

**Ashwell Primary School**  
**PSHCE Curriculum**  
**'My Healthy Self' Knowledge Organiser**



**EYFS – Self Regulation: My Feelings**

Nursery	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others</li> <li>• Manage their own needs</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul>
Early Learning Goal	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>

**Curriculum Enrichment / Cultural Capital Opportunities**

Safer Internet Day and Children's Mental Health Week

## Year 1 – My Healthy Self: How we can look after our bodies?

### Core knowledge to be acquired:

- That resting and doing things they enjoy can help them feel better.
- That sleep helps their body and brain rest and grow.
- A good bedtime routine (for example, bath, story and quiet time) helps them fall asleep more easily and sleep better.
- That being active does not just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day.
- That moving their bodies every day helps them feel good and stay healthy.
- Running, jumping and playing helps their bodies grow strong.
- That feeling tired can make it harder to run, play and have fun.
- They should brush their teeth twice a day, in the morning and at night.
- They need to brush every tooth and all surfaces.
- That sugary food and drink can damage teeth and should be limited.
- They need to visit the dentist for check-ups, even if their teeth do not hurt.
- Some food and drink are best for everyday, and others are for only sometimes.
- Eating fruit and vegetables helps them stay strong and not get ill.
- That drinking water helps them feel awake and keeps their bodies working properly.
- Healthy foods help them grow, run, play and learn.
- Enjoying different foods and eating well is part of being healthy.

### Core skills to be acquired:

- Talking about how they feel when they have had enough sleep or not enough sleep.
- Recognising when they are active and how it makes them feel. Independently choosing active play or movement during the school day.
- Recognising opportunities for them to be active outside of school.
- Beginning to join in with movement breaks or suggest when they need one.
- Explaining why it is important to brush their teeth regularly.
- Demonstrating how to brush teeth using an electric and a manual toothbrush correctly.
- Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks).
- Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).

### Key Vocabulary:

active          dentist          exercise          five-a-day          healthy          healthy habits

### Curriculum Enrichment / Cultural Capital Opportunities

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**Year 2 – My Healthy Self – How can we look after our bodies?**

**Core knowledge to be acquired:**

- Talking about how they feel when they have had enough sleep or not enough sleep.
- Recognising when they are active and how it makes them feel.
- Independently choosing active play or movement during the school day.
- Recognising opportunities for them to be active outside of school.
- Beginning to join in with movement breaks or suggest when they need one.
- Explaining why it is important to brush their teeth regularly.
- Demonstrating how to brush teeth using an electric and a manual toothbrush correctly.
- Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks).
- Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).

**Core skills to be acquired:**

- Talking about how they feel when they have had enough sleep or not enough sleep.
- Recognising when they are active and how it makes them feel.
- Independently choosing active play or movement during the school day.
- Recognising opportunities for them to be active outside of school.
- Beginning to join in with movement breaks or suggest when they need one.
- Explaining why it is important to brush their teeth regularly.
- Demonstrating how to brush teeth using an electric and a manual toothbrush correctly.
- Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks).
- Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).

**Key Vocabulary:**

active	dentist	exercise
five-a-day	healthy	healthy habits

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## Year 3 – My Healthy Self – How can I take care of my body and mind?

### Core knowledge to be acquired:

- Many different feeling words can be used to identify and describe their emotions.
- How to recognise and name the following emotions and associated feelings: happiness (confident, hopeful); sadness (disappointed); fear (nervous); anger (frustrated, jealous, guilty); disgust (offended); surprise (curious).
- Their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others.
- Feelings can feel stronger or weaker depending on the situation.
- Emotions and feelings can affect thoughts, decisions and behaviour.
- Recognising and talking about feelings and emotions early can help us stay in control of our behaviour.
- Taking care of their own feelings is part of staying healthy.
- Many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate.
- Trusted adults (including teachers and other school staff) are there to help with problems, whether big or small.
- Seeking help early can make a significant difference for someone struggling with their feelings or mood.
- Children of their age should get between 9–12 hours of sleep every night.
- Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily.
- When someone is bullied repeatedly, they may start to believe the negative things said about them.

