

## 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</u> <u>Lifestyles</u>	<ul> <li>PSED: Managing feelings and behaviours</li> <li>ELG: Children talk about how they and others show feelings.</li> <li>-Understand how their actions effect others, eg, becoming upset and tries to comfort another child when they realise they have upset them</li> <li>PSED: Health and self care</li> <li>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</li> </ul>	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). Personal hygiene and germs: handwashing.	How to manage feelings and to communicat e these feelings to others. Personal hygiene and germs: keeping our bodies clean - some diseases can be controlled by good personal hygiene practices. Mental and physical wellbeing: benefits of physical activity,	Self concept: Critically examine images in the media and how this can impact of feelings (advert, recipe books, holiday brochures, etc) (zones of regulation).	To deepen their understandin g 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). To recognise that they may experience conflicting emotions and identify and over come them.	Self image: How images can distort reality and how these images can influence how they feel about themselves (social media)	Bacteria and viruses: reducing risk of infections. Misconceptio ns linked to HIV/ AIDS



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own basic hygiene	healthy	Mental and	
and personal needs	eating, rest	physical	
including dressing	and dental	wellbeing:	
and going to the	health.	what	
toilet.		positively	
		and	
- Eats a		negatively	
healthy		affects our	
range of		health (5	
food stuffs		ways to well	
and		being).	
understand		0,	
the need for		How to make	
a variety of		informed	
food.		choices:	
- Ca stay dry		Balanced	
and clean		lifestyle	
during a		(mental	
day.		wellbeing,	
- Shows some		sleep,	
good		balanced	
practices		diet) and	
with regards		what	
to exercise,		influences	
eating,		their choices.	
sleeping and			
hygiene can		Bacteria and	
contribute to		viruses: what	
good health.		are they?	
good nedim.		Good	
		hygiene	
		routines to	
		prevent	
		infection.	



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Keeping	PSED: Health and		Rules for and	To know the	To recognise,	To recognise	
Safe	self care	Rules for and	ways to keep	difference	predict and	how their	How to resist
		ways to keep	physically	between	assess and	increasing	pressure to
	ELG: Children know	physically and	and	'risk',	risk (outdoor	independenc	behave in
	the importance for	emotionally	emotionally	'danger' ,	situations	e brings	unacceptable
	good health of	safe: road	safe: fire	'hazard'.	including	increased	, unhealthy, or
	physical exercise,	safety, firework	safety,	Recognise,	dares)	responsibility	risky ways:
	and a healthy diet,	safety, internet	scooter	predict and	Resisting	and keeping	radicalisation,
	and talk about	safety (what to	training,	assess risks in	pressure to	themselves	extremism,
	ways to keep	do if they see	online safety	different	behave	and others	challenging
	healthy and safe.	something	(gaming	situations	unsafely.	safe.	views, dares.
	They manage their	online that	(CEOP	(road safety,			
	own basic hygiene	makes them	video) – who	pedestrian	Legal drugs –	Legal and	Taking care of
	and personal needs	feel	to trust and	training, sun	risks and	illegal drugs:	their body:
	including dressing	uncomfortable	who not to	safety).	resisting	risks and	FGM, body
	and going to the	).	trust and		pressure. Risks	resisting	alterations,
	toilet.		online	Online	to their	pressure. Risks	protection
		Medicines at	respect) How	safety:	immediate	to their	from
		home: safety	to report	pressure to	and future	immediate	unwanted
	- Shows	rules	negative	behaviour in	health and	and future	and
	understandin		online	certain ways.	safety.	health and	inappropriate
	g of the	To know	behaviour.	Critically	-	safety.	contact.
	need for	where, when,		consider	Online safety:		
	safely when	how and who	Medicines at	online	age	Online safety:	Legal and
	tackling new	to seek support	home (risks	friendships	appropriate	protecting	illegal drugs:
	challenges,	from in school	and safety	and sources	games and	personal	Habits and
	and	and at home	rules) and	of	websites, the	information	why habits are
	considers	when they are	household	information.	affect their	including	formed, why
	and	feeling	products		behaviour	distribution of	are habits
	manages	unhappy or		School rules	online on	images and	hard to
	some risk.	are worried	To know	about health	others,	passwords.	change,
	- Show	about	where,	and safety –	personal	Excessive use.	recognise that
	understandin	someone else.	when, how	what to do in	information,	The affect	there is help
	g of how to		and who to	an	Recognise	their	for people
	transport		seek support	emergency.	and	behaviour	that want to



