

15. Appendix 3 – Skills for Life long-term overview

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Reception	Wellbeing online	Managing hurtful behaviour and bullying <i>(blocked unit to be delivered during Anti-bullying Week)</i> EYFS outcomes to be addressed during themed topics.	Children's Mental Health Week <i>(blocked unit to be delivered during Children's Mental Health Week)</i> EYFS outcomes to be addressed during themed topics.	EYFS outcomes to be addressed during themed topics.	EYFS outcomes to be addressed during themed topics.	Ourselves, growing and changing New opportunities EYFS outcomes to be addressed during themed topics.
Years 1, 3 and 5	Managing risk	Managing hurtful behaviour and bullying <i>(blocked unit to be delivered during Anti-bullying Week)</i>	Children's Mental Health Week <i>(blocked unit to be delivered during Children's Mental Health Week)</i>	Healthy lifestyles	Money matters	Aiming high Ourselves, growing and changing New opportunities
Years 2, 4 and 6	Wellbeing online	Managing hurtful behaviour and bullying <i>(blocked unit to be delivered during Anti-bullying Week)</i>	Children's Mental Health Week <i>(blocked unit to be delivered during Children's Mental Health Week)</i>	Staying healthy	Keeping safe	Aiming high Ourselves, growing and changing New opportunities

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Additional topics for specific Year Groups						
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Years 2 and 5			Loss and bereavement <i>(new for Year 2)</i>			

Green topics: blocked units to be taught during the course of a week.

Blue topics: units to be taught over the course of a half-term.

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Block 1				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Managing risk	Years 1, 3 and 5	Health Education, Personal safety: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (Statement 1)	Personal safety and first aid: - what rules are, some basic safety rules and how different rules can help to keep people safe in different situations - how to recognise potentially harmful or hazardous situations in everyday life, including at home	Personal safety and first aid: - about the role of rules and laws in keeping people safe - about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances - how to predict, assess and manage risk in different situations
		Health Education, Personal safety: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Statement 2)	Personal safety and first aid: - ways to keep safe when out and about, e.g. near railways, on the street and in busy places - how to cross the road safely with adult support - how to keep safe around water, using the water safety code	Personal safety and first aid: - about the role of rules and laws in keeping people safe - strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)
Wellbeing online	Reception, Years 2, 4 and 6	Health Education, Wellbeing online: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (Statement 2)	Online life and safety: how the internet and digital devices can be used to safely and respectfully communicate with others	Online life and safety / Respecting self and others: - about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing - similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling
		Health Education, Wellbeing online: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (Statement 3)	Online life and safety: how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	Online life and safety / Respecting self and others: - about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing - how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing
		Health Education, Wellbeing online: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. (Statement 6)	Online life and safety: some benefits and risks of watching videos or playing games online	Online life and safety / Respecting self and others: how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing
		Health Education, Wellbeing online: How to understand the information they find online, including from search engines, and know how information is selected and targeted. (Statement 9)		Online life and safety / Respecting self and others: - how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation

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Block 2				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Managing hurtful behaviour and bullying	All	Relationships Education, Respectful, kind relationships: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Statement 9)	Respecting self and others: - about kind and unkind behaviour; that someone's actions and words can be hurtful - how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	Respecting self and others: about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others
		Health Education, General wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (Statement 7)	Respecting self and others: how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	Respecting self and others: about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others
		Health Education, Wellbeing online: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (Statement 8)		Respecting self and others: about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others

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Block 3				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Children's Mental Health Week	All	Health Education, General wellbeing: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. <i>(Statement 1)</i>	Mental health and wellbeing: - about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) - simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	Mental health and wellbeing / Respecting self and others: - about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - how to direct attention and manage distractions to support mental health and wellbeing - self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations - that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively - the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others
		Health Education, General wellbeing: The importance of promoting general wellbeing and physical health. <i>(Statement 2)</i>	Mental health and wellbeing: that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	Mental health and wellbeing: the importance of taking care of mental health and wellbeing, as well as physical health
		Health Education, General wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. <i>(Statement 3)</i>	Mental health and wellbeing: how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly	Mental health and wellbeing: - how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad
		Health Education, General wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. <i>(Statement 4)</i>	Mental health and wellbeing: - how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly - that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	Mental health and wellbeing: how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time
		Health Education, General wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <i>(Statement 5)</i>	Mental health and wellbeing: - how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly - that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses - simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	Mental health and wellbeing / / Respecting self and others: - how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)

