



Personal, Social, Health, Education Progression of skills **The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools**



EYFS	
Areas of Learning Personal, Social and Emotional Development	Reception Development Matters 2020 Statements
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

Government Guidance

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on

mental health

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

about menstrual wellbeing including the key facts about the menstrual cycle

PSHE Units	EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
	Myself and My Relationships			
Beginning & Belonging	Say what is special about me and about other people in my class. Say some classroom rules and why they are important. Take turns, share and listen to others.	Know my class ground rules and can say why they are important. Be able to help someone who is new to a situation feel welcome. Know which adults can help me at home and at school. Know which adults are in my Network of Support and suggest some of the ways to ask an adult or another child for help.	Know different rules for different places and why these rules are in place. Take part in activities to help build good class relationships. Know how to help others feel like they are welcome and valued. Beware of which adults are in my Network of Support at home, at school and in other places and how to ask them for help.	Give ideas about how to help the classroom feel a safe and happy place for learning. Identify some feelings someone might experience in a new situation and name some strategies which could help to cope with a new situation. Know how to support a friend when they need help and when it might be necessary to involve a trusted adult.
My Emotions	Identify my feelings and how someone else might be feeling. Say what might cause different feelings. Identify some ways to help myself feel better. Identify some ways I might help someone else feel better.	Identify different feelings and how strong the feeling is. Know some ways to calm down or relax. Understand that how feelings can affect what I think and what I do. Know the difference between acting impulsively and acting after you have thought something through.	Be able to recognise and communicate my feelings and emotions. Recognise how others may feel and know how to show to others that I care. Suggest some calming strategies that I could use. Name some of my strengths and personal qualities. I know what it feels and looks like to be assertive and when it might be appropriate to be assertive.	Explain what is meant by mental wellbeing and know that mental health can vary. Give some examples of self-care strategies. Suggest some ways that people could try to manage feelings of loneliness. Give some examples of things that make up my own identity.
Family and Friends	Say who my special people are and why they are special. Name the people in my family and say how we care for each other. Say what a good friend is like and how I could make new friends. Know some things do if someone is unkind to me.	Describe what my friends mean to me and how we show our friendship. Know some ways to make and develop friendships. Talk about my own family and know that others' families are different. Name some of the special people in my family and describe how they are special to me.	Describe what my friends mean to me and how we show our friendship. Describe some ways to make and build friendships online and offline. Describe some emotions people might feel if they have fallen out with a friend. Explain how family members can support each other if things are tough. Name some people to go to for help and support if things are tough.	Describe what makes a friendship healthy or unhealthy, on or offline. Explain some situations when I should ask my friends for permission on and offline. Understand how to talk things through, think about what someone else might be feeling and think about strategies when my friendships are difficult. Describe some ways that families support each other when things are tough or changing.

Anti-bullying		<p>Explain what bullying is, suggest why bullying sometimes happens and talk about how people who are bullied might feel.</p> <p>I know what I could do if bullied or see someone else being bullied.</p> <p>Give examples of how to treat others kindly.</p> <p>Think about which parts of school feel safe and unsafe to me and suggest ways to help the school feel a safe place.</p>	<p>Describe what bullying is, give examples of different types of bullying and know some reasons why bullying might happen.</p> <p>Suggest how people who are bullied, people who show bullying behaviour and those who are bystanders might feel.</p> <p>Know how I could respond if I was bullied and how I could support someone who is being bullied.</p> <p>Suggest some ways to help the school feel safer place where bullying is less likely to occur.</p>	<p>Give a simple definition of bullying and its different forms and talk about why someone might engage in bullying.</p> <p>Recognise prejudice related bullying.</p> <p>Talk about the different roles people might have in a bullying situation and how peer pressure might affect those involved.</p> <p>Know how I could respond to bullying and can demonstrate assertiveness techniques that I could use.</p> <p>Be aware of places in my school and community where bullying might take place.</p>
Managing Change		<p>Suggest some ways that I have changed since I was a baby.</p> <p>Recognise my own achievements.</p> <p>Know that sometimes we can plan for change and sometimes we can't.</p> <p>Suggest changes that I might experience.</p> <p>Recognise some feelings that I might experience at a time of change.</p>	<p>Understand that I will experience changes in my life and can discuss how I might feel about them and ways that I can help myself cope with a change.</p> <p>Explain why friendships might change and have some ideas about how I could manage this.</p> <p>Understand that when someone dies people will feel emotions connected to their loss.</p> <p>Give examples of temporary and permanent, planned and unplanned changes.</p>	<p>identify situations which involve loss and change and name the emotions that I have experienced in a situation of change.</p> <p>identify some changes families might experience and suggest why friendships might change over time.</p> <p>I know some strategies that might help me when experiencing difficult emotions.</p> <p>I know how ask for help and have some ideas about how support others.</p> <p>I know I may feel a range of emotions when I move to secondary school and can talk about ways cope with this change.</p>
Citizenship				
Rights, Rules and Responsibilities	EYFS – Me and My World Know who helps look after me at school and how to look after my school and home.	<p>Name some people who look after me and say what their responsibilities are.</p> <p>Know some jobs and responsibilities I have at home</p>	<p>Explain the difference between wants and needs.</p> <p>Know what is meant by rights and that they come with responsibilities at home and at school.</p>	<p>Understand the basic rights of children and be aware of the United Nations Convention on the Rights of the Child.</p> <p>Know and can demonstrate rules for</p>

