

SLE - PSHE Curriculum Overview & Progression 'Being My Best' EYFS & KS1

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Bouncing back when things go wrong. • Yes, I can! • Healthy eating. • Move your body. • A good night's sleep. 	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.

St Uny CE Academy - PSHE Curriculum Overview & Progression 'Being My Best' KS2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, 	<ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. 	<ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have. 	<ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe.

<p>small and large intestines, liver, brain);</p> <ul style="list-style-type: none">• Describe how food, water and air get into the body and blood.• Explain some of the different talents and skills that people have and how skills are developed;• Recognise their own skills and those of other children in the class.			
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