



Keeping Healthy, Staying Safe week straddles multiple curriculum strands (D.T., Digital Citizenship, Oracy, P.E., PSHE, Science, and SRE) and it is worth referring to these progression maps in addition to the objectives listed below. Where possible, leaders have pulled out relevant objectives to save teachers time and effort, but there may be additional objectives you wish to use. Please note: any objectives not covered during KHSS can carry over into projects throughout the school year but must be covered at some point.

	Healthy bodies (Fitness and hygiene)	Healthy diets (Nutrition)	Healthy minds (Growth mindset, oracy link: "Talking about thoughts and emotions")	Staying safe as Digital Citizens (Unplugged and online e-safety)
EYFS	I can take part in different forms of exercise. I can dress myself with some help. I can go to the toilet by myself. I can wash my hands properly.	I know the importance of a healthy diet.	I can talk about how I feel. I can talk about how people show feelings.	I can recognise, online and offline that anyone can say 'no'/'please stop'/'I'll tell to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can identify rules that keep us safe and healthy in and beyond the home when using technology. I can give examples of these rules. I can describe ways that some people can be unkind online and how this might make others feel.



	Healthy bodies (Fitness and hygiene)	Healthy diets (Nutrition)	Healthy minds (Growth mindset, oracy link: "Talking about thoughts and emotions")	Staying safe as Digital Citizens (Unplugged and online e-safety)
Year 1	I can name types of exercise that are good for my body. I can explain what I must do regularly to have good personal hygiene. (bathing, washing, showering, washing hands, brushing teeth). I can practice some routines. I can make healthy eating choices.	I can prepare a simple snack. I know how to cut food safely and work hygienically so that I can prepare dishes (e.g. hand washing and chopping on a chopping board). I can explain that all food comes from plants or animals. I know that, when meat comes from animals, we often use different nouns (e.g. pork = pig) I can name commonplace fruit and vegetables and know how they grow. I have tried something new). I can name and sort simple foods into the five food groups in the Eatwell plate.	I can recognise and name my feelings. (Oracy) I can explain what makes me feel good and what doesn't. (Oracy) I know who I can go to if I am worried. I can identify some ways to feel better if I am not feeling so happy.	I can name hardware in my home and explain what function it performs. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult. I can trust and how they can help. I can explain why it is important to be kind and considerate to people online and respect their choices. I understand that what one person finds funny or sad online may not always be seen in the same way by others. I can describe how to behave online in ways that do not upset others and can give examples.
Year 2	I can describe the importance of exercise and the simple effects it has on my body. I can make simple choices to improve my health (healthy routines). I can describe daily hygiene routines and practise some techniques. I can classify foods and choose between different foods that would keep me healthy.	I can weigh ingredients to use in a healthy recipe. I can describe where the ingredients come from (origin – country; animal or plant) I can make a healthy dish (such as a healthy sandwich) or cake. I know that you should eat 5 portions of fruit or vegetables a day, and why. I can name some fruit and vegetables that I have never seen before, and know how they grow. I can link food to the seasons and when they are ready to be harvested (misconception: lack of seasonal knowledge due to availability in supermarkets).	I can name a range of feelings and whether these can be good or bad feelings (or both). I can begin to match behaviours to emotions. E.g. When someone is sad, they might... When someone is angry, they might... I can identify some ways to feel better if I am not feeling so happy. I know who I can go to if I am worried.	Self image and identity (EfCW) I can explain how other people may look and act differently online and offline. I can give examples of online issues that make someone feel sad, worried, uncomfortable or frightened. I can give examples of how they can get help. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.