	<p>Talk about different places in my community and what they are for.</p> <p>Talk about some of the different jobs people do and how they help others.</p> <p>Talk about being outside and some ways to help look after the environment, including plants and animals.</p>	<p>and at school.</p> <p>Know some reasons why we have rules and class rules and how we make them.</p> <p>Know who makes decisions in my school and explain why we have a school council.</p> <p>Share what I think and feel and listen to other people do this.</p>	<p>show ways to treat others with respect.</p> <p>Know why rules are needed and can take part in making class ground rules.</p> <p>Suggest the different ways of making a decision, including ways to have my say in school decisions.</p> <p>Say my view and respect the views of others during a debate and take part in voting.</p>	<p>keeping safe online and offline.</p> <p>Know why rules and laws are needed in our society and that there are consequences for people who break the law.</p> <p>Know about the role of parliament and MPs nationally and that local councils and councilors deal with local issues.</p> <p>Understand how democratic elections work</p>
Working Together	<p>EYFS – Identities and Diversity</p> <p>Say who belongs to my class and talk about similarities and differences between us.</p> <p>Say what is important to me and my family and how other families are different.</p> <p>Know that it is important not to be unkind to people because they are different from me.</p> <p>Know some ways people celebrate what they believe in.</p>	<p>Say something special about myself and some things I am good at.</p> <p>Be able to suggest something new I'd like to learn.</p> <p>Take turns and listen to others.</p> <p>Know the benefits of working in a group and how it can be useful.</p> <p>Enjoy talking about what I and other people in a group did well and what we could do even better.</p>	<p>Identify my strengths and those of other people.</p> <p>Identify a skill I would like to learn or develop.</p> <p>Describe how I and other people can contribute to a group task, say what went well and what could be improved.</p> <p>Keep going even when there are problems.</p> <p>Give and receive sensitive and helpful feedback.</p>	<p>Talk about my own strengths and skills, how others view them and how they can be useful in group work, alongside others' skills.</p> <p>Know about a range of different jobs and how my skills and strengths might be useful for these in the future.</p> <p>Be a good communicator, including listening, debating, explaining my views and acknowledging the views of others.</p> <p>Recognise some influences on my decision making, including that of the media.</p> <p>Suggest ways to overcome difficulties when trying to achieve a task and can learn from my mistakes and keep going.</p>

Diversity and Communities		<p>Be able to say some ways I am similar and some ways I am different from my classmates. Know some different ways my classmates spend their time, including some groups they belong to.</p> <p>Describe some places in my area and say why people might choose to go there.</p> <p>Describe some jobs people do and know how they can help me. Be able to say how to look after plants and animals in my local area.</p>	<p>Describe what makes up my identity and that of other people and identify some different groups and communities I belong to.</p> <p>Know some of the different views, lifestyles and beliefs that people have and respect and value these differences. Name and describe some of the different communities in the UK.</p> <p>Give an example of a stereotype and say how I could challenge it.</p> <p>Know about the jobs and roles that some people play in the community and how they support others.</p>	<p>Describe what makes up my identity and can say how other people influence the view of have of myself. Name and describe some of the different communities within my community and in the UK.</p> <p>Give an example of how stereotyping or prejudice can have a negative impact on people.</p> <p>Identify some different communities I belong to and can give an example of how people contribute to those communities.</p> <p>Give an example of how the media can influence people.</p> <p>Suggest some ideas about how to care for the environment.</p>
Economic Wellbeing				
Financial capability	EYFS – Me and My World I know what money is, can explain why we need it and why we might save it.	<p>Know where my money comes from and that people earn money. Know some ways people might use or save their money and why. Know some of the things a family might need or want.</p> <p>Know what sort of choices there are to make about money and can suggest some feelings this might cause.</p>	<p>Know some ways of earning and spending (some involving borrowing) money.</p> <p>Know how keep money safe, including saving it.</p> <p>Know the sort of choices my family have to make about spending, saving and budgeting.</p> <p>Know about the work of a charity and why charities are necessary.</p> <p>Begin to be able to manage money in practical situations, including keeping track of spending.</p>	<p>Begin to understand why money is important and how world trade began.</p> <p>Know that different skills are needed for jobs and people are paid at different rates.</p> <p>Understand there is a difference between needs and wants and that sometimes we might not always be able to afford things so have to save for special things.</p> <p>Begin to understand what the term 'budget' means and that there are different ways we can choose to pay for things.</p> <p>Understand that 'poverty' can have different meanings to people depending on different circumstances.</p>
Healthy and Safer Lifestyles				
Managing Safety and		Know ways to keep myself safer in some familiar situations.	Describe some signs my body might give in a risky situation.	Describe some positive and negative things that might happen if I choose

