

PSHE including Citizenship

Programme of Study Unit:

5. Healthy Lifestyles

Content of this grid is adapted from the National Curriculum, the PSHE Association planning framework for pupils with SEND, and Development Matters non-statutory curriculum guidance for early years. Primary composites will continue beyond Key Stage 2 according to developmental levels and progression rate.

C = links also to Citizenship Programmes of Study/Citizenship Assessment Framework

Healthy Lifestyle - Primary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
Healthy Eating	a. Can respond to different stimuli about what it means to be healthy. b. Can explore a range of foods using a multi-sensory approach. c. Can express when they feel hungry or thirsty. d. Expresses likes and dislikes over food or drink. e. Can make choices of foods/drinks	a. Identifies some examples of healthy foods. b. Begins to understand what fruit and vegetables are. C c. Identifies some examples of healthy drinks. d. Eats a healthy range of foodstuffs and understands the need for a variety of food. e. Identifies some examples of foods that should only be eaten once in a while. f. Can sort foods into healthy/not healthy	a. Understands why some foods are healthier than others. b. Understands why some drinks are healthier than others. c. Knows why we might need to eat foods we might not like very much. d. Understands that good practises regarding eating can contribute to good health. e. Makes real choices, for example between healthy options in school meals C f. Explains what it means to eat a healthy, balanced diet. g. Gives examples of occasions when we can make choices about the foods we like to eat.

			g. Explains what can help us to choose what to eat. h. Recognises that some people may not be able to eat certain foods because they will make them ill. i. Identifies some influences on our food choices when these might be positive or negative.
Taking Care of Physical Health.	a. Responds with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. b. Experiences an activity which promotes physical health. c. Experiences a range of activities which promote physical health. Tolerates items in our daily routine which promote physical health, e.g. tooth brushing, hair brushing. e. Tolerates bathing, showering and dressing f. Experiences a range of activities such as massage, footspas, bubble bath. d. Explores a range of activities such as massage, footspas, bubble bath. e. Observes the effects of activity on their own bodies. f. Passively takes part in or tolerates their physiotherapy programmes. g. Actively takes part in their	a. Demonstrates one example of taking care of our bodies (e.g., skin, hair, or teeth) b. Communicates one example of taking care of our bodies (e.g., skin, hair, or teeth) c. Demonstrates or communicates several ways of taking care of our bodies. d. Demonstrate an appropriate response to illnesses through e. their preferred method of communication i.e. asking for tissue, saying they feel unwell, gesturing to an area of pain C f. Is able to cooperate and help with the application of sun cream on their own bodies where appropriate. g. Demonstrates an understanding of a familiar personal hygiene routine (i.e. assisting in the bathroom) C	a. Demonstrates simple hygiene routines e.g. handwashing. b. Describes simple hygiene routines e.g. handwashing. c. Identifies the physical activities we like doing – describe how they might make us feel (physically and emotionally) d. Understands some simple ways of staying safe in the sun. e. Recognises that sleeping well is one way that we can stay healthy. f. Gives reasons why it is important to take care of personal hygiene. g. Describes some of the different ways to be physically healthy. c. Describes simple routines for going to bed/going to sleep. d. Describes what might happen if we do not take care of our personal hygiene. e. Explains some of the benefits of balancing exercise, food,

	physiotherapy programmes. h. Demonstrates a realisation and anticipation of familiar person hygiene routines (i.e. going to the bathroom) C		and rest. f. Identifies what might happen to our bodies if we do not protect them from overexposure to the sun. g. Explains why it is important to take care of our bodies both now and in the future. h. Explains some things that can stop us sleeping and suggest ways to manage these. i. Recognises how excessive time on electronic devices can affect sleep, mental and physical wellbeing. j. Can make simple choices that improves health and well-being C i. Knows the benefit of exercise and healthy eating C j. Maintains personal hygiene C k. Knows basic emergency aid procedures i.e. emergency telephone numbers; use of plasters; cold water on burn C
Keeping Well	a. Is able to communicate to someone that we are in pain, using gestures, body language, or any other means. b. Builds relationships with people to help us when we are feeling unwell.	c. Demonstrates how to tell someone that we are feeling ill, uncomfortable or are in pain. d. Understands that when we are hurt or unwell that we may have to: rest in bed; see a nurse or doctor; go to the	a. Recognises what it means to be hurt, unwell, uncomfortable or in pain. b. Communicates what it means to be hurt, unwell, uncomfortable or in pain.

