Physical health, fitness and wellbeing					
Y1 Term 1a **Fun times**	**Y2 1a** **What keeps me healthy?**	**Y3 3b** **What helps me choose?**	**Y4 1b** **What is important to me?**	**Y5 1a** **In the media**	**Y6**
1. Pupils learn about food that is associated with special times, in different cultures **Pupils** • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others including the food they eat • understand why food eaten on special days may be different from everyday foods	**1. Pupils learn about eating well** **Pupils** • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health)	**1. Pupils learn about making healthy choices about food and drinks** **Pupils** • Understand how to make informed choices about what they eat and drink • can describe situations when they have to make choices about their food and drink • understand who and what influences their choices about food and drinks	**1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)** **Pupils** • can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons	**1. Pupils learn that messages given on food adverts can be misleading** **Pupils** • know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • can compare the health benefits of a • food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink	
2. Pupils learn about active playground games from around the world **Pupils** • can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at	**2. Pupils learn about the importance of physical activity, sleep and rest** **Pupils** • can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good health	**2. Pupils learn about how branding can affect what foods people choose to buy** **Pupils** • can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy	**2. Pupils learn about other factors that contribute to peoples' food choices (such as ethical farming, fair trade and seasonality)** **Pupils** • can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality) • are able to talk about their views and express their opinions on factors that affect food choice • understand that consumers may have different views on the food they eat and how it is produced and farmed	**2. Pupils learn about role models** **Pupils** • are able to analyse how the media portray celebrities • 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 • can explain why we need to be cautious about things we see, hear or read about in the media	
3. Pupils learn about sun-safety **Pupils** • know about some of the effects of too much sun on the body • can describe what people can do to protect their bodies from being damaged by the sun • know what they will need and who to ask for help if they going out in strong sun	**3. Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines** **Pupils** • know about the roles of people who help them to stay healthy (including giving vaccinations) • can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease	**3. Pupils learn about keeping active and some of the challenges of this** **Pupils** • are able to identify a range physical activities that help the body • are able to evaluate the levels of physical activity in different pastimes • can explain what choices they have about how to spend their free time	**3. Children learn about the importance of getting enough sleep** **Pupils** • explain the importance of sleep for health and wellbeing • know what can help people relax and sleep well • recognise the impact that too much screen time can have on a person's health and wellbeing	**3. Pupils learn about how the media can manipulate images and this may not reflect reality** **Pupils** • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people have bodies that are different	
• I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules.	• I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.			• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact' • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	