

## PSHE Progression of Skills and Key Vocabulary - Health and Wellbeing - Healthy Lifestyles

### Pupils should be taught:

1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this

Health and Wellbeing - KS1			
Year group	Year R	Year 1	Year 2
<b>Healthy Lifestyle</b>	<p>To learn about ways of keeping clean</p> <ul style="list-style-type: none"> <li>- <b>Washing hands</b></li> <li>- <b>Cleaning teeth</b></li> </ul> <p>To be able to name the main parts of the body.</p> <p>To understand the importance of good physical health</p> <ul style="list-style-type: none"> <li>- <b>Diet</b></li> <li>- <b>Exercise</b></li> </ul>	<p>To learn what constitutes, and how to maintain, a healthy lifestyle</p> <ul style="list-style-type: none"> <li>- <b>Physical activity</b></li> <li>- <b>Sleep/rest</b></li> <li>- <b>Diet</b></li> </ul> <p>To recognise likes and dislikes</p> <ul style="list-style-type: none"> <li>- <b>Healthy choices</b></li> </ul> <p>To learn about and be able to describe feelings</p> <ul style="list-style-type: none"> <li>- <b>Strategies to manage feelings</b></li> <li>- <b>Types of emotions</b></li> </ul> <p>To learn about the importance of personal hygiene</p> <ul style="list-style-type: none"> <li>- <b>Diseases</b></li> <li>- <b>Infections</b></li> <li>- <b>Preventative measures</b></li> </ul>	<p>To describe what constitutes, and how to maintain, a healthy lifestyle</p> <ul style="list-style-type: none"> <li>- <b>Benefits</b></li> <li>- <b>Impact</b></li> <li>- <b>Methods</b></li> </ul> <p>To recognise likes and dislikes</p> <ul style="list-style-type: none"> <li>- <b>Healthy choices</b></li> <li>- <b>Identify who helps them make choices</b></li> </ul> <p>To be able to discuss feelings and strategies</p> <ul style="list-style-type: none"> <li>- <b>Strategies to manage feelings</b></li> <li>- <b>Types of emotions</b></li> </ul>
<b>Specific Vocab</b>	happy, sad, calm cross, excited, scared, hot, sweaty, cold, shakey, heart racing.	similar, different, needs, changes, before, now, own, yourself, needs changing, infection, spread, disease, prevent hygiene, cleanliness	opportunities, well-being, exercise, feelings, worried, nervous, frightened, mood, frame of mind, cheerful, vaccinations, immunisations, doctors, nurses, dentist
<b>National Curriculum End of Key Stage Aims</b>	<b>EYFS</b>	<b>Key Stage 1 - Healthy Lifestyles</b>	
	<p><i>PD: HSC 40-60m</i></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p><i>PD: HSC 40-60m</i></p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>

