

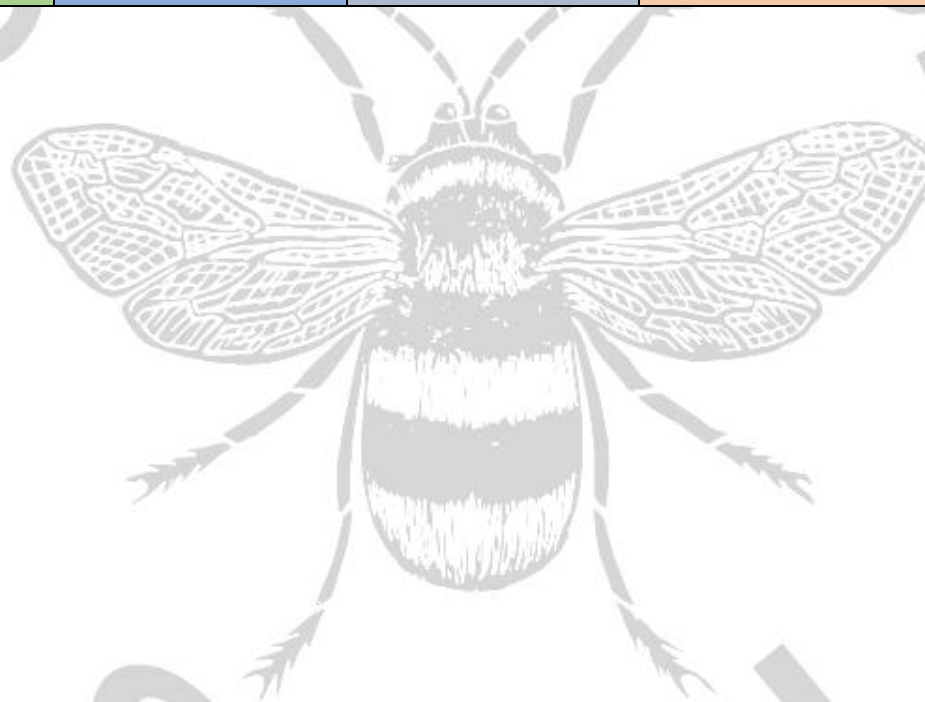


# Personal Social Health Education Curriculum Map

John Clifford School

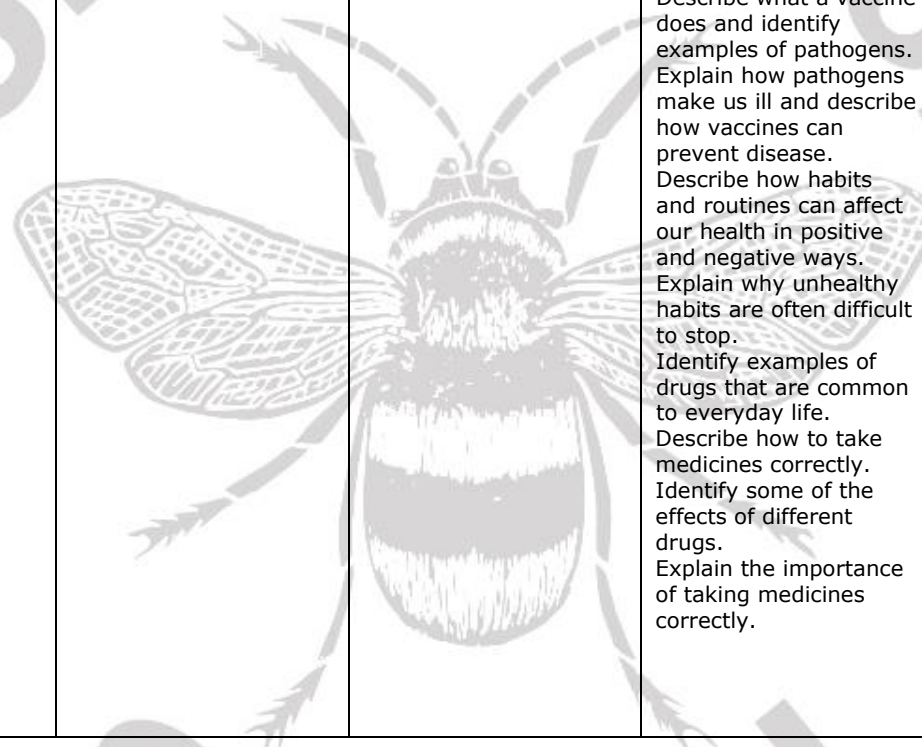
## Health and Wellbeing

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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School

