



## Whitemoor Academy - PSHE Curriculum Overview & Progression 'Being My Best' EYFS & KS1



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



Whitemoor Academy - PSHE Curriculum Overview & Progression  
'Being My Best' KS2

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------



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

small and large intestines, liver, brain);			
--	--	--	--



- 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.

--	--	--	--