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Block 3 (continued)				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Children's Mental Health Week (continued)	All	Health Education, General wellbeing: That isolation and loneliness can affect children, and the benefits of seeking support. (Statement 6)		Mental health and wellbeing / Friendships: - that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad - that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded
		Health Education, General wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (Statement 9)	Mental health and wellbeing: who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	Mental health and wellbeing: when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
		Health Education, General wellbeing: That it is common to experience mental health problems, and early support can help. (Statement 10)		Mental health and wellbeing: - if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this - when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
Loss and bereavement	Years 2 and 5	Health Education, General wellbeing: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (Statement 8)	Mental health and wellbeing: about different kinds of change and loss (including death); how change and loss can affect people and who can help	Mental health and wellbeing: about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief

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Block 4				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Healthy lifestyles	Years 1, 3 and 5	Health Education, Physical health and fitness: The characteristics and mental and physical benefits of an active lifestyle. <i>(Statement 1)</i>	Physical activities and nutrition: what being healthy means and how physical activity helps people to stay healthy	Physical activities and nutrition: - what good physical health means; the characteristics of a balanced, healthy lifestyle - the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines
		Health Education, Physical health and fitness: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and / or vigorous exercise. <i>(Statement 2)</i>	Physical activities and nutrition: ways to be physically active every day	Physical activities and nutrition: the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines
		Health Education, Physical health and fitness: The risks associated with an inactive lifestyle (including obesity). <i>(Statement 3)</i>		Physical activities and nutrition: about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain
		Health Education, Physical health and fitness: How and when to seek support including which adults to speak to in school if they are worried about their health. <i>(Statement 4)</i>	Keeping healthy and well: - people who help us stay healthy and who can help if feeling unwell or hurt - who to talk to if they are worried about their health	Physical activities and nutrition: how and when to speak to adults (including in school) if they are worried about their health
Staying healthy	Years 2, 4 and 6	Health Education, Drugs, alcohol, tobacco and vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. <i>(Statement 1)</i>	Drug education: - that some things that go into or onto bodies can be harmful and how we might know if something is harmful - to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	Drug education: - the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break - that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know
		Health Education, Health protection and prevention: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <i>(Statement 1)</i>	Keeping healthy and well: people who help us stay healthy and who can help if feeling unwell or hurt	Keeping healthy and well: the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health
		Health Education, Health protection and prevention: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <i>(Statement 2)</i>	Keeping healthy and well: how to keep safe and well in the sun and protect skin from sun damage	Keeping healthy and well: about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves
		Health Education, Health protection and prevention: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. <i>(Statement 3)</i>	Keeping healthy and well: why sleep is important; bedtime routines and ways to rest and relax	Keeping healthy and well: how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep

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Block 4 (continued)				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Staying healthy (continued)	Years 2, 4 and 6	Health Education, Health protection and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Statement 5)	Keeping healthy and well: simple hygiene routines that can stop germs from spreading	Keeping healthy and well: why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)
		Health Education, Health protection and prevention: The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. (Statement 6)	Drug education: that medicines can help people to stay healthy or feel better if they are unwell	Keeping healthy and well / Drug education: - why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) - how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma

