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| **Corner Stone 3: PHWB (Physical Health & Well-Being)** | | | | | | | | |
| Theme | Concept | Year 1 | Year 2 | Concept | Year 3 | Year 4 | Year 5 | Year 6 |
| Drugs, alcohol and tobacco | Looking after our bodies safely |  | What sorts of things (other than food) do people put into their body?  How does it make them feel?  Is it dangerous? What are the risks?  How can I ask for help if I am worried about someone?  How do I know what is safe to put in/on body?  Which things are safe, not so safe or dangerous?  How does my body tell me when things feel unsafe?  How can we keep safe when putting things in and on our bodies? | Drugs and usage |  | How does a drug change how someone feels?  What are the drugs that aren’t medicines? | What are some drugs we see in everyday life?  How do people use drugs?  What are the effects of drugs on health and wellbeing?  Who and what influences our attitudes towards drugs? | Why do people use drugs?  Can someone be sure a drug is safe?  What are some illegal drugs/substances?  What are some of the a) benefits and b) harm/risks from using drugs? (e.g. a) – life saving, life enhancing, preventing illness, curing illness b) bad – accidents, overdosing, death, personal damage, health and social consequence).  What strategies can keep us safe minimising the potential risks from drugs? |
| Medicines and safety |  | How do medicines help people maintain health?  What is a drug?  Why do some people have to take medicines?  How do we take medicine?  Who is able to give us medicine?  How do I decide when to take medicines?  Why are safety rules necessary for medicines?  What are the safety rules for medicines? School rules?  How do we obtain medicine if we’re poorly and where from? | Everyday substances including caffeine |  | Which everyday substances contain drugs?  How does my choice affect my lifestyle?  What is caffeine? How does caffeine affect me?  When do everyday substances become dangerous? |  |  |
|  |  |  | Tobacco and smoking |  |  | What are the effects of smoking tobacco/vaping?  What are the effects of tar on the body?  What are some of the myths and misconceptions about smoking/vaping?  What are some of the consequences of choosing in smoke/vape?  Where can smokers/vapers get help?  Why might it be difficult to stop?  Where is smoking/vaping allowed in the community?  What is passive smoking/vaping?  What are the rules/laws on smoking/vaping?  What are attitudes towards smoking/vaping? |  |
|  |  |  | Pressure influence |  |  |  | What influences the choices we make?  What is the influence of persuasion on our decision making?  Who may influence you to take harmful or illegal substances? |
| Keeping safe and risks | Feeling safe | What does it feel like to feel safe/ unsafe?  How do we keep safe?  What do we think we have to keep safe from and how do we do this?  Who are the people who keep us safe and what do they do?  How can we help them to keep us safe?  Who can we ask for help?  How do we know whom to ask for help? | What does it feel like to feel safe/ unsafe?  How do we keep safe?  What do we think we have to keep safe from and how do we do this?  Who are the people who keep us safe and what do they do?  How can we help them to keep us safe?  Who can we ask for help?  How do we know whom to ask for help  What safety choices do we make daily?  How does it feel when we make these choices?  How could someone deal with a situation where they feel unsafe or there is danger? | Safety rules and laws | How do we keep safe?  Why are the rules at school and why do we need to adhere to them?  What are our responsibilities for keeping safe at school?  Why are there laws?  What could happen if people don’t follow the rules / laws?  What rules are important for us in different places (e.g. in class / on the football pitch / on the roads)?  What could happen if the rules and laws are not followed? |  |  |  |
| Fair and unfair/right and wrong/rules | What do we mean by right and wrong?  When is something fair or unfair?  How do we feel when something is wrong and what can we do?  How do we choose what is right/ wrong/ fair/ unfair?  Why do we need rules in the classroom and in school?  Why is it important that we make up our own rules?  What could happen if the rules are not followed? |  | Making decisions, taking risks and influences | What is a risk, a danger or a hazard?"  What situations might include risk, danger or hazard? | When can it be difficult to be responsible?  How might someone become more responsible for their own safety as they get older?  How do people try to persuade others to do things?  What can someone do they feel under pressure to do something they feel uncertain about? | What should we do if we are ever under pressure to do something we feel uncertain about?  Who/what can help us when we feel under pressure to do something risky?  How and why do some people persuade others to do something they feel uncertain about?  How can we recognise a threat?  What should someone do if they feel threatened?  Who can we ask for help, opinions or advice? |  |
