

Health and Relationships Framework: Health and Wellbeing

NB: Some objectives contribute to safeguarding

| Healthy Lifestyles: Healthy Eating | | | | | | |
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| <p>Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> | <p>Pupils should:</p> <ul style="list-style-type: none"> Learn what constitutes a healthy diet (including understanding calories and other nutritional content) Learn the principles of planning and preparing a range of healthy meals Learn the characteristics of a poor diet and risks associated with unhealthy eating including, for example, obesity and tooth decay, and other behaviours for example the impact of alcohol on diet and health | | | | | |
| EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | To list healthy snacks | To list some foods that are good to have once a week as a treat | <p>To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest, healthy eating and dental health</p> <p><u>Example Activities:</u> Explain that some foods are more nutritious than others</p> | <p>To learn what positively and negatively affects their physical, mental and emotional health</p> <p><u>Example Activities:</u> Explain that too much sugar is bad for health Explain why eating a balanced diet is important</p> | <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p><u>Example Activities:</u> Explain why eating a rainbow of food increases minerals and micronutrient intake</p> | <p>To learn which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks' can damage their immediate and future health and safety</p> <p><u>Example Activities:</u> Identify choices that will benefit their health and provide a 'balanced lifestyle'</p> |
| | | Recognise when something is not safe or information may be untrue, e.g. that all cereals are good for you | | | | |