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Block 5				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Money matters	Years 1, 3 and 5		Economic wellbeing: what money is, how people get money, and what it is used for	Economic wellbeing: that people have different attitudes towards saving and spending money
			Economic wellbeing: that money needs to be looked after; different ways of doing this, including keeping money in an account	Economic wellbeing: what influences people's decisions about saving and spending, including individual priorities, needs and wants
			Economic wellbeing: different ways of paying for things	Economic wellbeing: how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
			Economic wellbeing: that money can be saved or spent; that people make different choices about saving and spending money	Economic wellbeing: that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
			Economic wellbeing: the difference between needs and wants; that people may not always be able to have the things they want	Economic wellbeing: different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
Keeping safe	Years 2, 4 and 6	Health Education, Basic first aid: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. (Statement 1)	Personal safety and first aid: how to dial 999 in an emergency (including from a locked mobile phone), and what to say	Economic wellbeing: advantages and disadvantages of different ways of paying for things
		Health Education, Basic first aid: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. (Statement 2-)		Personal safety and first aid: when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them
				Personal safety and first aid: - what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person

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Block 6				
Topic	Year Groups	Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
Ourselves, growing and changing	All	Refer to Appendix 4 – <i>Teaching RSE with Confidence in Primary Schools</i> curriculum overview	Refer to Appendix 4 – <i>Teaching RSE with Confidence in Primary Schools</i> curriculum overview	Refer to Appendix 4 – <i>Teaching RSE with Confidence in Primary Schools</i> curriculum overview
Aiming high	All		Careers education: aspiration, learning and work: that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of	Careers education: aspiration, learning and work: to recognise their achievements and personal strengths; how to set targets to help achieve their goals
			Careers education: aspiration, learning and work: that people can earn money to pay for things by having a job	Careers education: aspiration, learning and work: to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
			Careers education: aspiration, learning and work: different jobs that people do, including roles and responsibilities people have in their community	Careers education: aspiration, learning and work: that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
			Careers education: aspiration, learning and work: some of the strengths and interests someone might need to do different jobs	Careers education: aspiration, learning and work: that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
				Careers education: aspiration, learning and work: how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
				Careers education: aspiration, learning and work: that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
				Careers education: aspiration, learning and work: that there are different routes into careers (e.g. college, apprenticeship, university)
				Careers education: aspiration, learning and work: about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes
New opportunities	All	Health Education, General wellbeing: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (Statement 8)	Mental health and wellbeing: about preparing to move to a new class or year group and how to manage feelings during times of change	Mental health and wellbeing: about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition

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Objectives to be incorporated into Science and DT planning			
Statutory Guidance Curriculum content:	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...	Cross-curricular links
Health Education, Healthy eating: What constitutes a healthy diet (including understanding calories and other nutritional content). (Statement 1)	Physical activity and nutrition: - that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk - that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	Physical activity and nutrition: - the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing - how to develop healthier eating and drinking habits and how to manage influences on their choices	Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'. Science, Year 3, Animals including humans: 'identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat'. Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'. DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'. DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.
Health Education, Healthy eating: Understanding the importance of a healthy relationship with food. (Statement 2)	Physical activity and nutrition: - that there are different types of food and drink, with different tastes and textures, and people enjoy different foods - that people often share food together, e.g. during mealtimes or special occasions - when and how children can make choices about what they eat and drink and who can help them make healthier choices	Physical activity and nutrition: how to develop healthier eating and drinking habits and how to manage influences on their choices	DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'. DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.
Health Education, Healthy eating: The principles of planning and preparing a range of healthy meals. (Statement 3)	Physical activity and nutrition: that people often share food together, e.g. during mealtimes or special occasions	Physical activity and nutrition: some benefits of preparing meals at home; how to plan and prepare healthy meals	DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'. DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.
Health Education, Healthy eating: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Statement 4)	Physical activity and nutrition: - that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk - that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	Physical activity and nutrition: - about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods - how to develop healthier eating and drinking habits and how to manage influences on their choices	Science, Year 4, Animals including humans: 'identify the different types of teeth in humans and their simple functions'. (Non-statutory: 'finding out what damages teeth and how to look after them'.) Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'
Health Education, Health protection and prevention: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	Keeping healthy and well: how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health	Keeping healthy and well: how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health	Science, Year 4, Animals including humans: 'identify the different types of teeth in humans and their simple functions'. (Non-statutory: 'finding out what damages teeth and how to look after them'.)