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		<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>
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Health and Wellbeing - KS2				
Year group	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing</b>	<p>To understand what positively and negatively affects physical, mental and emotional health</p> <ul style="list-style-type: none"> <li>- <b>Maintaining good health</b></li> <li>- <b>Choices</b></li> <li>- <b>Balanced lifestyles</b></li> </ul> <p>To recognise opportunities and develop the skills to make their own choices</p> <ul style="list-style-type: none"> <li>- <b>Balanced diet</b></li> <li>- <b>Food types</b></li> <li>- <b>Choices</b></li> </ul> <p>To recognise how images in the media (and online) do not always reflect reality</p> <ul style="list-style-type: none"> <li>- <b>Choices</b></li> <li>- <b>Influences</b></li> </ul> <p>To understand that bacteria and viruses can affect health</p> <ul style="list-style-type: none"> <li>- <b>Spread</b></li> <li>- <b>Hygiene</b></li> <li>- <b>Responsibility</b></li> </ul>	<p>To understand what it meant by 'resilience'</p> <ul style="list-style-type: none"> <li>- <b>Choices relating to health</b></li> <li>- <b>Managing influence</b></li> </ul> <p>To recognise opportunities and develop skills to make their own choices about food</p> <ul style="list-style-type: none"> <li>- <b>Balanced diet</b></li> <li>- <b>Influences</b></li> </ul> <p>To recognise how images in the media (and online) do not always reflect reality</p> <ul style="list-style-type: none"> <li>- <b>Photographs</b></li> <li>- <b>Edits</b></li> </ul> <p>To be able to reflect and celebrate their achievements</p> <ul style="list-style-type: none"> <li>- <b>Strengths</b></li> <li>- <b>Areas for improvement</b></li> <li>- <b>Set goals</b></li> </ul> <p>To understand that bacteria and viruses can affect health</p> <ul style="list-style-type: none"> <li>- <b>Routines to manage spreading</b></li> </ul>	<p>To understand what positively and negatively affects their physical, mental and emotional health</p> <ul style="list-style-type: none"> <li>- <b>Choices</b></li> <li>- <b>Balanced lifestyle</b></li> <li>- <b>Consequences</b></li> </ul> <p>To recognise opportunities and develop skills to make their own choices about food</p> <ul style="list-style-type: none"> <li>- <b>Balanced diet</b></li> <li>- <b>Influences</b></li> </ul> <p>To recognise how images in the media (and online) do not always reflect reality</p> <ul style="list-style-type: none"> <li>- <b>Photographs</b></li> <li>- <b>Edits</b></li> <li>- <b>Impact</b></li> <li>- <b>Feelings</b></li> </ul> <p>Can explain that bacteria and viruses can affect health</p> <ul style="list-style-type: none"> <li>- <b>Routines to manage spreading</b></li> </ul>	<p>To explain what positively and negatively affects health</p> <p>To explain what positively and negatively affect health</p> <p>To explain what positively and negatively affects health</p> <ul style="list-style-type: none"> <li>- <b>Influences</b></li> <li>- <b>Informed decisions</b></li> <li>- <b>Balanced lifestyle</b></li> </ul> <p>To explain what a habit is and identify choices</p> <ul style="list-style-type: none"> <li>- <b>Positive lifestyle changes</b></li> <li>- <b>When habits occur</b></li> </ul> <p>To understand why and how commonly available drugs can affect health</p> <ul style="list-style-type: none"> <li>- <b>Managing risk</b></li> <li>- <b>Side effects</b></li> <li>- <b>Supply</b></li> </ul>

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	<p>To learn what is meant by the term 'habit'</p> <ul style="list-style-type: none"> <li>- <b>Hard to change</b></li> <li>- <b>Unhelpful habits</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Hygiene routines</b></li> <li>- <b>Responsibility</b></li> </ul> <p>To learn what is meant by the term 'habit'</p> <ul style="list-style-type: none"> <li>- <b>Hard to change</b></li> <li>- <b>Unhelpful habits</b></li> </ul> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety</p> <ul style="list-style-type: none"> <li>- <b>Risks</b></li> <li>- <b>Changes in behaviour</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Hygiene routines</b></li> <li>- <b>Responsibility</b></li> </ul> <p>To explain what is meant by the term 'habit'</p> <ul style="list-style-type: none"> <li>- <b>Hard to change</b></li> <li>- <b>Unhelpful habits</b></li> </ul> <p>To explain which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety</p> <ul style="list-style-type: none"> <li>- <b>Risks</b></li> <li>- <b>Changes in behaviour</b></li> </ul>	
<b>Specific Vocab</b>	drugs, alcohol, tobacco, medicines, caffeine, habits, balanced diet, choices, food, influences	media, images, reality/fantasy, true/false, balanced diet, choices, food, influences, drugs, alcohol, tobacco, medicines, caffeine, habits	bacteria, viruses, hygiene routines, drugs, alcohol, tobacco, medicines, caffeine, habits	bacteria, viruses, hygiene routines, drugs, alcohol, tobacco, medicines, caffeine, habits, buying, selling, effects
<b>National Curriculum End of Key Stage Aims - KS2</b>				
	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p>	<p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>

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		<p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	
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