<p><b>Healthy Bodies</b></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>Healthy Bodies</b></p> <p>What helps keep bodies healthy; hygiene routines.</p>	<p><b>Healthy Bodies</b></p> <p>Looking after ourselves by being active.</p>	<p><b>Healthy Bodies</b></p> <p>Identify reasons why physical exercise is good for our health. Identify risks associated with an inactive lifestyle.</p>	<p><b>Healthy Bodies</b></p> <p>Identify different types of allergies and ways they can be managed. Describe how to respond to both mild and severe allergic reactions. Identify ways that we can protect our bodies from disease. Describe what a vaccine does and identify examples of pathogens. Explain how pathogens make us ill and describe how vaccines can prevent disease. Describe how habits and routines can affect our health in positive and negative ways. Explain why unhealthy habits are often difficult to stop. Identify examples of drugs that are common to everyday life. Describe how to take medicines correctly. Identify some of the effects of different drugs. Explain the importance of taking medicines correctly.</p>	<p><b>Healthy Bodies</b></p> <p>Identify basic techniques for dealing with common minor injuries. Explain why it is important to know a basic level of first aid. Discuss and debate health and wellbeing</p>	<p><b>Healthy Bodies</b></p> <p>Describe differences between viruses and bacteria. Explain how viruses spread and describe how we can prevent the spread of germs. Explain how bacteria can be either healthy or unhealthy.</p>
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<b>Healthy Emotions</b>	<b>Healthy Emotions</b>	<b>Healthy Emotions</b>	<b>Healthy Emotions</b>	<b>Healthy Emotions</b>	<b>Healthy Emotions</b>	<b>Healthy Emotions</b>
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Identify feelings such as happiness, sadness, anger, and fear.</p> <p>Identify facial expressions that can tell us how a person feels</p>	<p>The importance of talking about feelings with adults who can help.</p>	<p>Identify strategies to manage difficult emotions.</p> <p>Identify strategies that can help us to manage setbacks.</p> <p>Describe how we can 're-frame' unhelpful thinking.</p> <p>Explain why our emotions and feelings are important when we are trying to learn.</p> <p>Describe how physical exercise can help our mental wellbeing.</p>	<p>Identify how our emotions can change when we go through puberty.</p> <p>Describe how we can manage our feelings and identify ways that we can get help.</p>	<p>Use a range of vocabulary to describe our feelings.</p> <p>Describe the ways in which external factors can influence our emotions.</p> <p>Explain how our feelings can vary in intensity over time.</p> <p>Explain why it is important to maintain a healthy level of self-esteem.</p> <p>Describe what we mean when we talk about mental health and mental health issues.</p> <p>Explain how we can look after our mental health.</p> <p><i>Healthy Behaviours</i></p> <p>Identify the measures we need to take to protect ourselves from sun damage.</p> <p>Describe how the sun can harm us if we aren't careful.</p> <p>Explain the consequences of long-term direct sun exposure.</p> <p>Identify the benefits of good quality sleep.</p> <p>Describe the symptoms of sleep deprivation.</p> <p>Describe the consequences of poor sleep on our health and wellbeing.</p>	<p>Identify the emotional changes we can expect when we go through puberty.</p> <p>Describe how mental and physical changes can affect us emotionally.</p> <p>Explain how hormones cause emotional and physical changes throughout puberty.</p> <p>Identify mental health warning signs and ways that we can access help.</p> <p>Describe what it means to have positive or negative mental well-being.</p> <p>Describe how to identify mental health warning signs in others.</p> <p>Explain how any one of us could experience mental ill-health.</p> <p>Explain why it is important to share our feelings with others.</p>