Risk		<p>Understand that road traffic can be dangerous and some ways to stay safer as a pedestrian and a car passenger.</p> <p>Describe some ways to stay safer in the sun, near water and when I'm playing.</p> <p>Know what to do if I get lost and some grown-ups to ask for help if there's an accident or emergency.</p>	<p>Understand some ways friends might affect how I choose to behave in risky situations.</p> <p>Explain some ways to keep myself safer near roads or water.</p> <p>Have some realistic ideas of how to help in emergencies and can explain some first aid that could be used.</p> <p>Think of some ways to prevent accidents in everyday life.</p>	<p>to take a risk.</p> <p>Explain things I would do if I need to get help from an unknown adult in a risky situation.</p> <p>Develop some strategies for staying safer on the roads, when walking or cycling.</p> <p>Know some simple first aid, which I could use in my everyday life.</p>
Personal Safety	<p>EYFS- Keeping Safe</p> <p>Say the names of trusted adults who are in my Safety Circle, and when and how to tell them.</p> <p>Explain how to use my safety eyes and ears and what to do if lost.</p> <p>Know the difference between 'yes' and 'no' touches.</p> <p>Know some road safety rules.</p> <p>Know what goes on to and in to my body, including how to keep safer with medicines.</p>	<p>Identify my Early Warning Signs (the physical feelings in my body that can help me know when I am not feeling safe).</p> <p>Name the private parts of my body and know to say "no" to unwanted touch.</p> <p>Know to talk to an adult from my Network of Support if I have a worry or if a friend or someone in my family isn't kind to me, including online concerns or worries.</p>	<p>Recognise my own feelings and talk about my feelings with others.</p> <p>Identify my Early Warning Signs (the physical feelings in my body that can help me know when I am not feeling safe).</p> <p>Name the private parts of my body and identify if physical contact feels safe or unsafe.</p> <p>Talk to an adult from my Network of Support if a friend or someone in my family isn't kind to me.</p> <p>Think of some ways to stay safe online.</p>	<p>Identify my Early Warning Signs (the physical feelings in my body that can help me know when I am not feeling safe).</p> <p>Ask for help or advice from an adult in my Network of Support and I know when to review my network.</p> <p>Judge whether a secret is a safe or unsafe secret.</p> <p>Identify safe, unsafe and unwanted touch.</p> <p>I know what abuse and neglect are and that I can talk to someone about abuse if I need to.</p> <p>Share my ideas about how to assess and reduce risk.</p>
Online Safety (Digital Lifestyles)	<p>Ask an adult when I want to use the internet</p> <p>Tell an adult when something worrying or unexpected happens while using the internet.</p> <p>Be kind to my friends.</p> <p>Talk about the amount of time that I spend on a device/computer/ Game.</p>	<p>Talk about my identity in real life and online, including knowing what to share online.</p> <p>Describe what it feels like when I see or hear something online which makes me feel uncomfortable.</p> <p>Be able to say what it means to stay safe online and why it is important.</p> <p>Begin to know what to do if they see something inappropriate</p>	<p>Describe some risky situations they might face and say what they can do to feel as safe as possible.</p> <p>Describe their current online activity and identify the risks involved in their own use of technology.</p> <p>Recognise when they feel uncomfortable when they see or hear something online, and know how to access help.</p> <p>Know, understand and be able to apply the smart rules for keeping safe online.</p> <p>Communicate rules and strategies for keeping safe online to others.</p>	<p>State some reasons why it is important to be careful about what they share online and give some examples of the risks involved.</p> <p>Explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles.</p> <p>Know how to create and maintain a safe password.</p> <p>Be able to explain the difference between personal and private information, giving examples, and know that private information should</p>

