



HEALTH - Unit 1 – Healthy body - Progression of skills.

Year 1, 2 and 3 – Body Parts and their functions – Learning outcomes:

- Learn names of body parts, compare what different parts of the body feel like and consist of.
- Expand their knowledge of various body parts.
- Begin to recognise what body parts are made up of.
- Locate bones in the body and begin to name them; identify the functions of joints.
- Feel the movement of muscles when working and recognise when muscles are tensing and relaxing.
- Locate less obvious muscles eg core muscles.
- Recognise that the brain makes decisions, feels emotions and stores memories.
- Know that the brain controls our movement; it is made up mainly of water and is connected to the rest of the body through nerves.
- Recall that the heart is a muscle.
- Recognise that the heart pumps oxygen (in blood) to the lungs and the rest of the body.
- Understand the lungs are involved with our breathing.
- Name parts of the digestive system and how it works.
- Know that food is broken up as it passes through us, useful parts are absorbed into our bodies and that waste is excreted.
- They will begin to understand each organ's function in the digestive system.

Year 4, 5 and 6 – Healthy body: inside out! – Learning outcomes:

- The children will learn how the skeleton provides the body with a shape and structure.
- They will learn about the different bones and joints in their bodies and explore how the skeleton can protect vital; organs and delicate tissues.
- Know that muscles work by relaxing and contracting. What are the main muscles in the body? How do we grow, build and repair muscles?
- To know what is an organ and what are the main organs in a human.
- To understand what is inside our bodies. The importance for our health of understanding the vital role of organs within our bodies so that if we feel pain we can identify where and what is inside us.
- To know different types of teeth and each of their roles.
- To develop an understanding of dental health.
- To understand the process of digestion and the importance of it for our bodies to receive nutrients.
- To explain how we can maintain digestive health, what are the different things that we can incorporate into our lifestyles to maintain a healthy digestive system?



HEALTH - Unit 2 – Healthy minds - Progression of skills.

Years 1, 2 and 3 – Healthy mind, emotions and goals – Learning outcomes:

- Learn to label the emotion / emotions that they are feeling right now.
- Learn to recognise the signs that tell them about other people's emotions.
- Label their feelings in past situations. Begin to understand the reasons for their feelings.
- Recognise why they have these feelings, consider whether they want to alter their feelings and how they can change their own feelings.
- Understand that goals will help them to improve, recognise that goals are usually challenging as they have not yet achieved them.
- Understand that success is important when considering their feelings so they must set achievable goals.
- Explain how to stay motivated.
- Learn when to ask for help.
- Understand how to check their own progress towards their goals.
- Learn to be honest with themselves.
- Compare their original goals to the outcomes.
- Plan their next steps (whether they have achieved their goals or not).

Years 4, 5 and 6 – Healthy mind: going for goals – Learning outcomes:

- recognise signs of stress and will be able to recall strategies that can be used when they feel stress.
- Identify how challenges make them feel, how they can react to them and how they can ask other people for help.
- Learn what we mean by mental health and how they should feel about it.
- Learn what self-confidence is and why it is important.
- Learn the effect that having good / bad self-confidence can have on their lives.
- Understand that they are in control of deciding what type of person they are and what type of person they will grow up to be.
- Recognise different emotions and learn strategies to use to deal with them in a positive way.



HEALTH - Unit 3 – Healthy lifestyle - Progression of skills.

Years 1, 2 and 3 – Hygiene, medicine and exercise – Learning outcomes:

- Learn to identify what poor hygiene looks like, how to describe ways in which to stay clean and to list the different types of germs, and categorise them into 'good' and 'bad'.
- Learn about how and why we brush our teeth and what will happen as a consequence of not brushing their teeth.
- Learn about common illnesses, some of the ways doctors test for illness and learn the terms 'diagnosis' and 'symptoms'.
- Learn about ways in which medicine can be dangerous and how to store it safely.
- Learn that exercise helps to improve their co-ordination, strengthens their heart and lungs, improves their muscles.
- Learn how to consider how they feel after different exercises.
- Learn how to compare their emotional feelings and physical feelings and to compare their emotions after different exercises.

