

Physical health and wellbeing

| Y1 Fun times | Y2 What keeps me healthy? | Y3 What helps me choose? | Y4 What is important to me? | Y5 In the media | Y6 <i>No specific unit of work for this year group. Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing.</i> |
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| <p>1. Pupils learn about food that is associated with special times, in different cultures</p> <p>Pupils</p> <ul style="list-style-type: none"> know about some of the food and drinks associated with different celebrations and customs can identify what makes their home lives similar or different to others including the food they eat understand why food eaten on special days may be different from everyday foods | <p>1. Pupils learn about eating well</p> <p>Pupils</p> <ul style="list-style-type: none"> know what a healthy diet looks like can identify who helps them make choices about the food they eat know the benefits of a healthy diet (including oral health) | <p>1. Pupils learn about making healthy choices about food and drinks</p> <p>Pupils</p> <ul style="list-style-type: none"> can use the Eatwell guide to help make informed choices about what they eat and drink can describe situations when they have to make choices about their food and drink understand who and what influences their choices about food and drinks | <p>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain why a person may avoid certain foods are able to communicate their own personal food needs understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons | <p>1. Pupils learn that messages given on food adverts can be misleading</p> <p>Pupils</p> <ul style="list-style-type: none"> know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers are able to compare the health benefits of a food or drink product in comparison with an advertising campaign identify advertising as one influence on people's choices about food and drink | |
| <p>2. Pupils learn about active playground games from around the world</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe how to play different active playground games can recognise how active playground games make them feel can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at | <p>2. Pupils learn about the importance of physical activity, sleep and rest</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe some ways of being physically active throughout the day explain why it is important to rest and get enough sleep, as well as be active understand that an hour a day of physical activity is important for good health | <p>2. Pupils learn about how branding can affect what foods people choose to buy</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain why people are attracted to different brands are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' understand how this can affect what food people buy | <p>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality) are able to talk about their views and express their opinions on factors that affect food choice understand that consumers may have different views on the food they eat and how it is produced and farmed | <p>2. Pupils learn about role models</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to analyse how the media portray celebrities recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people can explain why we need to be cautious about things we see, hear or read about in the media | |
| <p>3. Pupils learn about sun-safety</p> <p>Pupils</p> <ul style="list-style-type: none"> know about some of the effects of too much sun on the body can describe what people can do to protect their bodies from being damaged by the sun | <p>3. Pupils learn about people who help us to stay healthy and well and about basic health and hygiene routines</p> <p>Pupils</p> <ul style="list-style-type: none"> know about the roles of people who help them to stay healthy (including giving vaccinations) | <p>3. Pupils learn about keeping active and some of the challenges of this</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to identify a range physical activities that help the body | <p>3. Children learn about the importance of getting enough sleep</p> <p>Pupils</p> <ul style="list-style-type: none"> explain the importance of sleep for health and wellbeing know what can help people relax and sleep well | <p>3. Pupils learn about how the media can manipulate images and that these images may not reflect reality</p> <p>Pupils</p> | |

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| <ul style="list-style-type: none">• know what they will need and who to ask for help if they going out in strong sun | <ul style="list-style-type: none">• can describe everyday routines to help take care of their bodies, including oral health• understand how basic hygiene routines can stop the spread of disease | <ul style="list-style-type: none">• are able to evaluate the levels of physical activity in different pastimes• can explain what choices they have about how to spend their free time | <ul style="list-style-type: none">• recognise the impact that too much screen time can have on a person's health and wellbeing | <ul style="list-style-type: none">• understand that images can be changed or manipulated by the media and how this can differ from reality• can describe how the media portrayal might affect people's feelings about themselves• accept and respect that people have bodies that are different | |
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