		hospital. e. Recognises that we may be given medicines to help us get better f. Recognises that medicines will be given to us by a doctor (or by our parent/carer looking after us) g. Begins to demonstrate awareness of keeping safe when crossing the road i.e. stop, look and listen before crossing C h. Begins to recognise people we can trust C	c. Can identify medication that can help people to keep well; give example of when this might be used. d. Identifies the difference between items that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). e. Identifies some substances or chemicals around the home that we should never taste or swallow; and where we might come across them f. Knows how some diseases spread and can be controlled C g. Knows that all household products, including medicines, can be harmful if not used properly C h. Recognises symbols that show danger. i. Identifies symptoms when feeling unwell j. Explains the decisions we (or an adult who takes care of us) might take about how to keep us well. k. Recognises that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. l. Knows why it is important not to touch, taste or take
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			medicines without a trusted adult being with us. m. Knows why we should never take someone else's medication. n. Recognises and give examples of the difference between someone who can give us medicines/drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends) o. Understands what vaccines are for. p. Describes how smoking and drinking alcohol can affect peoples' health. q. Identifies who we can talk to if we are worried about health. r. Gives reasons why there are rules about what we can and should not put inside our bodies, and explains what these are. s. Identifies some possible side effects of substances that are not meant for children to consume (e.g. alcohol). t. Explains that no one should ever make us, or try to persuade us, to drink any
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			alcohol, to smoke, to taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. u. Identifies simple strategies that we can use if we are offered a cigarette, alcohol or other type of substance. v. Can identify rules for, and ways of, keeping safe including basic road safety C w. Can identify people who can help keep them safe
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Healthy Lifestyle - Primary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
Elements of healthy lifestyle	a. Responds to stimuli showing different aspects of a healthy lifestyle. b. Cooperates with personal hygiene routines, c. Accepts having their hair and teeth brushed d. Passively or actively joins in with activities that promote a	a. Recognises what is meant by 'a healthy lifestyle.' b. Identifies different ways that people can c. live a healthy lifestyle. d. Describes how to take care of dental health. e. Demonstrates how to take care of dental health.	a. Understands what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional b. wellbeing. c. Communicates how we may feel if we do not get enough

	healthy lifestyle. See Healthy Lifestyles KS1 and 2	See Healthy Lifestyles KS1 and 2	sleep, and strategies for maintaining good sleep patterns. d. Explains why it is important to have enough sleep. e. Describes what might influence choices we make about our health f. i.e. healthy eating (e.g. advertising) physical activity (e.g. opportunities) playing on the computer (e.g. enjoyment/compulsion), sleep (e.g. choice/habit), stress (e.g. problems), social media (e.g. peer pressure). g. Describes strategies for managing pressures and influences on healthy lifestyle choices.
Mental wellbeing	a. Responds to stimuli about things we like to do which make us feel calm and relaxed. b. Identifies things we can do to help ourselves when we feel unhappy, worried or stressed. c. Listens/engages fleetingly to activities that promote calm e.g. music, mindfulness, massage. d. Listens/engages for longer periods to activities that promote calm e.g. music, mindfulness, massage.	a. Recognises what mental health and emotional wellbeing are. b. Suggests some simple ways to maintain our emotional wellbeing c. e.g. relaxing, being with friends/family, d. listening to music. e. Shares enjoyment after being given positive feedback C	a. Feels positive about themselves for example through positive feedback and having their achievements recognised C b. Explains the link between physical health and mental wellbeing. c. Recognises when we need help with mental health or emotional wellbeing. d. Recognises whom we can speak to about mental health or emotional