<p><b>Healthy Behaviours</b></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to</p> <p>follow instructions involving several ideas or actions.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>Healthy Behaviours</b></p> <p>Recognising feelings in ourselves and others; sharing our feelings.</p>	<p><b>Healthy Behaviours</b></p> <p>Behaviour; bodies and feelings can be hurt.</p>	<p><b>Healthy Behaviours</b></p> <p>Identify foods that should be eaten as a part of a healthy, balanced diet. Explain the risks of eating an unhealthy diet. Identify healthy and unhealthy lifestyle choices. Describe how healthy and unhealthy habits can affect our bodies in different ways.</p>	<p><b>Healthy Behaviours</b></p> <p>Identify a range of factors that can help us to stay healthy.</p>	<p><b>Healthy Behaviours</b></p> <p>Use a range of vocabulary to describe our feelings. Describe the ways in which external factors can influence our emotions. Explain how our feelings can vary in intensity over time. Explain why it is important to maintain a healthy level of self-esteem. Describe what we mean when we talk about mental health and mental health issues. Explain how we can look after our mental health.</p>	<p><b>Healthy Behaviours</b></p> <p>Describe how we can maintain good dental hygiene. Describe how poor hygiene and diet can damage teeth and gums. Explain why we should keep good dental hygiene. Identify healthy and unhealthy habits in ourselves and others. Give advice to others about how they can improve their lifestyle. Describe the 5 food groups in detail. Explain how we can stay healthy through different types of regular exercise.</p>
<p><b>Identity and growing older</b></p> <p>Recognise that we all vary in our likes and dislikes. Recognise that everyone has something that makes them special and unique.</p>	<p><b>Identity and growing older</b></p> <p>Recognise that we all vary in our likes and dislikes. Recognise that everyone has something that makes them special and unique. Identify some of your strengths and interests.</p> <p><b>SEE SRE PLANNING OVERVIEW DOCUMENT.</b></p>	<p><b>Identity and growing older</b></p> <p>Identify stages in the human life cycle. Describe how our bodies change as we grow up. Explain why our needs change as we grow older.</p> <p><b>SEE SRE PLANNING OVERVIEW DOCUMENT.</b></p>	<p><b>Identity and growing older</b></p> <p>Define identity in your own words. Identify qualities and characteristics that make up your identity. Describe what makes you special and unique. Identify achievements and personal strengths that you are proud of. Describe what it means to be an individual. Explain why embracing your individuality is important. <b>SEE SRE PLANNING OVERVIEW DOCUMENT.</b></p>	<p><b>Identity and growing older</b></p> <p>Identify how our bodies change when we go through puberty. Describe how we can manage changes during puberty.</p> <p><b>SEE SCIENCE AND SRE PLANNING OVERVIEW</b></p>	<p><b>Identity and growing older</b></p> <p>Identify the meaning of gender identity and biological sex. Describe how we can show respect to all of our fellow students. Identify achievements and positive personal qualities in both yourself and others. Describe how we can celebrate the successes of our competitors, friends, and family.</p>	<p><b>Identity and growing older</b></p> <p>Identify our own different identities. Describe how our family history helps shape our identity. Explain how we can have many identities and still be British. Identify the dangers of FGM and where to go for help.</p> <p><b>SEE SRE PLANNING OVERVIEW DOCUMENT.</b></p>

