

‘Being Healthy’ progression of knowledge and skills at Grange Primary School

|  |  |  |  |
| --- | --- | --- | --- |
| Early Years: FS2 | Year 1 | Year 3 | Year 5 |
| Factors of a Healthy Lifestyle | Factors of a Healthy Lifestyle | Factors of a Healthy Lifestyle | Factors of a Healthy Lifestyle |
| •Make healthy choices about food, drink, activity and toothbrushing.• Know and talk about the different factors that support their overall health and wellbeing. •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices | • Explore what ‘being healthy’ means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. | •Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may include. • Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. • Explore strategies and behaviours that support mental health. | •Identify things that can affects someone’s physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/ negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep; the effects of lack of sleep.• Identify strategies and behaviours that support mental health. |
| Hygiene, Health and Prevention | Hygiene, Health and Prevention | Hygiene, Health and Prevention | Hygiene, Health and Prevention |
| • Explain the reasons for rules, know right from wrong and try to behave accordingly.• See themselves as a valuable individual. • Know and talk about the different factors that support their overall health and wellbeing. | • Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health.• Identify people that they can go to if they are ill, worried or to help them/others to stay healthy. | •Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/ drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure. • Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. | •Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. • Explain why some substances are harmful for growing bodies. • Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. • Identify a range of strategies to better manage situations involving peer influence/approval. • Research reliable sources of information/ support for children/adults affected by their own or someone else’s drug use. |