Years 4, 5 and 6 – Healthy lifestyle: You are what you eat! – Learning outcomes:

- Understand what healthy and unhealthy means and how to choose foods that promote health.
- Learn what vitamins and minerals are. What they do to our bodies, where we get them from and how cooking can affect them.
- Learn about what we eat not only affects our size, but also affects our hearts.
- Learn how exercise increases their health, the effect of exercise on the heart, burning calories and stress relief / releasing endorphins.
- Learn about how sleep affects their bodies, the value of sleep and good sleeping habits.
- Learn about making responsible choices and what is more important and prioritising time.



HEALTH - Unit 4 – Healthy body - Progression of skills.

Years 1, 2 and 3 – Body protectors and body changes – Learning outcomes:

- To name parts of our bodies that are protected by other parts.
- To find out how we can improve our body's natural protection.
- To investigate how our reflexes protect us.
- To recognise how our seeing (sight) and hearing senses can keep us safe.
- To suggest how we can look after these senses and maintain them for as long as possible.
- To consider the difficulties faced by people who do not have these senses.
- To identify how wounds bruises and broken bones heal.
- To recognise that the same person was a baby, who grows into a child then becomes an adult.
- To find out how our outer body changes over time.
- To find out how our inner body changes over time.
- To recognise how we have changed since we were born.
- To predict what we will be like as teenagers.
- To predict what we will be like as adults.

Years 4, 5 and 6 – Healthy body: blood and guts – Learning outcomes:

- To learn which parts of the body make up the circulatory system and what its main function is in the body.
- To learn what blood vessels are and what their main functions are in the human body.
- To learn what blood is made of and the roles of each type of cells that make up our blood.
- To learn what respiration is and what parts of the body are involved in respiration.
- To understand why exercise is good for the body and the effect exercise has.
- To know what happens when humans grow and what are the changes our bodies go through.



HEALTH - Unit 5 – Healthy relationships - Progression of skills.

Years 1, 2 and 3 – Relationships with others and opinions –

Learning outcomes:

- To consider why people get on well with friends.
- To suggest how to be a good friend and how to share happiness.
- To share when friendships have been challenging.
- To suggest solutions for challenges.
- To listen to advice.
- To share when relationships with parents/carers have been positive.
- To consider difficulties faced by parents / carers.
- To understand that the meaning of fair and unfair is different in every situation.
- To express my opinion.
- To consider what an opinion is and consider other people's opinions.
- To consider how to persuade others.
- To share my opinion and persuade others to agree with my opinion in an appropriate way.
- To assess whether I have been persuaded by another person.

Years 4, 5 and 6 – Healthy mind: Healthy body – Learning

outcomes:

- To learn that failure allows them to learn from their mistakes.
- To learn what we mean by happiness, why it is so important for their wellbeing and the factors that contribute to their own happiness.
- To learn about the potential dangers when they are out and what they can do to keep themselves safe.
- To learn about the potential dangers when using the internet and what strategies they can use to keep safe online.
- To learn about the potential hazards when playing near roads and what they do to keep themselves safe.
- To learn about the issues that affect the health and wellbeing in societies around the world.



HEALTH - Unit 6 – Healthy Lifestyle - Progression of skills.

Years 1, 2 and 3 – Diet and Vitamins – Learning outcomes:

- To understand that food is a basic requirement of life.
- To know that we need food to be active, grow and maintain health.
- To list the food they like/dislike with reasons.
- To list the five categories of the 'Eat well' plate.
- To explain which foods belong in which category.
- To recognise we use energy in a variety of situations.
- To consider the most appropriate-sized meal for a variety of situations and times.
- To explore the amount of energy provided by different food.
- To identify the role and function of different vitamins.
- To explain which vitamins are found in certain foods.
- To consider which foods I should eat more of to get certain vitamins.
- To persuade other people to eat a type of food based on its nutritional value.
- To compare the needs of humans and plants.
- To explore the different levels of sunlight around the world.
- To explain how to stay safe in the sun.

Years 4, 5 and 6 – Healthy lifestyle: Germ Busters – Learning outcomes:

- To learn about why it is important to wash.
- To learn about the roles of microorganisms, the three main types of microorganisms and how they affect health.
- To learn about the symptoms of being ill, how they can prevent getting ill and what they can do to help themselves get better.
- To learn what around them is hazardous and how they can keep themselves safe.
- To learn about living standards and what an acceptable standard of living is to maintain our health.
- To learn about why it is important to keep their bodies the correct temperature. They will learn about the risks to their skin of being in the sun.