					SEE SRE PLANNING OVERVIEW DOCUMENT.	
<p><b>Online Safety</b></p> <p>Identify examples of digital devices.</p> <p>Identify ways we can keep ourselves safe when we go online.</p>	<p><b>Online Safety</b></p> <p>Identify examples of digital devices. Describe how people use the internet. Identify ways we can keep ourselves safe when we go online.</p>	<p><b>Online Safety</b></p> <p>Identify examples of information that should be kept private when we go online. Describe how we can search for information safely online.</p>	<p><b>Online Safety</b></p> <p>Identify ways that the internet can be used positively and negatively. Describe how we can make safe, reliable choices when browsing or communicating online. Explain why it is important to be careful when we search for things online.</p>	<p><b>Online Safety</b></p> <p>Identify examples of online risks such as harmful content or contact. Describe how we can protect ourselves from harmful content or contact online.</p>	<p><b>Online Safety</b></p> <p>Identify strategies for recognising online risks and ways to report concerns. Explain why some people behave differently online including pretending to be someone they are not (trolling/grooming). Explain the strategies for recognising online risks. Explain how to report concerning online behaviour.</p>	<p><b>Online Safety</b></p> <p>Identify the dangers presented by the social side of online gaming. Describe how we can avoid these dangers. Describe the different dangers we need to be wary of to play safely online. Describe what we should do if we are concerned. Explain why we should not meet up with people we don't know in real life. Explain what the consequences of this could be.</p>

**Texts that link to the topic:**

	 	 	 			 
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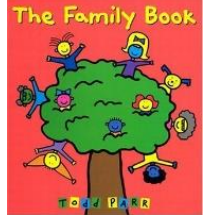
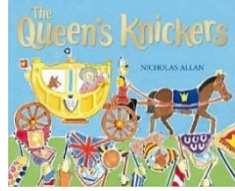
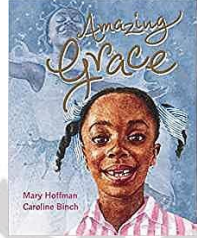
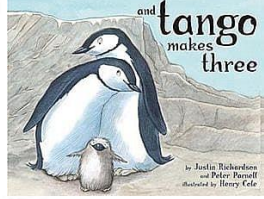
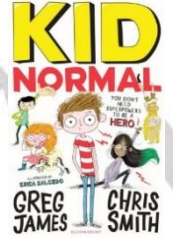
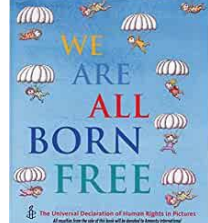
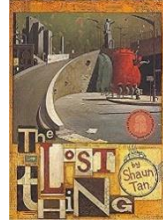
# Relationships

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Healthy Relationships</b></p> <p>Think about the perspectives of others.</p>	<p><b>Healthy Relationships</b></p> <p>Secrets and keeping safe; special people in their lives.</p>	<p><b>Healthy Relationships</b></p> <p>Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying.</p>	<p><b>Healthy Relationships</b></p> <p>Identify examples of respectful behaviour. Describe how we can model respectful behaviour in different scenarios. Explain why it is important to set a good example for others. Identify examples of respectful behaviour. Identify key qualities of a positive role model. Describe how we can positively influence our peers. Explain how positive role models can inspire us and help us all to make good choices. Identify strategies that we can all use to prevent bullying and hurtful behaviour. Describe what it means to be an upstander. Explain why it is everyone's responsibility to respond to bullying/hurtful behaviour.</p>	<p><b>Healthy Relationships</b></p> <p>Identify ways that we can communicate respectfully online. Describe why we need to be careful how we express ourselves online. Recognise differences and similarities between people in our community. Describe how shared values can help us to form positive relationships with others. Explain the importance of respecting differences and similarities. Recognise the effect our actions have on the feelings of others. Describe how we should respond if we witness or experience hurtful behaviour. Explain the importance of kindness and treating others with respect. Identify examples of cyberbullying. Identify strategies to respond to online bullying. Describe the similarities and differences between different types of bullying. Explain how to respond to online bullying and describe how this could differ from face-to-face bullying.</p>	<p><b>Healthy Relationships</b></p> <p>Describe how we can behave politely in a variety of contexts. Describe how manners and social etiquette can vary depending on social context. Explain why we should try to conform to social norms in unfamiliar situations. Identify ways that we can model respectful behaviour, both online and offline. Describe the positive and negative effects that our behaviour can have on others. Explain why we should be mindful of the impact of our behaviour on others and how we can encourage our peers to behave respectfully.</p>	<p><b>Healthy Relationships</b></p> <p>Identify how we can reduce conflict, respect the views of others and disagree with people respectfully. Describe how we can react respectfully in different situations where we disagree with other people's viewpoints. Explain why it is so important to respect the views and opinions of other people, whether we agree with them or not. Identify what it means to bully, why people do this and how we can help prevent and stop bullying. Describe different ways we can support bullied friends and different ways we can help stop bullying. Explain different reasons why people bully and why it is important we learn about bullying. Identify whether the situations are 'teasing' or bullying. Describe how teasing and joking affect people in different ways. Explain the difference between teasing and bullying and how you can tell.</p>

