with others.</p> | <p><b><u>My Body Changes</u></b></p> <p>To know where the key body parts are located and use the correct, biological terminology for them.</p> <p>To discuss puberty and what this means.</p> <p>To explore how the human body changes as it ages.</p> <p>To know who we can speak to if we are worried about anything.</p> <p><b><u>The Human Body</u></b></p> <p>To discuss how exercise and diet support the healthy functioning of the human body.</p> <p>To explore how body parts work independently and together with other body parts.</p> <p><b><u>Keeping my body the same</u></b></p> <p>To know that our bodies belong to us.</p> | <p><b><u>First aid</u></b></p> <p>To discuss how to look after ourselves and prevent injuries.</p> <p>To discuss basic first aid.</p> <p>To explore the most common injuries which require first aid.</p> <p><b><u>Organisation of Life</u></b></p> <p>To discuss what it means to be organised, why it is important and how we can ensure we are organised.</p> <p><b><u>Drugs, alcohol and smoking</u></b></p> <p>To discuss what a drug is and the positive and negative affects they can have on our bodies.</p> <p>To discuss who we can trust if we have questions and how to say “no” to peer pressure.</p> <p><b><u>My Amazing Body</u></b></p> <p>To discuss what a relationship is and what consent means.</p> |

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|                      |  | <p>To discuss how personal hygiene can keep us healthy.</p> <p>To learn about the dentist, dental hygiene and brushing our teeth.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>To discuss which laws are there to protect us and the rights that they give us.</p>                                                                                                                                                                                                                                                                                                                                          | <p>To discuss what intimate relationships are and what is needed in one.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| British Values (KS2) |  |                                                                                                                                       |  | <p><b><u>Democracy and Law</u></b></p> <p>To explore what democracy is.</p> <p>To investigate how young people can be involved in decision making processes.</p> <p>To understand why we have laws.</p> <p>To understand personal responsibility.</p> <p>To link ideas of responsibility to the classroom.</p> <p><b><u>Culture and Liberty</u></b></p> <p>To explore the meaning of individual liberty.</p> <p>To learn about and respect different cultures.</p> | <p><b><u>Government and Rules</u></b></p> <p>To investigate different forms of government.</p> <p>To discuss different forms of government from around the world.</p> <p>To know the difference between laws and rules and why we have rules in school.</p> <p><b><u>Freedom in Beliefs</u></b></p> <p>To explore individual liberty and how this value has been fought for in the past.</p> <p>To investigate similarities and differences between world religions and how many share similar values</p> | <p><b><u>Freedom of Speech and Movement</u></b></p> <p>To discuss the meaning of freedom of expression.</p> <p>To know when individual liberty should be used and how it is balanced with responsibility.</p> <p>To explore the history of immigration in the UK.</p> <p><b><u>Laws and Parliament</u></b></p> <p>To explore democracy and the role of MPs.</p> <p>To investigate the role that law has in keeping us safe.</p> | <p><b><u>Law makers and Activists</u></b></p> <p>To explore the UK's system of voting and discuss its opportunities and disadvantages.</p> <p>To explore how laws have changed and how activists can challenge an imbalance of power.</p> <p><b><u>Rights and Radicalisation</u></b></p> <p>To explore why some may think Human Rights are controversial.</p> <p>To engage in a respectful and open debate about universal rights.</p> <p>To discuss how people could be encouraged to adopt different beliefs.</p> <p>To understand what radicalisation is and how everyone could be vulnerable.</p> |

## Cross curricular links with: citizenship, science, computing and PE

### Science

| Skills                                                                                     | EYFS                                                                                                                                                                                                                                                                                     | Year 1                                                                                                                          | Year 2                                                                                                             | Year 3                                                                                                                                                                   | Year 4                                                                                                                                                               | Year 5                                                         | Year 6                                                                                                                              |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science:</b><br><b>Animals including Humans</b>                                         | -Begin to look at changes during the life cycle of amphibians (frogs) and insects (butterflies) in the local environment.<br>-Begin to name parts of the body, head, hair, eyes, ears,<br>-Begin to talk about how humans change from birth through to their own age and into adulthood. | -Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense. | -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).     | -Identify that humans and some animals have bones, skeletons and muscles for support, protection and movement.                                                           | -Describe the changes as humans develop from birth to old age.                                                                                                       | -Describe the changes as humans develop from birth to old age. | -Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. |
| <b>Science:</b><br><b>Animals including Humans</b><br><b><u>Link to Healthy Eating</u></b> |                                                                                                                                                                                                                                                                                          |                                                                                                                                 | -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. | -Describe the simple functions of the basic parts of the digestive system in humans.<br>-Identify the different types of teeth in humans and their simple functions. |                                                                | -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.                                      |

## PE

| Skills                                           | EYFS | Year 1                                                                                                                                 | Year 2                                                                                                                                                                                         | Year 3                                                                                                                                                                                          | Year 4                                                                                                                                                                                                                                               | Year 5                                                                                                                                                          | Year 6                                                                                                                                                                                                                                     |
|--------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PE:</b><br><b>Physical health and fitness</b> |      | -Describe the effect exercise has on the body.<br>.                                                                                    | -Explain the importance of exercise and a healthy lifestyle.                                                                                                                                   | -Describe the effect exercise has on the body.<br>-Understand the need to warm up and cool down.                                                                                                | -Explain the importance of exercise and a healthy lifestyle.<br>Understand the need to warm up and cool down.                                                                                                                                        | -Describe the effect exercise has on the body.<br>-Explain the importance of exercise and a healthy lifestyle.<br>Understand the need to warm up and cool down. | -Describe the effect exercise has on the body.<br>-Explain the importance of exercise and a healthy lifestyle.<br>Understand the need to warm up and cool down.                                                                            |
| <b>FOCUS ON - FITNESS AND HEALTH Dance</b>       |      | -Know that dance is active and that changes will occur in their bodies.<br>- Understand and tell you how important it is to be active. | -Describe what happens to their breathing and their body temperature.<br>-Understand and explain how important it is to get ready" for a dance lesson and to "calm down" after a dance lesson. | -Recognise that dance is a good activity for health and well-being.<br>-Explain that their dance lessons will help them to improve their health and support them feeling good about themselves. | -Understand that dance will help to mobilise their joints, increase their muscle flexibility and strength.<br>- Know that dance will help to develop their stamina.<br>-Demonstrate some "getting ready" and "ending" activities for a dance lesson. | -Understand the effect that "getting ready" and "calming down" has upon their bodies.                                                                           | -Describe and show how to improve their dancing skills by being able to increase their mobility, flexibility, strength and stamina.<br>-Demonstrate the ability to get them ready for a dance lesson and to calm the body down at the end. |

Throughout the academic year the above skills are built and developed further through:

September- e-safety induction, February Safety internet day, Mental health awareness week October, Anti-bullying week November, Healthy schools' week June.

In Townlands daily life additional links are formed through:

Anti-bullying weeks, food for life, gardening, peer mediation, school council, route to resilience, R-time, gardening with grandparents/governor, Earl Shilton in bloom, ELSA, Our safe guarding and welfare officer works with children through lunchtime nurture club, restorative conversations, emotional conversations using ELSA skills.