

# PSHE

## Knowledge & Skills Progression Being My Best



### Reception

Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> <li>• Name and choose healthy foods and drink.</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>• Explain the jobs of different food groups.</li> <li>• Name and choose healthy foods and drink.</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>• Explain the jobs of different food groups.</li> <li>• Describe the changes in their body during exercise and what is happening to their body.</li> <li>• Explain how exercise can help us stay well - physically and mentally.</li> <li>• Name some ways to keep their body fit and well.</li> <li>• Understand why our body needs sleep.</li> <li>• Talk about their own bedtime routine.</li> <li>• Suggest ways to have a calm evening and bedtime routine.</li> </ul>	<p>Bounce back Encourage Try Try again Food Energy Grow Healthy Fruit Vegetable Dairy Exercise Hear Muscles Routine Calm</p>

### Year 1

Skills	Vocabulary
<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 Eatwell Guide (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.</li> <li>• 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> </ul> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>starchy healthy germs learning praise behaviour dairy fruit disease practice support consequences protein vegetables hygiene make mistakes feedback special person fruit spread confidence encourage promise meat achievement feelings</p>

	<p>vitamins sugar portion salt cereal</p>
<b>Year 2</b>	
<b>Skills</b>	<b>Vocabulary</b>
<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;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Explain the importance of good dental hygiene;</li> <li>• 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.</li> <li>• 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>	<p>practice choose vaccination teeth oxygen brain encourage choices injection dental water heart goal healthy disease hygiene food lungs achieve unhealthy exercise stomach challenge germs rest small intestine large intestine</p>
<b>Year 3</b>	
<b>Skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (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 viewpoints;</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, small/large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>	<p>balanced diet infection debate goals collaboration goal-setting proteins cleanliness discussion ambitions cooperation talents muscles hygiene continuum improve teamwork skills dairy rest courteous achieve intelligence teeth sleep respectful bones</p>

	water justify starchy carbohydrates medicine energy drug fruit & veg dose healthy safety instructions
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## Year 4

Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique;</li> <li>• Appreciate their own uniqueness;</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>• 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 Eatwell Guide (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>	individual choices balanced diet refuse community first aid unique wellbeing reduce injury mental health minor rot accident recycle emergency repair blood re-think nose bleed choking breathing airway unresponsive casualty burn scald wound recovery

## Year 5

Skills	Vocabulary
<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 inter-related.</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;</li> <li>• 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> </ul>	healthy choices organs perseverance community independence personal qualities body systems commitment school community responsibility celebrities resilience determination patience interpersonal skills

<ul style="list-style-type: none"> <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> <li>• See link to external resources for further information</li> </ul>	
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**Year 6**

<b>Skills</b>	<b>Vocabulary</b>
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<ul style="list-style-type: none"> <li>• Explain what the five ways to wellbeing are;</li> <li>• 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>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</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 (involving alcohol);</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>	<p>wellbeing  aspirations  health  assessing risk  assessing risk  Red Cross  connect  goal setting  wellbeing  weigh up  first aid  be active  perseverance  accurate  dilemma  choices  emergency  take notice (mindful)  reliable  influence  999  keep learning (get creative)  sources  ambulance  give  operator  information  serious  adult  scenario  script  role  feelings  panic  calm  responsive  unresponsive</p>
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