<p><b>Valuing Difference and Diversity</b></p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p><b>Valuing Difference and Diversity</b></p> <p>Respecting similarities and differences in others; sharing views and ideas.</p>	<p><b>Valuing Difference and Diversity</b></p> <p>Respecting similarities and differences in others; sharing views and ideas.</p>	<p><b>Valuing Difference and Diversity</b></p> <p>Recognise and respect that all families are different. Identify different types of family structures. Describe what it means to be a family.</p>	<p><b>Valuing Difference and Diversity</b></p> <p>Identify reasons why some couples choose to marry or become civil partners. Describe how our attitudes and ideas about marriage have changed over time. Explain why it is important to recognise and respect different types of families. Identify key features of positive, healthy friendships. Describe how qualities such as trust, respect and shared interests can help us to build positive relationships with others. Explain why some friendships are bad for us and how we will know if we are in an unhealthy friendship.</p>	<p><b>Valuing Difference and Diversity</b></p> <p>Identify the key characteristics of a welcoming, positive friendship. Describe the emotional impact of being excluded. Describe how we can develop healthy, positive, inclusive friendships. Explain why it is important to be mindful of the feelings of others. Describe how we should respond if a friend is feeling left out. Reflect on the importance of being there for others in good times and bad. Explain why a shy person may feel uncomfortable in social situations. Offer practical advice for overcoming social difficulties</p>	<p><b>Valuing Difference and Diversity</b></p> <p>Identify different ways of showing commitment. Identify the different types of families we can have. Describe how people show commitment to each other. Explain how types of families have changed over time. Explain why people might want to show commitment to each other. Describe how we can avoid dangerous relationships and maintain positive ones. Explain ways dangerous people seek out the vulnerable and how we can stay safe. Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked. Identify the different types of love and what we mean by abuse. Describe what to do if you think you, or someone you know, is being abused. Explain why real love does not tolerate abuse. Describe some common signs of abuse.</p>
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<p><b>Keeping Safe</b></p> <p>Keeping safe around household products; how to ask for help if worried about something.</p> <p>Recognise how rules can help us to stay safe.</p>	<p><b>Keeping Safe</b></p> <p>Keeping safe around household products; how to ask for help if worried about something.</p> <p>Recognise how rules can help us to stay safe.</p> <p>Identify examples of safety rules</p>	<p><b>Keeping Safe</b></p> <p>Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts.</p>	<p><b>Keeping Safe - Boundaries</b></p> <p>Identify situations where you should ask others for permission. Describe how to ask for, give and withhold permission in different scenarios. Explain why we should be respectful when someone withholds their permission. Revisit and describe the unsafe touch 'swimwear rule'. Explain why personal boundaries are important. Explain what we should do if we ever feel unsafe. Identify examples of friendship boundaries. Describe how we can set friendship boundaries with others. Explain why friendship boundaries are important. Explain what we should do if someone crosses our boundaries.</p>	<p><b>Keeping Safe - Boundaries</b></p> <p>Identify examples of good secrets and bad secrets. Describe when it is right to keep a secret and when it is important to share a secret. Explain the importance of sharing bad secrets and ways that we can access help.</p>	<p><b>Keeping Safe - Boundaries</b></p> <p>Identify different types of peer pressure. Identify strategies that we can use when we feel pressurised by others. Describe the best strategies to use to overcome peer pressure. Explain why resisting peer pressure can be difficult and describe how different strategies can be used in a variety of situations.</p>	<p><b>Keeping Safe - Boundaries</b></p> <p>Identify what we mean when we talk about our personal space, as well as unwanted and inappropriate contact. Describe how much personal space we are all allowed to have and how we are all in charge of what happens to our own bodies. Explain how we seek consent and why it's always important to do this if we want to show physical affection to someone, even if it's just a hug.</p> <p>Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice.</p>
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**Texts that link to the topic:**

