Progression of Skills PSHE/RSHE Healthy Me

	National Curriculum Outcomes	
EYFS	**Relationships** Characteristics of healthy friendships (friendship groups, roles) **Health** How to help others in an emergency. Helping other people with their mental health. Range of emotions. Benefits of physical exercise, time outdoors, community participation. Isolation and loneliness can affect children. Where and how to seek support. Common for people to experience mental ill health. Risks from people online who use technology to bully, manipulate, groom or abuse.	
KS1	**Relationships** Paying attention to others' feelings. Self-respect and its link to happiness (body image, self-esteem content). **Health** How to recognise harmful content including AI-generated content. How to report concerns about content or contact online. Importance of building regular physical activity into daily and weekly routines. Risks associated with an inactive lifestyle. How and when to seek support for physical activity. Types of physical activity including those accessible to all. What constitutes a balanced diet. Making healthier choices about food and drinks. Range of factors that influence dietary habits. Understand importance of not feeling shame about food or eating habits. Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs.	Pupils should be taught to: • learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. • learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. Explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe.

KS2	**Relationships** How to recognise and report feelings of being unsafe. Where to get advice **Health** How to look after and take responsibility for personal hygiene. Importance of staying safe in the sun. Importance of sleep and good sleep hygiene. About dental health and importance of dental hygiene. How common illnesses are spread and can be treated. About immunisation and vaccination. Identifying hazards and risks to personal safety, including online. Road, water, fire, rail safety including Safety STAR framework. Basic first aid concepts and basic treatment of common injuries. How to make a call to emergency services.	Pupils should be taught to: • how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. • explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. • learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. • learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges.

	Knowledge	Social and Emotional Skills
EYFS	• I can name some parts of my body and understand that being active helps keep me healthy • I understand that moving my body and resting are both important for my health • I can talk about things I need to do to stay healthy • I know what "healthy" means and can begin to make healthy food choices • I know how to help myself go to sleep and understand why sleep is important	• I can notice how my body feels when I am active and understand that moving helps keep me well • I can recognise when my body needs movement or rest • I can talk about some ways I can look after myself and keep my body healthy • I can make simple healthy choices and notice how these help my body and feelings • I can use strategies that help me feel calm and ready for sleep

	• I can wash my hands and understand why this is important, especially before eating and after using the toilet • I know who my safe adults are and how to stay safe if they are not close by	• I can take responsibility for caring for my body by keeping myself clean and healthy • I can identify trusted adults and ask for help when I feel unsafe or unsure
Year 1	• I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	• I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy
Year 2	• I can sort foods into the correct food groups and know which foods my body needs to keep me healthy • I can make some healthy snacks and explain why they are good for my body and give me energy • I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I understand how medicines work in my body and how important it is to use them safely • I can explain how to keep my body healthy and safe at home and when I'm out	• I have a healthy relationship with food and know which foods I enjoy the most • I can express how it feels to share healthy food with my friends • I can recognise when I feel worried or unsafe and know to tell an adult straight away • I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice • I feel positive about caring for my body and keeping it healthy • I can make good choices that help me stay healthy and safe

Year 3	• I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	• I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me
Year 4	• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong	• I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive
Year 5	• I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types	• I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy

	• I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	
Year 6	• I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse	• I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure