

Wellbeing Progression

Terms 1/2							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1 Key Question	Who am I? How can I stay healthy?	What is the same/ different about us?	What makes a good friend?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up our identity?	How can we keep healthy as we grow?
Curriculum Theme	Relationships Health and Wellbeing	Relationships	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Children will...	Recognise how they have changed since they were a baby Know that they belong to a family Identify that families are made up of different people Talk about the things they like/dislike Follow some rules and routines and know their importance To be able to play and share with others with minimal disagreements and ask an adult for help when needed. Name some parts of the body correctly (penis, vulva) and that all these parts of the body are private. To demonstrate empathy towards others To be able to explain how they are feeling and what they need help with to a trusted adult	Explain what they like/dislike and why Recognise what makes them special Identify their strengths Explain what makes them unique Recognise some similarities/differences with others Use correct vocabulary to name body parts including external genitalia (penis, vulva) and that these parts of the body are private.	Explain how to make friends Recognise loneliness and what to do about it Understand what behaviours are friendly and what makes a good friend Develop strategies to resolve arguments within friendships Learn ways to ask for help if a friendship is upsetting or worrying them	Learn about the importance of friendships and seeking support if it is needed Understand how to recognise when others are feeling lonely and excluded and how to help them Understand that not every child will have the friends they would like at all times. Discuss that there is no shame in feeling lonely and talking about it Discuss how to build good friendships, identifying qualities needed Explain that friendships sometimes have difficulties and how to manage this, resolve disputes and reconcile differences Recognise if a friendship makes them uncomfortable or unhappy and how to get support	Recognise personal qualities and individuality Develop their self-worth by identifying positive things about themselves and their achievements Identify how positive attributes, strengths, skills and interests contribute to self-esteem Discuss how to set their own goals Learn how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking	Recognise and respect similarities and differences between themselves and others Understand that there are a range of factors that contribute to a person's identity (eg ethnicity, faith, culture, family, gender, hobbies, likes and dislikes) Explore how individuality and personal qualities make up someone's identity (inc that gender identity is part of personal identity) Awaiting update from DFE about different identities Understand what stereotypes are and how they are not always accurate and can be negative Know and explain how to challenge stereotypes & assumptions	Explore how physical and mental health are linked Understand that positive friendships and activities support wellbeing Explore how to make choices that support a healthy, balanced lifestyle -Research how to plan a healthy meal, understanding the importance of a healthy relationship with food -Demonstrate how to stay physically active -Show how to maintain good dental health, including brushing teeth -Discuss how to benefit from and stay safe in the sun -Understand how and why to balance time spent online -Investigate how sleep contributes to a healthy lifestyle, including the amount of sleep, practical steps for improving sleep and the impact of poor sleep -Talk about how to manage the influence of family/friends -Recognise how habits can be healthy/unhealthy
Autumn 2 Key Question	Understand at a basic level what we mean by being healthy Recognise that some foods are good/bad for us	Who is special to us?	What is bullying?	What are families like?	How do we treat each other with respect?	How can friends communicate safely?	
Curriculum Theme		Relationships	Relationships	Relationships	Relationships	Relationships	
Children will...		Discuss groups they belong to including Family	Understand how words/actions affect how people feel	Explore how families differ from each other; including that every	Discuss how people's behaviour affects themselves & others	Investigate different relationships people have	

