



SJS Target Grid

Relationship, Sex and Health Education



See the KAPOW overview documents for learning at KS1

Recognizing and talking about emotions	Support with mental wellbeing	Bullying and mental health	Healthy diet
Year 3 & 4: - To know that many different feeling words can be used to identify and describe their emotions. - To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud). Sadness (disappointed). Fear (nervous, embarrassed) Anger (frustrated, jealous, guilty). Disgust (offended). Surprise (curious). - To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. - To know that feelings can feel stronger or weaker depending on the situation. - To know that emotions and feelings can affect thoughts, decisions and behaviour.* - To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.* Year 5 & 6: - To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. - To recognise and describe the following emotions and associated feelings: Happiness (content, determined, optimistic). Sadness (pessimistic, grief, excluded). Fear (insecure, anxious, stressed, pressured, overwhelmed). (betrayed).	Year 3 & 4: - To know that taking care of their own feelings is part of staying healthy. - To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. - To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. - To know that seeking help early can make a significant difference for someone struggling with their feelings or mood. Year 5 & 6: - To know that mental health affects how people feel, think, behave and cope with life. - To know that just like physical health, everyone has mental health and that it can change over time. - To know that many people experience mental ill health and that support is available. - To know some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). - To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support.	Year 3 & 4: - To know that when someone is bullied repeatedly, they may start to believe the negative things said about them. Year 5 & 6: - To know that people who are bullied may need support to feel better and rebuild their confidence. - To know that bullying is proven to have a negative impact on mental health now and in the future. Dental health Year 3 & 4: NA Year 5 & 6: - To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. - To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. - To know that visiting the dentist every six months helps spot problems early before they become serious or painful. - To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). - To know that having sugary snacks or drinks between meals increases the risk of tooth decay.	Year 3 & 4: - To know that a balanced diet includes a variety of food groups. - To know that different food groups do different jobs in the body. - To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food. - To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. - To know that they should aim to drink 1.5 litres (6-8 glasses) of water a day to stay hydrated. - To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. - To know that processed foods are foods that have been changed or added to — like turning potatoes into crisps or fruit into fruit-flavoured sweets. - To know that natural or less processed foods usually have more nutrients. Year 5 & 6: - To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods. - To know that eating well supports both physical and mental health, including energy levels, mood and concentration. - To know that poor nutrition can lead to tiredness, illness, low mood or

Disgust (no new vocabulary added). Surprise (startled). • To know that it is important to speak openly about emotions and their associated feelings. • To know that it is important to regulate responses to emotions so they do not control feelings and actions.* • To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings	• To know that there are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.		long-term health problems. • To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices. • To know that calories are a measure of energy in food. • To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy. • To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.* • To know that others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.
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Self-care	Being active	General Wellbeing
Year 3 & 4: - To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. - To know some simple ways that they can help others each day. - To know that children of their age should get between 9–12 hours of sleep every night. - To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. - To know that everyone feels lonely sometimes and talking about it helps. Year 5 & 6: - To know the importance of making time to prioritise their own emotional health. - To know that spending time outdoors can help people feel calm, focused and more connected to the world around them. - To know that friendships support mental health by helping people feel accepted, understood and less alone. - To know that helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. - To know that sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. - To know that lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.	Year 3 & 4: - To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag). - To know about opportunities in their community to be physically active. - To know that some activities make their heart beat faster, their body warmer and their breathing heavier — and that this means their body is working hard and getting stronger. - To know that physical activity strengthens their heart, lungs, muscles and bones. - To know that being active helps with coordination, balance and energy levels. - To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy. Year 5 & 6: - To know that people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. - To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. - To know that physical activity helps mental wellbeing by boosting mood and reducing stress. - To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games).	- The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. - The importance of promoting general wellbeing and physical health. - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - That isolation and loneliness can affect children, and the benefits of seeking support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - That it is common to experience mental health problems, and early support can help. Physical health and fitness - The characteristics and mental and physical benefits of an active lifestyle. - The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. - The risks associated with an inactive lifestyle, including obesity. - How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating - What constitutes a healthy diet (including understanding calories and other nutritional content). - Understanding the importance of a healthy relationship with food. - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, extended inactivity or insufficient time with friends and family).

- To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more.
- To know that children their age should get at least one hour of moderate to vigorous activity every day.
- To know that not being active can lead to long-term health problems, including obesity and poor mental wellbeing.

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