| Keeping safe and emergencies | Helping us stay safe | Who has the job of keeping us safe?  Who can we ask to help us?  How do these people help us to keep safe?  How can we help them to do this?  Who helps us to stay safe) in different places (e.g. roads, bikes, traffic etc?  How can we ask for help from different people and in different places? |  | Responsibility to be safe | What do we have to keep safe from?  When or where do we need to take extra care?  Who is responsible for keeping us safe and healthy – at school, at home and outdoors?  What does being responsible for ourselves mean?  What are the rules and risks different in different situations? |  |  |  |
| Staying safe in emergencies |  | What is an emergency? When is something not an emergency?  What can someone do in a dangerous or emergency situation?  How do we alert the emergency services?  When might someone dial 999?  How could someone help in an emergency situation?  What are some basic first aid procedures? | Risk, hazard and emergency | What is meant by the terms danger or a hazard?  What choices can and should we make to reduce risks? ( including accidents)  How might an emergency affect behaviour and what role can we play in this?  What skills and behaviours are effective in emergencies in order to keep safe?  How do we access help effectively in an emergency? ( adult, professionals, emergency services) |  |  |  |
| Hygiene and protecting your health | Well, unwell and spread of germs |  | What do we mean by well and unwell?  How do we keep our bodies well and what might make us unwell?  How can germs be passed from one person to another?  What can we do to help stop germs and diseases spreading?  When might we need help to keep well? | Cleanliness, germs and immunisation | What are germs, bacteria and viruses?  What can we do to help stop viruses and bacteria from spreading to others?  What daily routines help this?  Where or when is it especially important to keep good hygiene standards? How do we do this?  Whose responsibility is it to maintain hygiene standards personally and in our surroundings? |  |  |  |
| Keeping clean | When in the day do we have to think about keeping clean?  How will keeping clean and healthy help us as we grow up?  What practices do we have to keep clean and what choices do we have to do this?  What happens if we do not keep clean? |  | Sleep and health |  | What are the health risks involved in poor sleep patterns?  How do we develop healthy sleep habits?  How might these habits change as we grow older and why is it important to actively manage this?  What can someone do to promote good sleep? |  |  |
| Eating well and being active | Being healthy and active |  | What does it mean to be healthy and active and what can we do to keep this way? ( in and out of school)  What things can we do when we feel healthier?  What do healthy people do some of the time? All of the time? Never?  How can we keep active to keep healthy?  What might happen if we are not physically active? | Healthier lifestyle choices |  | What sorts of choices might people make each day?  How do we know if the choices we are making are healthy?  Who makes these choices and what helps us to make them? (food , drink etc)  What does it mean to live a ‘balanced’ lifestyle?  What factors of our lives contribute to making them physically healthy? ( food, activity, inactivity)  How can we influence these ourselves? (food choice, food prep, inactivity, activity)  What are the risks and impact of an unhealthy and inactive lifestyle?  What does it mean and feel like to have had or done ‘too much’ and what is the impact of this? ( sweets, food, activity) |  |  |
| Food practice and choice |  | What does food do to our health?  What does a ‘healthy diet’ mean?  How does what we eat affect our bodies and minds?  What do we know about healthy eating and how it can help keep our bodies healthy? | Habits and choices |  |  | What is meant by a habit and what might one look and feel like?  Do we see habits as good, bad, changeable, stoppable? Why?  When do behaviours and choices become habits and affect our health?  What external influences may affect the habits that develop or change? |  |
|  |  |  | Influence on exercise and consequences of choice |  |  |  | What choices can someone make to help look after their body and mind?  Who/what tries to persuade or influence our choices about food?  What external influences exist and affect the choices we make? (friends, adults, advertising, labelling?)  When can it be more difficult to make a healthy choice?  How does the media impact on choices of lifestyle and health?  How do we asses and validate health information to be able to make an informed choice? |