



## Featherstone Primary School: Progression within Healthy Mind, Healthy Body for Year One



**Intent:** The Department of Health and Social Care say that, "There is no health without mental health." This is the intent of Featherstone Primary School's Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Eleven Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

### Character Education: Featherstone's Eleven Core Values

Respect	Diversity	Friendliness	Honesty	Self-discipline	Trust	Co-operation	Patience	Self-belief	Courtesy	Aspiration
Children understand that being respectful includes using manners. They begin to show manners independently around school by saying "please" and "thankyou." The children understand why the school is a better place with respect and that everyone deserves respect, no matter who they are.	In Progress with Values Ambassadors	Children understand that it is important to be friendly to everyone and understand that it is OK to have more than one friend. Children know lots of ways to be friendly and know that unfriendliness is wrong.	Children know what a 'lie' is and what the 'truth' is. They understand the vocab: 'fact.' Children have a basic understanding of: when you lie, something bad happens. Children can link values behaviour to the zone board.	Children want to keep on showing self-discipline from their good start in Reception by recognising feelings such as sadness and fear and with support, begin to give ideas on how to feel more positive. Children, with help, begin to control what they are feeling. Children use self-discipline to have good hygiene habits and look smart.	Children know how to build good, trustful relationships with each other. They link this to the Value of Co-operation, i.e. they speak nicely when working together and know how to settle disagreements. They begin to understand that <i>some</i> disagreements can be good to have their own opinion but use trust to work with others well.	Year One children can give reasons about why co-operation is important and can work in 2s and 3s. They work together with their classmates and can talk about what each person is going to do to complete the task. Using role play, Year One can practise and act our co-operative choices.	In Year One, children know that rushing something can be bad and that it can result in mistakes or getting annoyed. They understand that taking your time on something can be better and result in something that is of a higher quality.	In Progress with Values Ambassadors	In Progress with Values Ambassadors	In Progress with Values Ambassadors

### The Fundamental British Values

Democracy	The rule of law	Individual liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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### Equality and Diversity

To know that it is OK to play with boys and girls	To understand we share the world with different people	To understand our bodies work in different ways	To like the way I am	To recognise that people are different ages
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Religious Education			
<b>Content Knowledge: Learning about the faiths</b>	<p><b>Christianity (Educational Visit):</b> The Creation Story; Noah’s Ark; Gift-giving at Christmas; The birth of Jesus; Jesus is God’s gift to the world; Worshipping in a church.</p> <p><b>Islam:</b> Who is Allah? Who is Prophet Mohammad? What is the Qur’an? The importance of Ramadan and Eid.</p>	<p><b>Religious Dispositions</b></p> <ul style="list-style-type: none"> <li>• Being Accountable and Living with Integrity</li> <li>• Cultivating Inclusion, Identity and Belonging</li> <li>• Remembering Roots</li> <li>• Expressing Joy</li> <li>• Being Curious and Valuing Knowledge</li> <li>• Being Fair and Just</li> <li>• Being Open, Honest and Truthful</li> <li>• Being Loyal and Steadfast</li> <li>• Being Modest and Listening to others</li> <li>• Being Thankful</li> <li>• Being Courageous and Confident</li> <li>• Being Hopeful and Visionary</li> </ul>	
<b>Skills: Learning from the faiths</b>	<b>Reflection</b>		Understand that people have different beliefs
	<b>Enquiry</b>		Identify what they find interesting and puzzling in the religious material studied Ask simple questions
	<b>Expression</b>		Say what they feel about the religious material studied Say what matters to them in their own lives
	<b>Application</b>		Recall features and main events of religious stories Recognise religious symbols, words/vocabulary, main beliefs and religious practices Identify what is of value to themselves from the religious material studied
	<b>Empathy</b>		Simply say whether they agree or disagree with someone else Learn how to share with others

	Relationship Education		Health Education	
	Healthy Relationships	People who help me	My body	Life cycles
<b>1</b>	Who might rely on me? What is teasing and what happens? How can I be a good friend? Why is it fun to have a friend who is different to me? Is it ok to be different? Should boys and girls behave differently? What is a ‘poor choice?’	Who can I go to if I am worried about something? (Build on from EYFS).	Why are girls’ and boys’ bodies different? What are my senses? (Science NC).	How much have I changed since I was a baby? How are other children similar and different to me?