		online.		not be shared. Suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable.
Drug Education		<p>Know what happens to the things that go inside my body.</p> <p>Know who can help if ill.</p> <p>Know that someone must help me if I need to take medicine and why.</p> <p>Know some safety rules about where medicines should be stored.</p> <p>Be confident to say “no” if someone tries to persuade me when I am not sure.</p>	<p>Understand that there are different types of drugs, know how they can get into the body and bloodstream and know some of their effects.</p> <p>Explain some of the different reasons why people use medicines.</p> <p>Know that there are safety rules about safe storage of medicines both at home and at school and that there is important information on medicine packaging.</p> <p>Know that nicotine and alcohol are drugs, know some of their effects and understand why people might choose to use them.</p> <p>Know what to do if I find a harmful item or unknown substance and who to turn to for help.</p> <p>Recognise influence and persuasion and have some ideas about how to respond.</p>	<p>Know there are different categories of drugs (medical, non-medical, legal, illegal) & some facts about the law relating to drugs.</p> <p>Understand that if medicines are used properly, they can help improve the health of a person, some medicines can be injected and if misused medicines can be harmful.</p> <p>Understand the purpose of immunisations.</p> <p>Know that alcohol and nicotine are drugs and can affect the body and brain in different ways.</p> <p>Understand that some everyday products contain solvents and if misused could harm a person’s body.</p> <p>Know where to get trusted information and support and think about how to respond to peer influence.</p>
Relationships and Sex Education	<p>EYFS- My Body and Growing Up</p> <p>Say what my body looks like and some things it can do.</p> <p>Describe some similarities and differences between people’s bodies.</p> <p>Say how my body has changed since I was a baby.</p> <p>Know some ways I and my trusted adults look</p>	<p>Say the names of main body parts on the outside of my body and the ‘doctor’ words for my private parts.</p> <p>Know that some parts of my body are private.</p> <p>Understand I am in charge of my own body.</p> <p>Understand how to keep myself clean and that washing my hands can stop germs spreading.</p> <p>Know that humans have babies that grow into children then adults.</p>	<p>Name the main outside parts of male and female bodies and know the scientific names for sexual parts.</p> <p>Know that males and females are physically different, but also recognise some body parts are the same.</p> <p>Talk to people I trust about my body, how it feels and how it is changing.</p> <p>Know why I need to keep my body clean and that I have some responsibility for my personal hygiene.</p> <p>Understand that germs might get into my body and explain some things to do to make sure I don’t pass on germs.</p>	<p>Identify male and female sexual parts, use scientific names for them and describe their functions.</p> <p>Know what happens to male and female bodies at puberty and understand that this happens at different rates for different people.</p> <p>Talk about worries people might have about puberty and suggest some coping strategies.</p> <p>Talk about factors which might influence my view of my own body.</p> <p>Explain important ways to keep my growing and changing body clean.</p>

	<p>after me and my body and keep it clean.</p>	<p>Talk about the ways my body has changed since I was born. Understand that families look after babies and children to keep them safe and well. Talk about different families I know.</p>	<p>Understand the main stages of the human lifecycle and how my body is different at different stages in my life. Know that people will have different views about what 'grown up' means and talk to trusted people about how I feel about growing up. Understand what 'responsibility' means and know that adults have responsibilities for looking after children.</p>	<p>Know different ways that babies are conceived and born. Know that the way I behave affects others and that I have responsibility for this. Explain some reasons that adults might get married or become civil partners.</p>
Healthy Lifestyles	<p>Know some of the things my body needs to stay healthy. Talk about foods I like and dislike. Know why different foods and drink are important for my body. Know what exercise is and why it is good for me. Make some choices which keep me healthy.</p>	<p>Know some choices I can make to keep me healthy. Understand that eating healthily is good for my body. Understand that exercise is good for my body and can help me to feel good. Know the difference between being active and inactive. Talk about the food I like and dislike. Know that food can be split into different groups and we need food from these different groups for a healthy, balanced diet.</p>	<p>Understand that I can make choices that can help keep me healthy. Know that eating a healthy diet, exercising and getting plenty of sleep are part of a healthy lifestyle. Be aware of some things that might influence my choices about what food to eat. Understand that I need to eat a balanced diet as different foods and drinks do different jobs for my body. Understand how to plan a healthy balanced diet Know why getting enough sleep is important. Understand why I need to look after my teeth and know some ways of taking care of my teeth.</p>	<p>Describe some physical, social and emotional aspects of a healthy lifestyle. Describe the function of different nutrients in achieving a healthy energy balance for the body. State some of the physical, mental and social benefits of exercise. Know some of the influences on people's lifestyle choices, including online influences. Understand why some apps and games are age restricted. Know some ways in which online behaviour can affect physical and mental health. Suggest choices that can benefit my own physical, social and mental health.</p>