

Being My Best

EYFS

Key Themes

- Making healthy choices
- Being persistent

Learning intentions	Skills	Assessment Questions
1. Feel resilient and confident in their learning.	I can keep trying if the way I choose doesn't work.	Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?
2. Name and discuss different types of feelings and emotions.	I can talk about the different types of feelings we have.	Can they name different feelings? What level of vocabulary do they have in this area?
3. Learn and use strategies or skills in approaching challenges.	I can have a go at something new.	Do they choose to give themselves a challenge? Do they take risks in their learning and play?
4. Understand that they can make healthy choices.	I can make my own healthy food choices.	Observe them during snack and/or lunch time. Can they explain a healthy choice?
5. Name and recognise how healthy choices can keep us well.	I can make healthy sleep and exercise choices.	Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?

Vocabulary

bounce back calm dairy encourage energy exercise food	fruit grow healthy heart muscles routine	sleep try try again vegetable wash
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Year 1			Year 2		
Key Themes	<ul style="list-style-type: none"> • Keeping healthy • Growth Mindset 	Key Themes	<ul style="list-style-type: none"> • Looking after my body • Growth Mindset 		
Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions
1. To recognise how a healthy variety of food can make us feel great.	I can choose a healthy meal with different food groups.	Observe them during snack and/or lunch time. Can they explain a healthy choice? Can they give a reason for choosing/not choosing a particular food? Do they notice the effect of physical activity on their body?	1. Explain the stages of the learning line showing an understanding of the learning process	I can explain what happens when I learn something new.	Do they persist in their work? How do they react if they reach a blocker or hurdle in their learning?
2. Recognise that learning a new skill requires practice and the opportunity to fail, safely	I can be persistent when learning a new skill.	How do they approach a challenge or different task? Are they confident to try new things?		I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Can they discuss a plan of what to do? Can they set achievable goals.
2.	I can name a few different ideas of what I can do if I find something difficult.		3. To understand the importance of good hand and dental hygiene.	I can explain how hand hygiene stops virus' and germs from spreading.	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs (e.g. blowing their nose/catching a cough)
4. To identify strategies to resolve conflict.	I can help my friends when they fall out.	What are their friendships like? Do they regularly fall out or can they manage this independently? Do they treat others fairly?	3. To recognise what the body needs to have energy and stay well.	I can give examples of what I can do and give to my body to stay healthy.	Can they explain why they have suggested particular foods or activities?
4. To give and receive praise	I can explain why praise helps me to keep trying.	How do they respond to praise? Do they seek it?	5. To identify parts of the body that process food and create energy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.	Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).

Vocabulary					
Year 1			Year 2		
achievement behaviour cereal confidence consequences dairy disease encourage feedback feelings	fruit germs healthy hygiene learning make mistakes meat portion practice praise promise	protein salt special person spread starchy sugar support vegetables vitamins	achieve brain challenge choices choose dental disease encourage exercise food	germs goal healthy heart hygiene injection large intestine lungs oxygen	practice rest small intestine stomach teeth unhealthy vaccination water

Year 3			Year 4		
Key Themes	<ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills 		Key Themes	<ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment 	
Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions
1. To recognise how different food groups work in our body.	I can choose foods that make a balanced meal.	Can they explain how different foods work and what they do to support their health?	1. To identify how they and their friends are unique.	I can say how being unique makes everyone special, different and valuable.	Can they talk about the special qualities that they and their friends have? Can they explain how their friends are unique.
2. To explain how some infectious illnesses are spread from one person to another.	I can explain how washing hands can prevent infections spreading.	Can they name other ways of preventing the spread of infections and germs.	2. To recognise that we all make different choices because we are unique.	I can give examples of choices I make and the choices others make for me.	Do they show independence in making choices? Do they recognise where someone else needs to make choices for their benefits?
3. To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.	I can describe how food, water and air get into the body and blood.	Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).	3. To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	I can plan a healthy, balanced meal.	Do they make choices about their own diet? Can they explain the roles different food groups have in their bodies.
4. To identify my achievements and skills to work on.	I can set goals and make a plan to develop a new skill.	Do they set achievable goals? Do they recognise their strengths and weaknesses?		I can give examples of the ways people can look after their physical and mental wellbeing.	What choices do they make about their wellbeing? Do they do any activities or have any interests that support their wellbeing?
5. To explain how skills are developed.			4. To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)	I can give different examples of some of the things that I do already to help look after my environment.	

Vocabulary							
Year 3				Year 4			
achieve	debate	improve	safety	accident	choking	nose bleed	rot
ambitions	discussion	infection	skills	airway	community	recovery	scald
balanced diet	dose	instructions	sleep	balanced diet	emergency	recycle	unique
bones	drug	intelligence	starchy carbohydrates	blood	first aid	reduce	unresponsive
cleanliness	energy	justify	talents	breathing	individual	refuse	wellbeing
collaboration	fruit & veg	medicine	teamwork	burn	injury	repair	wound
continuum	goals	muscles	teeth	casualty	mental health	re-think	
cooperation	goal-setting	proteins	water	choices	minor	re-use	
courteous	healthy	respectful					
dairy	hygiene	rest					

Year 5			Year 6		
Key Themes	<ul style="list-style-type: none"> • Growing independence and taking responsibility • Media awareness and safety 		Key Themes	<ul style="list-style-type: none"> • Managing risk • Aspirations and goal setting 	
Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions
1. To describe the four main internal systems of the human body.	I can explain how one organ functions and how it contributes to the health of my body.	Link to your knowledge of their assessments in science. Consider any misconceptions.	1. To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.	Consider their current wellbeing. What extra-curricular activities do they do inside/outside of school? Do they make independent choices about their mental or physical health?
1. To understand the actual norms around smoking and the reasons for common misperceptions of these.	I can explain how choices relating to smoking and drinking can effect a persons health.	Consider their own personal experience of people who drink and smoke. Can they recall essential information about the dangers of smoking and drinking too much alcohol.	2. To define aspirations and goals.	I can set goals so that I can achieve an aspiration.	When working in groups or individually do they work towards a goal? Can they evaluate and review their work?
3. To identify the skills and qualities that make us successful and achieve our best.	I can think of ways to improve a skill and the strategies that will help me do this.	Can they set a goal? When working in groups or individually do they work towards a goal? Can they evaluate and review their work?	2. To recognise that we will meet challenges on the way to achieving our goals.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	What strategies do they currently use independently?
3. To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	When discussing body image, what do they understand about this term? Give them time to talk about their own emotions and feelings about their appearance. Do they speak positively about themselves and their friends?	4. To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.	I can identify risk factors in a given situation	Do they take risks in their learning?
5. To consider the different responsibilities that they and others have for their health and wellbeing.	I can give examples of how I am independent and manage my own success.	Do they make choices regarding their wellbeing and emotions? Can they put strategies in place to manage their behaviour and emotions. Are they independent in their learning? Do they spend time alone?	6. To understand risks related to growing up and explain the need to be aware of these.	I can assess the level of risk and explain how a risk can be reduced.	Do they plan ahead with risk-taking or challenges? Do they consider their emotional needs?

Vocabulary							
Year 5				Year 6			
body systems celebrities commitment community determination healthy choices	independence interpersonal skills organs patience perseverance	personal qualities resilience responsibility school community		999 accurate adult ambulance aspirations assessing risk assessing risk be active calm choices	connect dilemma emergency feelings first aid give goal setting health influence	information keep learning (get creative) operator panic perseverance Red Cross reliable responsive role	scenario script serious sources take notice (mindful) unresponsive weigh up wellbeing