### Core skills to be acquired:

- Using more nuanced language to discuss their own and others' emotions and feelings.
- Recognising changes in their body that happen with different emotions (e.g. heart racing when scared).
- Noticing and describing when others might be feeling strong feelings using body language, voice and actions.
- Identifying who they would speak to for support about their feelings in different situations and when to do this.
- Recognising habits that are conducive to a good night's sleep.
- Describing how bullying could negatively affect someone's feelings and how they view themselves.
- Reflecting on how people who are bullied might think and feel.
- Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired).
- Recognising and explaining some of the benefits of being physically active

### Key Vocabulary:

body clues (Y1/2)	bullying (Y1/2)	emotions (Y1/2)	face clues (Y1/2)	feelings (Y3/4)	health (Y3/4)	mind (Y3/4)
mood (Y3/4)	respect (Y3/4)	routine (Y3/4)	safe (Y1/2)	support (Y3/4)	trust (Y1/2)	trust team (Y3/4)
						trusted adult (Y1/2)

### Curriculum Enrichment / Cultural Capital Opportunities

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## Year 4 – My Healthy Self – How can I make healthy choices?

### Core knowledge to be acquired:

- Sleep, hobbies, exercise and time with others can all help them to look after their feelings.
- Some simple ways that they can help others each day.
- Some simple healthy choices they can make to incorporate physical activity into their normal day (for example, walking or cycling to school, taking the stairs, carrying their own bag).
- About opportunities in their community to be physically active. Some activities make their heart beat faster, their body warmer, and their breathing heavier, and this means their body is working hard and getting stronger.
- Physical activity strengthens their heart, lungs, muscles and bones.
- Being active helps with coordination, balance and energy levels.
- Sitting still for long periods (for example, lots of screen time with no breaks) is not good for their bodies and can cause low energy.
- A balanced diet includes a variety of food groups.
- Different food groups do different jobs in the body.
- Too much sugar, salt or fat can cause health problems over time, and these are commonly found in processed foods.
- They should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need.
- They should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated.
- Nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy.
- Processed foods are foods that have been changed or added to, like turning potatoes into crisps or fruit into fruit-flavoured sweets.
- Natural or less processed foods usually have more nutrients.

### Core skills to be acquired:

- Describing various personal ways they look after their feelings and mood (for example, resting, playing, talking, spending time with others) and explaining why these can be helpful.
- Reflecting on how helping others makes them and others feel.
- Identifying different ways they are regularly active during the school day and outside of school.
- Recognising when they have been inactive for too long and choosing to move or be active.
- Describing how different activities make their body feel (for example, out of breath, sweaty, energised, tired).
- Recognising and explaining some of the benefits of being physically active.
- Planning a healthy lunchbox or snack.
- Describing the role of different food groups and what makes for a healthy, balanced diet.
- Recognising natural and processed foods and what makes them different.

### Key Vocabulary:

active (Y1/2)	balanced diet (Y3/4)	dehydrated (Y3/4)	exercise (Y1/2)	fixed mindset (Y3/4)	growth mindset (Y3/4)
health (Y3/4)	hydrated (Y3/4)	mental health (Y3/4)	mindset (Y3/4)	nutrients (Y3/4)	physical health (Y3/4)
resilience (Y3/4)	safe (Y1/2)	support (Y3/4)	trust (Y1/2)	trusted adult (Y1/2)	trust team (Y3/4)

### Curriculum Enrichment / Cultural Capital Opportunities

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## Year 5 – My Healthy Self – How can I support my mind and body as I grow?

### Core knowledge to be acquired:

- Poor nutrition can lead to tiredness, illness, low mood or long-term health problems.
- Nutritional labels show calories, fat, sugar and salt, which help people make informed choices.
- Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.
- As people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing.
- Physical activity helps mental wellbeing by boosting mood and reducing stress.
- Children their age should get at least one hour of moderate to vigorous activity every day.
- Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight.
- Moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling or playground games).
- Vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more.
- The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them.
- How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; and surprise (startled).
- It is important to speak openly about emotions and their associated feelings.
- Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings.
- Mental health affects how people feel, think, behave and cope with life. The importance of making time to prioritise their own emotional health.
- Spending time outdoors can help people feel calm, focused and more connected to the world around them.
- It is important to regulate responses to emotions so they do not control feelings and actions.
- Just like physical health, everyone has mental health and it can change over time.
- Many people experience mental ill health, and support is available. Some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc).
- Different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support.

