LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE - **PSHCE-My healthy lifestyle**

PHSCE: My Healthy Lifestyle EYFS :Personal, Social & Emotional development/ Managing Self

EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
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 - [PD P45] Further develop the skills they need to manage the school day successfully: - mealtimes - personal hygiene [PD P45] Manage their own needs. [PSED P34]	• Talk with children about exercise, healthy eating and the importance of sleep. • Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. • Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others. • Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. • Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day. • Model practices that support good hygiene, such as insisting on washing hands before snack time. • Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.	• Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability. • Provide posters to remind children to drink lots of water and to practise a healthy lifestyle.	• Children are encouraged to be independent in changing their own shoes, putting on their own apron, changing into mud kitchen clothes. • Children are taught about mental health and that it is just as important as our physical health. • Children are taught how to meditate and are given daily opportunities to do so. • Children are encouraged to come into school without their parents when they are confident and settled. • Children are encouraged to use the timers when playing on the class PCs or with the tablet. • At lunch children are encouraged to cut up their own food and use their own cutlery. • Children will have 'social snack time' every morning, where they can discuss and learn the importance of eating plenty of fruit and veg.

ELG: Managing Self

Children at the expected level of development will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

PSHCE My Healthy lifestyle	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPT	← Keeping Healthy →					
KNOWLEDGE (Semantic)	I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day I understand what physical and mental health means and that all humans have it I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing I know what makes me happy I understand what being resilient means to me and I have strategies I can use I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes	I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health I can give examples of what I do on a daily and on a regular basis to keep myself healthy I have simple strategies to manage my feelings I understand what being resilient means to me and I have strategies I can use I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings	I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis I know the benefits of physical exercise and time outdoors I know how to look after my mental wellbeing through some self-care techniques e.g. relaxation, benefits of hobbies and interests etc. I understand what being resilient means to me and I have strategies I can use I can understand why other people are behaving as they are when they are finding change difficult	I understand what is meant by a healthy diet (including understanding calories, and nutritional content) I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage I understand a range of feelings and how these make me feel both emotionally and physically I have a range of strategies for managing and controlling strong feelings and emotions I can respond appropriately to other people's feelings I understand what being resilient means to me and I have strategies I can use I can make some changes quickly and easily but also understand that some changes are hard and can take a long time.	I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. I understand the importance of good oral hygiene, including regular visits to the dentist I know where individuals, families and groups can get help and support both on and offline I understand what resilience is and have strategies I can use to build my own resilience I can resolve differences, looking at alternatives, making decisions and explaining choices I know some of the ways of dealing with the feelings that sometimes arise from changes	I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing I understand early signs of physical illness, such as weight loss, or unexplained changes to the body I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I have an understanding of mental ill health and how important it is for people to get early help to support them I understand that the media can have a positive and negative effect on mental health, e.g. body image I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging.

SKILLS (Procedural knowledge)	I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences I can talk about my emotions and recognise them in others	I can make simple choices to improve my physical and emotional health I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations	I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately	I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors I can make informed choices about healthy eating and exercising I can recognise my worth as an individual and the worth of other people I can identify positive things about myself, recognise some of my mistakes and learn from them.	I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others	I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet
SUBJECT SPECIFIC VOCABULARY	Clean Wash Body Teeth Germs Stick-ability Feelings Health/Healthy Mind Active Mistakes Changes Likes/dislikes Exercise Safe/Safety/Unsafe Private True/False Online (Proud) – Happy Pleased Excited Sad, Angry, Cross Scared, worried Shocked, afraid Lonely	Physical Health Mental Health Active Responsibility/ies Choices Changes Hygiene Dental Resilient Strategies Independence Diseases Rest Sun protection Private Comfortable/Uncomfortable Disappointed Gloomy Miserable Annoyed Frustrated Delighted Joyful Puzzled Confused	Consequences Benefits Responsibilities Good Habits Hobbies Bacteria Virus Included/excluded Relaxed/relaxation Drugs/medicine/alcohol/tobacco Belonging anxious	Stress Media Influence Self-image Nutrition Calories Balanced diet Responsible Diet Counter argument Reality / fantasy Routines Sun exposure Managing feelings / behaviours Responding	Lifestyle Positive/negative Puberty Oral hygiene Resolve Intensity Resolving differences Alternatives Support	Counter Acting Conflicting emotions Adolescence Weight loss/gain