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	and store	To know that	from in		reporting	online.	change
	equipment	they have a	school and	Legal drugs	risks.	Responsible	habits.
	safely	responsibility	at home	including		use of mobile	Legal drugs:
	- Practices	for keeping	when they	energy	To know	phones (safe	risks, drugs
	some	themselves	are feeling	drinks,	where, when,	keeping and	money, global
	appropriate	and others	unhappy or	alcohol,	how and	safe user	picture of the
	safety	safe – when to	are worried	tobacco.	who to seek	habits).	impact of
	measures	say yes, no, I'll	about	Risks to their	support from		illegal drugs.
	without	ask and I need	someone	immediate	in school and	To know	
	direct	to tell.	else. To know	and future	at home	where, when,	Rules for and
	supervision.	Including	they have to	health and	when they	how and who	ways to keep
		knowing that	keep trying	safety.	are feeling	to seek	physically and
	PSED: Self	they do not	to be heard.		unhappy or	support from	emotionally
	confidence and self	need to keep		To know	are worried	in school and	safe: road
	awareness	secrets. To	To know that	where,	about	at home	safety,
		know they	they have a	when, how	someone	when they	bikability, safe
	ELG: To say when	have to keep	responsibility	and who to	else. To know	are feeling	in the
	they do and do not	trying to be	for keeping	seek support	they have to	unhappy or	environment
	need help	heard.	themselves	from in	keep trying	are worried	(junior citizen)
			and others	school and	to be heard.	about	
	- Confident to	What is	safe – when	at home		someone	Online safety:
	speak to	privacy.	to say yes,	when they		else. To know	sharing
	others about	Knowing that	no, I'll ask	are feeling		they have to	images of
	their own	they have the	and I need	unhappy or		keep trying to	themselves
	needs,	right to keep	to tell.	are worried		be heard.	and others,
	wants,	things private	Including	about			who to talk to
	interests and	and to respect	knowing that	someone			if they are
	opinions.	others privacy	they do not	else. To know			concerned
	I	(NSPCC pants)	need to	they have to			about
		Appropriate	keep secrets.	keep trying			content.
		and	To know they	to be heard.			
		inappropriate	have to				
		touch.	keep trying				To know
			to be heard.				where, when,
							how and who
		•	•	•	•		



			What is privacy. Knowing that they have the right to keep things private and to respect others privacy (NSPCC pants) Resisting pressure. Knowing the name of body parts including external genitalia and body similarities between				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.
Growing and Changin g	PSED: Self confidence and self awareness ELG: Children are confident to try new activities, and	To recognise their strengths and set challenging goals.	(Science link) To process of changing from young to old – what can we do at each	To reflect of celebrating achievemen ts and to set high aspirations	Change, transitions, loss and bereavemen t.	How their body and emotions may change as they approach and go	Transitions: feelings about transition to secondary school.



some activities more than others. They are confident to speak in a familiar group, will talk about their choose the resources they need for theirgrowing from young to old Change and loss toys, pets and associatedthemselves.puberty.body and emotions m change athemselves.some activities more than others. They are confident to speak in a familiar group, will that they couldn't do home, losing talk about their choose the resources they need for theirlives)themselves.puberty.body and emotions m change and loss toys, pets and associated						
<ul> <li>Confident to speak about their own needs, wants, interests and opinions.</li> <li>Can describe themselves in positive terms and</li> </ul>	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. - Confident to speak about their own needs, wants, interests and opinions. - Can describe themselves in	growing from young to old (things they can do now that they couldn't do	lives) Change and loss (moving home, losing toys, pets and friends) and associated feelings. (zones of		-	How their body and emotions may change as they approach and go though puberty.