			wellbeing. e. Offers rationale as to why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours e.g. self-harm, eating disorders. f. Describes some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. g. Describes how we can help friends or family who might be feeling stressed or unhappy. h. Identifies reasons that can prevent people from seeking help with mental health issues. i. Identifies reliable sources of advice and support for mental health and emotional wellbeing. j. Identifies some strategies for challenging stereotypes and stigma relating to mental health.
Physical Activity	a. Responds to stimuli about different kinds of physical activity and exercise. b. Actively seeks stimuli c. about different kinds of physical activity and exercise.	a. Identifies different kinds of physical activity and exercise. b. Identifies our favourite forms of physical activity and exercise. d. Identifies some of the benefits of being physically active. e. Identifies some possible consequences of inactivity.	a. Describes some of the physical and mental health benefits of regular exercise. b. Explains some of the long-term benefits of regular physical activity and exercise. c. Identifies and challenges common stereotypes relating to physical activity.

			d. Describes the challenges that can prevent us from exercising and suggests ways to overcome them. e. Identifies ways of motivating ourselves to take exercise.
Healthy Eating	a. Responds to stimuli about different kinds of food and drinks. b. Identifies our favourite foods and drinks.	a. Describes our favourite foods and drinks b. Gives reasons for our choices over food and drinks c. Identifies foods we can eat all of the time that are good for us. d. Identifies foods that should only be eaten occasionally.	a. Explains what we mean by a healthy, balanced diet. b. Explains what makes some foods better for our health than others. c. Describes some of the long-term benefits of a healthy diet. d. Explains some of the risks of consuming food and drinks with high sugar or caffeine content. e. Explains some of the influences on our food choices and strategies for managing these influences. - f.
Body Image	a. Responds to stimuli showing different images of young people.	a. Identifies and describes some different images of young people in pictures, magazines, TV programmes and social media. b. Understands that there is a diverse range of differences between young people.	a. Describes thoughts and feelings about how different bodies are portrayed in the media. b. Identifies some ways in which images of people may be manipulated in the media and therefore not reflect reality. c. Explains why some people might want to change the way they look. d. Recognises what is meant by 'body image.' e. Identifies some influences on young people to look a particular way, and

			the impact of these on emotional wellbeing. f. Explains what is meant by self-esteem. g. Describes some ways we can maintain self-esteem in relation to body image. h. Identifies some of the risks associated with cosmetic and aesthetic procedures, piercings, tattoos etc. i. Explains why advertisers might use manipulative images and recognises this might influence our responses.
Medicinal Drugs	a. Responds to stimuli about different health professionals and how they take care of us.	a. Recognises what is meant by a medicine. b. Identifies the difference between over-the-counter medicines and those prescribed by a doctor.	a. Identifies some examples of over-the-counter medicines. b. Describe how medicines, when used responsibly, can help us to take care of our health e.g. painkillers when we have a headache. c. Recognises the importance of taking over-the-counter and prescribed medicines correctly. d. Explains that all drugs have risks to health, even if they are legal or e. have been prescribed.
Medicinal drugs: Drugs, alcohol and tobacco	a. Responds to stimuli about taking care of our body.	a. Identifies some substances people might swallow or inhale that could be harmful to their health. b. Describes what alcohol is, and knows how alcoholic drinks are different to non - alcoholic drinks.	a. Identifies some common legal drugs b. e.g. nicotine and alcohol. c. Recognises that there are special rules (laws) around the selling and consumption of nicotine and alcohol and why they exist.

			d. Identifies some benefits of not smoking/vaping or drinking alcohol. e. Recognises that most people choose not to smoke/vape, drink alcohol or use drugs. f. Explains that there are special rules (laws) around supplying or possessing illegal substances and why they exist. g. Describes some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. h. Identifies how misusing substances/alcohol might impact on relationships. i. Identifies when, why and how to ask for help in relation to drugs and alcohol. j. Explains how drugs and alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. k. Describes how pressure to use substances can come from a variety of sources, including people we know. l. Explains why we might put ourselves under pressure to try substances such as smoking and drinking to fit in or not feel left out. m. Describes or demonstrates strategies to resist pressure to smoke, drink alcohol or use illegal drugs.
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The Redway School