						
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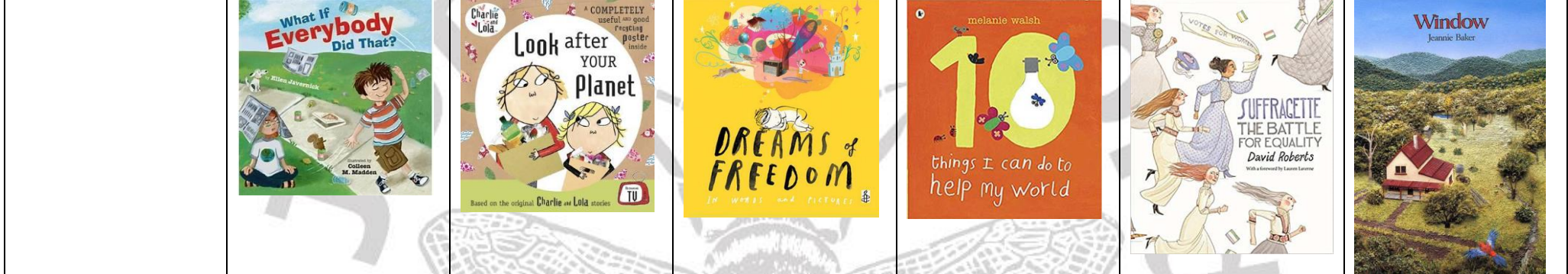
## Living in the wider world – Economic wellbeing and being a responsible citizen

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><i>Rights and Responsibilities</i></b></p> <p>Increasingly follow rules, understanding why they are important.</p>	<p><b><i>Rights and Responsibilities</i></b></p> <p>Group and class rules; everybody is unique in some ways and the same in other.</p>	<p><b><i>Rights and Responsibilities</i></b></p> <p>Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency.</p>	<p><b><i>Rights and Responsibilities</i></b></p> <p>Identify examples of rules and laws. Describe the potential consequences of failing to obey the law. Identify examples of rights including those that apply to children. Describe the reasons why we have human rights.</p>	<p><b><i>Rights and Responsibilities</i></b></p> <p>Define prejudice and discrimination in your own words. Identify different types of discrimination. Identify examples of racism. Describe the impact of racism on individuals and wider society. Identify examples of different types of communities. Describe what it means to live in, and belong to a community. Explain why we should help and support our local community.</p>	<p><b><i>Rights and Responsibilities</i></b></p> <p>Identify examples of opportunities and responsibilities. Identify different ways that we can protect the planet from climate change. Describe how we can live sustainably. Explain the importance of protecting the planet. Reflect on how our everyday actions can either support or damage the environment.</p>	<p><b><i>Rights and Responsibilities</i></b></p> <p>Describe the different types of diversity in the UK. Explain the meanings of race, religion, and nationality.</p>
<p><b><i>Environment</i></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the</p>	<p><b><i>Environment</i></b></p> <p>Looking after the local environment (Links with Outdoor Education).</p>	<p><b><i>Environment</i></b></p> <p>Looking after the local environment (Links with Outdoor Education).</p>	<p><b><i>Environment</i></b></p> <p>Responsibilities; rights and duties (Links with Outdoor Education).</p>	<p><b><i>Environment</i></b></p> <p>Sustainability of the environment across the world (Links with Outdoor Education).</p>	<p><b><i>Environment</i></b></p> <p>Different rights; responsibilities and duties (Links with Outdoor Education).</p>	<p><b><i>Environment</i></b></p> <p>How resources are allocated; effect of this on individuals; communities and environment (Links with Outdoor Education).</p>

