

## Physical health and wellbeing

<b>Y1</b> <b>Fun times</b>	<b>Y2</b> <b>What keeps me healthy?</b>	<b>Y3</b> <b>What helps me choose?</b>	<b>Y4</b> <b>What is important to me?</b>	<b>Y5</b> <b>In the media</b>	<b>Y6</b> <i>Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing.</i>
<p><b>1. Pupils learn about food that is associated with special times, in different cultures</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the food and drinks associated with different celebrations and customs</li> <li>can identify what makes their home lives similar or different to others including the food they eat</li> <li>understand why food eaten on special days may be different from everyday foods</li> </ul>	<p><b>1. Pupils learn about eating well</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what a healthy diet looks like</li> <li>can identify who helps them make choices about the food they eat</li> <li>know the benefits of a healthy diet (including oral health)</li> </ul>	<p><b>1. Pupils learn about making healthy choices about food and drinks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>can describe situations when they have to make choices about their food and drink</li> <li>understand who and what influences their choices about food and drinks</li> </ul>	<p><b>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why a person may avoid certain foods</li> <li>are able to communicate their own personal food needs</li> <li>understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul>	<p><b>1. Pupils learn that messages given on food adverts can be misleading</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers</li> <li>are able to compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>identify advertising as one influence on people's choices about food and drink</li> </ul>	
<p><b>2. Pupils learn about active playground games from around the world</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe how to play different active playground games</li> <li>can recognise how active playground games make them feel</li> <li>can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul>	<p><b>2. Pupils learn about the importance of physical activity, sleep and rest</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe some ways of being physically active throughout the day</li> <li>explain why it is important to rest and get enough sleep, as well as be active</li> <li>understand that an hour a day of physical activity is important for good health</li> </ul>	<p><b>2. Pupils learn about how branding can affect what foods people choose to buy</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why people are attracted to different brands</li> <li>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>understand how this can affect what food people buy</li> </ul>	<p><b>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)</li> <li>are able to talk about their views and express their opinions on factors that affect food choice</li> <li>understand that consumers may have different views on the food they eat and how it is produced and farmed</li> </ul>	<p><b>2. Pupils learn about role models</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to analyse how the media portray celebrities</li> <li>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</li> <li>can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul>	
<p><b>3. Pupils learn about sun-safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the effects of too much sun on the body</li> <li>can describe what people can do to protect their bodies from being damaged by the sun</li> <li>know what they will need and who to ask for help if they going out in strong sun</li> </ul>	<p><b>3. Pupils learn about people who help us to stay healthy and well and about basic health and hygiene routines</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>can describe everyday routines to help take care of their bodies, including oral health</li> <li>understand how basic hygiene routines can stop the spread of disease</li> </ul>	<p><b>3. Pupils learn about keeping active and some of the challenges of this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to identify a range physical activities that help the body</li> <li>are able to evaluate the levels of physical activity in different pastimes</li> <li>can explain what choices they have about how to spend their free time</li> </ul>	<p><b>3. Children learn about the importance of getting enough sleep</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain the importance of sleep for health and wellbeing</li> <li>know what can help people relax and sleep well</li> <li>recognise the impact that too much screen time can have on a person's health and wellbeing</li> </ul>	<p><b>3. Pupils learn about how the media can manipulate images and that these images may not reflect reality</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>can describe how the media portrayal might affect people's feelings about themselves</li> <li>accept and respect that people have bodies that are different</li> </ul>	