

Health progression

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Healthy Lifestyles</u>	<p>PSED: Managing feelings and behaviours</p> <p><i>ELG: Children talk about how they and others show feelings.</i></p> <p>-Understand how their actions effect others, eg, becoming upset and tries to comfort another child when they realise they have upset them</p> <p>PSED: Health and self care</p> <p><i>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their</i></p>	<p>To recognise and name feelings in self and others and start to develop strategies to manage them including talking to an adult (zones of regulation).</p> <p>Personal hygiene and germs: handwashing.</p>	<p>How to manage feelings and to communicate these feelings to others.</p> <p>Personal hygiene and germs: keeping our bodies clean – some diseases can be controlled by good personal hygiene practices.</p> <p>Mental and physical wellbeing: benefits of physical activity,</p>	<p>Self concept: Critically examine images in the media and how this can impact of feelings (advert, recipe books, holiday brochures, etc) (zones of regulation).</p>	<p>To deepen their understanding of good and not so good feelings and extend the vocabulary to enable them to explain the range and intensity of these feelings. (zones of regulation).</p> <p>To recognise that they may experience conflicting emotions and identify and overcome them.</p>	<p>Self image: How images can distort reality and how these images can influence how they feel about themselves (social media)</p>	<p>Bacteria and viruses: reducing risk of infections. Misconceptions linked to HIV/ AIDS</p>

	<p>own basic hygiene and personal needs including dressing and going to the toilet.</p> <ul style="list-style-type: none"> - Eats a healthy range of food stuffs and understand the need for a variety of food. - Can stay dry and clean during a day. - Shows some good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. 		<p>healthy eating, rest and dental health.</p>		<p>Mental and physical wellbeing: what positively and negatively affects our health (5 ways to wellbeing).</p> <p>How to make informed choices: Balanced lifestyle (mental wellbeing, sleep, balanced diet) and what influences their choices.</p> <p>Bacteria and viruses: what are they? Good hygiene routines to prevent infection.</p>		
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<p><u>Keeping Safe</u></p>	<p>PSED: Health and self care</p> <p><i>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs including dressing and going to the toilet.</i></p> <ul style="list-style-type: none"> - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risk. - Show understanding of how to transport 	<p>Rules for and ways to keep physically and emotionally safe: road safety, firework safety, internet safety (what to do if they see something online that makes them feel uncomfortable).</p> <p>Medicines at home: safety rules</p> <p>To know where, when, how and who to seek support from in school and at home when they are feeling unhappy or are worried about someone else.</p>	<p>Rules for and ways to keep physically and emotionally safe: fire safety, scooter training, online safety (gaming (CEOP video) – who to trust and who not to trust and online respect) How to report negative online behaviour.</p> <p>Medicines at home (risks and safety rules) and household products</p> <p>To know where, when, how and who to seek support</p>	<p>To know the difference between 'risk', 'danger' , 'hazard'. Recognise, predict and assess risks in different situations (road safety, pedestrian training, sun safety).</p> <p>Online safety: pressure to behaviour in certain ways. Critically consider online friendships and sources of information.</p> <p>School rules about health and safety – what to do in an emergency.</p>	<p>To recognise, predict and assess and risk (outdoor situations including dares) Resisting pressure to behave unsafely.</p> <p>Legal drugs – risks and resisting pressure. Risks to their immediate and future health and safety.</p> <p>Online safety: age appropriate games and websites, the affect their behaviour online on others, personal information, Recognise and</p>	<p>To recognise how their increasing independence brings increased responsibility and keeping themselves and others safe.</p> <p>Legal and illegal drugs: risks and resisting pressure. Risks to their immediate and future health and safety.</p> <p>Online safety: protecting personal information including distribution of images and passwords. Excessive use. The affect their behaviour</p>	<p>How to resist pressure to behave in unacceptable , unhealthy, or risky ways: radicalisation, extremism, challenging views, dares.</p> <p>Taking care of their body: FGM, body alterations, protection from unwanted and inappropriate contact.</p> <p>Legal and illegal drugs: Habits and why habits are formed, why are habits hard to change, recognise that there is help for people that want to</p>
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	<p>and store equipment safely</p> <ul style="list-style-type: none"> - Practices some appropriate safety measures without direct supervision. <p>PSED: Self confidence and self awareness</p> <p><i>ELG: To say when they do and do not need help</i></p> <ul style="list-style-type: none"> - Confident to speak to others about their own needs, wants, interests and opinions. 	<p>To know that they have a responsibility for keeping themselves and others safe – when to say yes, no, I'll ask and I need to tell. Including knowing that they do not need to keep secrets. To know they have to keep trying to be heard.</p> <p>What is privacy. Knowing that they have the right to keep things private and to respect others privacy (NSPCC pants) Appropriate and inappropriate touch.</p>	<p>from in school and at home when they are feeling unhappy or are worried about someone else. To know they have to keep trying to be heard.</p> <p>To know that they have a responsibility for keeping themselves and others safe – when to say yes, no, I'll ask and I need to tell. Including knowing that they do not need to keep secrets. To know they have to keep trying to be heard.</p>	<p>Legal drugs including energy drinks, alcohol, tobacco. Risks to their immediate and future health and safety.</p> <p>To know where, when, how and who to seek support from in school and at home when they are feeling unhappy or are worried about someone else. To know they have to keep trying to be heard.</p>	<p>reporting risks.</p> <p>To know where, when, how and who to seek support from in school and at home when they are feeling unhappy or are worried about someone else. To know they have to keep trying to be heard.</p>	<p>online. Responsible use of mobile phones (safe keeping and safe user habits).</p> <p>To know where, when, how and who to seek support from in school and at home when they are feeling unhappy or are worried about someone else. To know they have to keep trying to be heard.</p>	<p>change habits. Legal drugs: risks, drugs money, global picture of the impact of illegal drugs.</p> <p>Rules for and ways to keep physically and emotionally safe: road safety, bikability, safe in the environment (junior citizen)</p> <p>Online safety: sharing images of themselves and others, who to talk to if they are concerned about content.</p> <p>To know where, when, how and who</p>
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<p><u>Growing and Changing</u></p>	<p>PSED: Self confidence and self awareness</p> <p><i>ELG: Children are confident to try new activities, and</i></p>	<p>To recognise their strengths and set challenging goals.</p>	<p>(Science link) To process of changing from young to old – what can we do at each</p>	<p>To reflect of celebrating achievements and to set high aspirations</p>	<p>Change, transitions, loss and bereavement.</p>	<p>How their body and emotions may change as they approach and go</p>	<p>Transitions: feelings about transition to secondary school.</p>

	<p>say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.</p> <ul style="list-style-type: none"> - Confident to speak about their own needs, wants, interests and opinions. - Can describe themselves in positive terms and talk about their abilities. 	<p>Process of growing from young to old (things they can do now that they couldn't do before).</p>	<p>stage of our lives)</p> <p>Change and loss (moving home, losing toys, pets and friends) and associated feelings. (zones of regulation).</p>	<p>and goals for themselves.</p>		<p>though puberty.</p>	<p>How their body and emotions may change as they approach and go through puberty.</p> <p>Human reproduction</p>
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