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	Understand the importance of looking after our teeth Understand the important role of sleep	Identify different people who love/care for them Recognise what their special people do to make them feel loved/cared for Understand there are similarities and differences between families Talk about the features of family life Know how to get help if something about their family life worries them To be able to identify who their trusted adults are.	Learn how to ask for and give/not give permission for physical contact and how to respond to unwanted touch Understand and explain that name-calling, teasing, bullying, deliberately excluding others is not ok or acceptable Know how to respond to these behaviours in different situations Know how to get help or report bullying	family does not have the same structure Unpick the stereotypes surrounding families Discuss how shared experiences are part of family life (positive) Describe how people within families should care for one another and different ways of showing this Understand how to ask for help if family relationships are making them feel unsafe, worried or unhappy or if they are exposed or witness violence or harm Understand which trusted adults you can seek help from	Model polite and courteous behaviour, recognising the needs and preferences of others and recognise respectful behaviour Understand about the link between rights and responsibilities Know that they have a right to privacy and how to recognise when a confidence should be kept or not Discuss the rights children have and how to protect these Explain that everyone should be included, respected and not discriminated against Learn how to deal with negative behaviours such as aggressive or unwanted behaviour Explore ways of communicating personal boundaries, with kindness and assertiveness Understand the difference between controlling and assertive to ensure they do not neglect their own needs	Discuss how friends and family communicate including using the internet/social media Explain how not knowing someone online can be risky, being protected from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults Demonstrate how to recognise risks in friendships and keep safe Understand what is safe to share online, understanding the importance of privacy and location settings, and the importance of consent Online risks, including any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up Recognise how to respond if a friendship is making them feel worried or unsafe Know how to ask for help and respond to pressure, in appropriate contact or personal safety concerns Know that the internet contains a lot of content that can be inappropriate and upsetting for children, that there is a minimum age for joining social media sites (currently 13), and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	-Explain how legal/illegal drugs can affect health, including vaping. -The risk of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches -The facts and scientific evidence relating to vaccination and immunisation (align with when vaccinations are offered to pupils) -Explore how to recognise signs of physical or mental ill-health
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Terms 3/4							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Spring 1 Key Question	What are feelings? What is a friend?	What can help us stay healthy?	What jobs do people do?	What keeps us safe?	How can we manage our feelings?	What jobs would we like?	How can the media influence people?
Curriculum Theme	Health and Wellbeing Relationships	Health and Wellbeing	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world
Children will...	Understand that all feelings are ok Recognise some reasons why we experience different emotions (needs) Start to identify ways of managing negative emotions appropriately To show awareness of other people's feelings and perspectives To be able to identify a range of emotions Understand the importance of physical activity Understand the importance of looking after our teeth Learn good handwashing and hygiene routines Recognise what a good friend is Explain ways to be a good friend Identify similarities and differences between themselves and others	Know what being healthy means and who helps them to stay this way Explain some different ways to keep healthy Understand that eating or drinking too much sugar can affect their health inc dental health Know why it is important to be physically active Understand the sunshine helps bodies to grow Talk about how to keep safe and well in the sun and water including the water safety code.	Understand that jobs help us earn money to pay for things we want/need Explore a range of different jobs including those done by people they know or in the local community Recognise that people have different strengths and interests that enable them to do different jobs Know that people use the internet and digital devices in their jobs and everyday life	Recognise hazards and what they can do to reduce risk including fire hazards Understand how to help keep their bodies protected and safe Know that their body belongs to them and should not be hurt or touched without permission Discuss what to do if they feel uncomfortable or unsafe (including online and unwanted touch) Explore how everyday health and hygiene helps to keep us safe and healthy Explain how to react and respond to accidents and deal with minor injuries Know what to do in an emergency Understand road safety, water safety and railroad safety.	Understand how everyday things can affect our feelings Know feelings change over time and can vary in intensity Demonstrate the importance of expressing our feelings and the different ways of doing this Respond appropriately to, and manage, feelings in different circumstances Explore ways of managing feelings at times of loss, grief and change Understand that everyone grieves and copes differently Discuss how to access advice and support to help manage their own and others' feelings	Recognise that there is a broad range of jobs and people often change jobs in their lifetime Discuss that jobs pay different amounts and some are unpaid Explain about skills, attributes, qualifications and training needed for different jobs Understand that there are ways into jobs/careers eg college, apprenticeships Discuss how people choose their job/career Question and challenge stereotypes about jobs people do Identify how they might choose their job/career when they're older and what might influence their decision	Explore how the media and their online experiences can affect people's wellbeing Explain what should/nt be shared online and rules about this Understand that mixed messages are shared in the media and how this influences people Discuss that text and images can be manipulated Explore how to evaluate online content and media sources Recognise and report unsafe/suspicious content online Take a critical approach to what they view online and, in the media, and know if the content is appropriate for them, Learn how to respond to and report, when necessary, information viewed that is upsetting, frightening or untrue Recognise risks with online gambling, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive Discuss and debate what influences peoples decisions That they have rights in relation to sharing personal data, privacy and consent
Spring 2 Key Question		Who helps us to keep safe?	What helps us to grow and stay healthy?	What makes a community?	How can our choices make a difference to others and the environment?	How will we grow and change?	
Curriculum Theme		Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world	Health and Wellbeing	
Children will...		Discuss the different roles in the community people have to help us stay safe (the jobs and how they do this) Identify who can help them in different places and situations Learn ways to respond to adults they don't know	Show an understanding of how different things help their bodies to be healthy Understand the importance of a healthy relationship with food Know that the things people put into their bodies effect how they feel	Discuss how they belong to different groups and communities Understand what is meant by a diverse community Explain how the community helps everyone to feel included and values the	Know we have a shared responsibility to help look after the world around us Talk about how everyday choices can affect the environment Explain how what we buy or spend money on can affect others or the environment	Learn about puberty and how bodies change during puberty; including menstruation, erections and wet dreams, including using the terms penis, vulva, testicles nipples, vagina, scrotum and have skills to understand and express	