### Core skills to be acquired:

- Evaluating food choices and what can influence these.
- Reading basic traffic light food labels to compare sugar, salt or fat content.
- Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising.
- Explaining what a healthy relationship with food entails (e.g. balance, variety and enjoyment without guilt).
- Reflecting on how active they are each day and planning ways to move more during the week.
- Recognising the difference between light, moderate and vigorous activity and giving examples of each.
- Recognising and explaining the benefits of regular physical activity on both mental and physical health.
- Communicating how they are feeling and why, in a clear and respectful way.
- Reflecting on whether their feelings and behavioural responses were appropriate for a particular situation. Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box)

- There are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.
- They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why, or are unsure who to trust, including online; or they are worried about someone else being hurt or treated badly, including online.

**Key Vocabulary:**

light activity

mental health

moderate activity

regulate

response

vigorous activity

**Curriculum Enrichment / Cultural Capital Opportunities**

- Safer Internet Day and Children’s Mental Health Week

## Year 6 – My Healthy Self - How do my choices today shape my future health?

### Core knowledge to be acquired:

- Flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach.
- Most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay.
- Visiting the dentist every six months helps spot problems early before they become serious or painful.
- Some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath).
- Eating well supports both physical and mental health, including energy levels, mood and concentration.
- Poor nutrition can lead to tiredness, illness, low mood or long-term health problems.
- Nutritional labels show calories, fat, sugar and salt, which help people make informed choices.
- Calories are a measure of energy in food.
- Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.
- Sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus.
- Lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.
- Some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, excessive unhealthy food, extended inactivity or insufficient time with friends and family).
- Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight.
- Physical activity helps mental wellbeing by boosting mood and reducing stress.
- Obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.
- Not being active can lead to long-term health problems, including obesity and poor mental wellbeing.
- Having sugary snacks or drinks between meals is more harmful than having them at mealtimes.
- Feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy.
- Sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods.

### Core skills to be acquired:

- Communicating how they are feeling and why, in a clear and respectful way.
- Describing their thoughts and responses to a situation and considering possible alternative ways to respond.
- Reflecting on whether their feelings and behavioural response were appropriate for a particular situation.
- Considering how their behavioural response to a situation might be different in different places.
- Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work.
- Reflecting on the benefits of positive emotional health and what this entails for them.
- Evaluating food choices and what can influence these.
- Reading basic traffic light food labels to compare sugar, salt or fat content.
- Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness).
- Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising.
- Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.
- Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups.
- Creating an evening routine that is conducive to a good night's sleep.
- Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels.
- Explaining how and why bullying, including cyberbullying, can negatively impact mental wellbeing in the short and long term.
- Considering how those who are bullied would think and feel and demonstrating empathy towards them.
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).

- The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them.
- It is important to regulate responses to emotions so they do not control feelings and actions.
- Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings.
- How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; surprise (startled).
- Friendships support mental health by helping people feel accepted, understood and less alone.
- Helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose.
- People who are bullied may need support to feel better and rebuild their confidence.
- Evidence shows that bullying has a negative impact on mental health now and in the future.

**Key Vocabulary:**

active (Y3/4)

bullying (Y1/2)

calories (Y5/6)

dental hygiene (Y5/6)

fixed mindset (Y3/4)

flossing (Y5/6)

growth mindset (Y3/4)

long-term (Y5/6)

mental health (Y5/6)

mindset (Y3/4)

nutrients (Y3/4)

regulate (Y5/6)

resilience (Y3/4)

self-esteem (Y5/6)

short-term (Y5/6)

support (Y3/4)

tooth decay (Y5/6)

**Curriculum Enrichment / Cultural Capital Opportunities**

- Anti-Bullying Week, Safer Internet Day and Children’s Mental Health Week