	Healthy bodies (Fitness and hygiene)	Healthy diets (Nutrition)	Healthy minds (Growth mindset, oracy link: "Talking about thoughts and emotions")	Staying safe as Digital Citizens (Unplugged and online e-safety)
Year 3	I can explain what lifestyle choices will improve my physical health (Exercise - What types? Why? How often?) I can explain what lifestyle choices will improve my health (oral health - how do we brush our teeth, when and why?) I can talk about good habits that will help look after my growing body. I can explain how I can be responsible for my own hygiene and why this is important.	I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spread, kneading and baking. (e.g. when making food faces). I know that a healthy diet is made up of a variety and balance of food and drink (Eatwell plate). I can describe how food ingredients come together when cooking/baking to create a whole recipe. I can talk about which foods are healthy and unhealthy, and some reasons why. Sustainability: I know when food is ready for harvesting (seasonal) and where some foods come from (e.g. pork - pig, beef - cow, venison - deer; and common ingredients)	I can identify some ways that people might show how they are feeling. I can consider different ways to respond to how people are feeling. I can discuss how people can have a range of feelings all at once. I can begin to develop some strategies which help me to articulate difficult thoughts and feelings. I can explore difficult emotions and how I can handle them positively.	I can explain why spending too much time using technology can sometimes have a negative impact on us (e.g. mood, sleep, body, relationships) I can explain why some online activities have age restrictions. I can explain how someone's feelings can be hurt by what is said or written online. I can give examples of how bullying behaviour could appear online and how someone can get support. I understand that not all bullies are 'bad people'. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
Year 4	I can make informed choices about exercise. I can describe who or what influences my decisions on what to eat or drink. I can explain how I can be responsible for my own hygiene and why this is important.	I explain what is meant by a healthy lifestyle in relation to food. I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spread, kneading and baking. I know that a healthy diet is made up of a variety and a balance of food and drink (Eatwell plate). I know that, to be healthy, food and drink are needed to provide energy for the body. I can bring a creative element to the food I produce.	I can identify some factors that affect my mental health and well-being (relationships with family and friends, stress, diet, self-image, media etc) and I can explain some strategies to manage these. I can share feelings (oracy curriculum / art curriculum) - including negative feelings. I understand that this is a good strategy: "A problem shared is a problem halved".	I can describe ways technology can affect health and well-being both positively (e.g. communication during lockdown) and negatively (e.g. blue light and its impact on sleep patterns / not communicating with our families in favour of online relationships). I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content the post might affect others, their feelings and how it may affect how others feel about them. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.



	Healthy bodies (Fitness and hygiene)	Healthy diets (Nutrition)	Healthy minds (Growth mindset, oracy link: "Talking about thoughts and emotions")	Staying safe as Digital Citizens (Unplugged and online e-safety)
Year 5	I can describe the benefits of exercise (improving fitness and stamina, benefits for mental health - endorphins, helping our bodies to grow strong, helping us to sleep.) I can describe situations when making a healthy choice can be more challenging and set personal affirmations which may help (e.g. "You may be feeling lethargic now, but you will feel an endorphin rush after exercise!") I can describe personal hygiene routines that help keep good health.	I can describe what makes a healthy lifestyle (focus on healthy eating/diet) I can be consistently hygienic and safe when cooking/baking. I know that different food and drink contain different properties- nutrients, fibre and water. I can name the main food groups. I can collect all the ingredients I need before cooking and know where they come from (e.g. picking, harvesting; point of origin). I can follow a simple recipe independently of an adult. I know which season various food are available for harvesting.	I can describe how feelings can have different intensities and discuss how to manage these. I know it is my responsibility to find strategies which will support me in managing these emotions (e.g. seeking counselling, cognitive behavioural techniques, verbalising our emotions, using growth mindset, writing daily 'good things' lists to focus on the positive). I can discuss and describe strategies that I could apply when dealing with my feelings and the pressures I might face. I can engage in discussions about how media can affect my mental health (e.g. lots of people stopped checking BBC news hourly during lockdown - why?).	I can demonstrate how to make responsible choices about having an online identity, depending on context. I can explain that most people online are wonderful but there are some people I communicate with online who may want to do me or my friends harm. I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can begin to think about moral grey areas - e.g. Bullies are not 'bad people'. Why might they say unkind things? Let's empathise! e.g. Why might it be easier to be unkind online rather than to someone's face? e.g. Why might it be harder to be bullied online rather than in real life? (Isolation. Entering private space.) I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
Year 6	I know the good choices related to keeping fit. I can manage my time to include regular exercise (When? How? What type? Routine.) I understand some of the benefits of exercising regularly (e.g. fitness, stamina, coordination, improved sleep; link to cardiovascular system). I can describe personal hygiene routines that help keep good health (e.g. linked to changes to sweat glands during puberty). I understand the importance of an established sleep routine and the impact this could have on my ability or inability to learn and grow.	I can explain the ways in which I might be influenced in my choices about food and drink (marketing, peer pressure) I can evaluate why someone may choose one type of meal over another (home-cooked vs take-away) I can explain how food ingredients should be stored. I know that different food and drink contain different substances- vitamins, nutrients, fibre and water - and can talk about the implications of this for developing a balanced diet. I have experience of creating a sweet and a savoury dish with multiple ingredients and following a complex algorithm. I can follow a more complex recipe independently of an adult. I know which season various food are available for harvesting, their point of origin, and how they grow.	I know the good choices related to a healthy mindset. I understand ambiguity when empathising with someone. I can describe situations where someone might feel conflicting emotions and the reasons why. I can explain how my mental health can affect my physical health. I can engage in discussions about how media can affect my mental health and where to go for support.	I can discuss issues online that could make me feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help online and offline. I can explain how someone would report online bullying in different contexts. I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet, a balance of online and offline experiences, and exercise). I can think about the differences between reality and what people present online (e.g. filters, curated social media feeds). I can think about Fake News and the implications for society.