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		Know what to do if they feel unsafe or worried Know how to get help if there has been an accident and someone has been hurt including how to dial 999	Understand that medicines can help people stay healthy Learn about how much rest/ sleep they need to have	different contributions people make Explore how to be respectful to those who may live differently to us Learn what stereotypes are Develop ways to challenge stereotypes & assumptions	Identify the skills and vocabulary to share their thoughts, ideas and opinions Demonstrate how to show care and concern for others	their own boundaries around these body parts. Explore how puberty effects emotions and feelings Understand how personal hygiene routines change during puberty Discuss how to ask for advice and support about growing and changing during puberty	Developing AI literacy (PSHE association)
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Terms 5/6							
Local study	YR	Y1	Y2	Y3	Y4	Y5	Y6
Summer 1 Key Question	What can help to keep me safe? How can we look after the world around us?	What can we do with money?	What helps us to stay safe?	Why should we eat well and look after our teeth?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What will change as we become more independent? How do friendships change as we grow?
Curriculum Theme	Health and Wellbeing Living in the wider world	Living in the wider world	Health and wellbeing	Health and wellbeing	Health and Wellbeing	Health and Wellbeing	Relationships
Children will...	Know what keeping safe means Learn ways that we keep ourselves safe with people we don't know; including on the internet Understand some simple safety rules in different situations eg Road safety, sun safety, water safety Understand the difference between private and public Identify the different communities they belong to Celebrate people's differences Use scenario's to help them learn how to positively resolve conflict Consider ways we can care for/look after our friends and family Explain how we look after our classroom/school Explore ways of looking after our local community (and wider)	Know what money is and that it comes in different forms Explore ways we get money Think about how people make choices about what to do with their money inc spending and saving Know the difference between wants and needs Find out about ways to keep money safe and different ways of doing this	Understand that rules and restrictions help us to be safe Identify some risky or potentially unsafe situations and how to avoid them including road safety. Develop strategies to resist pressure to do something they don't want to including keeping secrets Understand that not everything you see online is true or to be trusted Learn how to tell someone if they are worried about something or if they feel scared or uncomfortable Use correct vocabulary to name body parts including external genitalia (penis, vulva, testicles and nipples) and that these parts of the body are private and have the skills to understand and express their boundaries to these body parts.	Understand how to eat a healthy diet and the benefits of having a healthy relationship with food Demonstrate how to maintain good oral hygiene Learn about the impact on health from not eating a balanced diet including the impact of sugar on dental health Discuss how people decide what to eat/drink and what influences these decisions Know how, when and where to get advice or help about healthy eating and dental care	Learn how to carry out basic first aid Explore some rules of first aid such as not moving someone with a head injury Understand when it is appropriate to use first aid and the importance of seeking adult help Discuss the importance of keeping calm in an emergency Give clear information about an incident when needed to the emergency services Explore some of the changes that will happen to us during puberty, with a particular focus on menstruation Develop an understanding of how puberty effects emotions and feelings	Explain how drugs common to everyday life can affect health and wellbeing Discuss that some drugs are legal and some are illegal Understand that there are laws about the use of drugs to keep people safe Recognise why some people choose to use certain drugs or not Know how the risks can be prevented/reduced, including smoking, vaping, alcohol use and drug-taking. Identify that drug use can become a habit Learn about organisations and support for people who want to stop using drugs eg stopping smoking Discuss how and where to get help if they have concerns about drugs	Accept that people have different kinds of relationships in their lives, including romantic or intimate relationships Understand that people who are attracted to and love one another can be of any gender, faith or ethnicity Discuss the ways that couples care for each other Explain that adults can choose to be part of a formal and legally recognised commitment of two people which is intended to be lifelong or not (inc marriage/ civil partnerships) Discuss that marriage and civil partnerships should be equally wanted by both parties and nobody should be forced into this (crime) Explain that puberty is about changing and developing from a child to an adult, as part of the human lifecycle Learn about the reproductive organs and process- how babies are conceived and born and how they need to be cared for
Summer 2 Key Question		How can we look after each other and the world?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What decisions can people make with money?	
Curriculum Theme		Living in the wider world	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the wider world	

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Children will...		Recognise that kind and unkind behaviour can affect others Learn how to work and play co-operatively Understand the responsibilities they have in and out of the classroom Explain to look after and care for people and animals Investigate what can harm the local/ global environment and how it can be cared for Recognise that people and their needs change as they get older Learn ways to manage change when moving to a new class/year group	Know how to recognise, name and describe a range of feelings Explain things that help them to feel good or to feel better Recognise that different things/times can bring different feelings for different people Understand how feelings can affect people (in their bodies and behaviour) Develop strategies to manage 'big' feelings and understand the importance of sharing them with someone they trust Learn to recognise when they might need help with feelings and how to ask for this help	Talk about how regular physical activity benefits us and the impact a lack of it has on health and wellbeing Investigate different types of physical activity and how to balance this with time online Identify how to make choices about physical activity Understand how a lack of sleep can affect the body and mind Develop simple sleep routines Discuss how and where to seek support in relation to these areas	Recognise and manage risk in different situations Explore how to keep safe in the local environment and some less familiar situations Discuss how people can be influenced by others and how to manage this Know how online actions can impact on other people Describe how to keep safe online- inc managing requests for information and recognising what is appropriate or not to share Understand how to report concerns and worries Identify that rules, restrictions and laws exist to help people keep safe and what to do if they are aware of a situation that is against these Identify the pros and cons of in-person relationships to online relationships.	Learn how people make decisions about spending and saving their money Explore how to keep track of money Discuss how people make choices about ways of paying for things they want/need Recognise what 'value for money' is and means to them Understand that there are risks associated with money and how it can affect people's feelings and emotions	Understand that there are ways to prevent a baby being conceived Explore how growing up and becoming independent brings increased opportunities and responsibilities Understand how friendships may change as they grow up and how to manage this Explore how to manage change; inc moving to secondary schools Discuss where and how to get support, information and advice about growing up and changing.
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