seasons and changing states of matter						
<b>Money &amp; Careers</b>	<b>Money &amp; Careers</b>  Where money comes from; how to use money saving and spending money.	<b>Money &amp; Careers</b>  Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.	<b>Money &amp; Careers</b>  Identify skills or interests that you would like to develop. Describe how to set SMART targets to develop skills. Identify examples of jobs, careers and the sectors that people can work in. Identify examples of skills that employers often look for in the workplace. Describe the difference between 'soft skills' and 'hard skills'. Identify examples of gender stereotypes. Describe how gender stereotypes can harm a person's career choices and aspirations.	<b>Money &amp; Career</b>  Describe what makes something 'good value for money'. Identify different ways to pay for things. Identify examples of spending responsibly. Describe how our spending decisions can affect others. Identify different ways that we can keep track of money. Describe how we can create a budget to keep track of how much we spend. Identify examples of gambling. Identify the risks involved in gambling. Describe the impact that gambling can have on our health and wellbeing.	<b>Money &amp; Careers</b>  Identify factors that could influence our future career choices. Reflect on the suitability of different roles in relation to our own abilities. Describe the importance of diversity and inclusion in the workplace. Reflect on how stereotypes can have a negative effect on our career choices. Explain the impact of stereotyping in the workplace, and how we can all challenge it.	<b>Money &amp; Careers</b>  Identify the problems of bartering to pay for things. Identify what we mean by goods and services. Describe how banknotes developed. Explain why we moved from coins to banknotes. Explain the problems people had before modern money. Explain how money could change in the future.
<b>Digital Resilience</b>  Identify examples of digital devices.  Identify ways we can keep ourselves safe when we go online.	<b>Digital Resilience</b>  Identify examples of digital devices.  Describe how people use the internet.  Identify ways we can keep ourselves safe when we go online.	<b>Digital Resilience</b>  Identify examples of information that should be kept private when we go online.  Describe how we can search for information safely online.	<b>Digital Resilience</b>  Recognise whether games, websites and films are appropriate for your age group. Describe how we can tell if a game, website, magazine or film is age-appropriate. Identify strategies that can help us to recognise unreliable news stories and information online.	<b>Digital Resilience</b>  Identify key features of online adverts. Describe how the information in an online advert is different from information from factual sources e.g. trustworthy news articles. Identify tell-tale signs that online images have been digitally altered or faked. Describe how online images are altered and identify the reasons why this happens.	<b>Digital Resilience</b>  Identify reasons for complying with age restrictions in the media. Describe how inappropriate content can adversely affect our safety and wellbeing. Explain why it is important to adhere to age restrictions both on and offline.	<b>Digital Resilience</b>  Identify what we mean by online privacy. Describe how we can take measures to protect our privacy online. Identify different situations where a person might experience FOMO. Describe what FOMO means and what we can do about it. Describe how social media can make FOMO worse

				Define the term 'digital footprint' in your own words. Describe how we can recognise what is or isn't appropriate to share online.	
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**Texts that link to the topic:**



**Key Events:**

- October – Anti-Bullying Week (Whole School)
- October – Black History Month (Whole School)
- January – Martin Luther King Day
- January – Holocaust Memorial Day
- February – Safer Internet Day
- Fairtrade Fortnight
- May – Deaf Awareness Week
- June – World Environment Day
- June – Pride
- June – Refugee Day

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

**EYFS Educational Programme:**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and

wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

NURSERY	RECEPTION
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be leader in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</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>	<p>See themselves as a valuable individual. Follow John Clifford Promises both in and outside of school.</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> <li>• - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>• - regular physical activity</li> <li>• - healthy eating</li> <li>• - toothbrushing</li> <li>• - sensible amounts of 'screen time'</li> <li>• - having a good sleep routine</li> <li>• - being a safe pedestrian</li> </ul> </li> </ul>