



Wellbeing Knowledge and Skills Progression Grid

Please note that there are many cross curricular links with PSHE - they are indicated in different colours. See footer for key.

| Big Ideas | Safety: understanding the importance for themselves and others to be free from harm or danger, both physically and emotionally. | | | | | | |
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| | Health: How to keep safe, maintain and manage risk to physical, mental and emotional health and wellbeing. How to manage change and respond in an emergency. | | | | | | |
| | Relationships: How to develop and maintain a variety of relationships within a range of social and cultural contexts. How to respond to and seek help for risky or negative relationships. How to manage emotions and respect equality and diversity in relationships. | | | | | | |
| | Citizenship: develop an understanding of the responsibilities that comes with belonging to a community. | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Relationships | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</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><i>To know that what is covered by underwear is private.</i> <i>If someone asks about touching or seeing what</i></p> | <p>about friends and family:</p> <ul style="list-style-type: none"> the role these different people play in children's lives how they care for them <p>about safe relationships:</p> <ul style="list-style-type: none"> how to respond if physical contact makes them feel uncomfortable or unsafe that it is important to tell someone if something about their family makes them feel unhappy or worried when it is important to ask for permission to touch others how to ask for and give/not give permission | <p>about friends and family:</p> <ul style="list-style-type: none"> how to be a good friend <p>about safe relationships:</p> <ul style="list-style-type: none"> about what bullying is different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried how to get help how to resist pressure to do something that feels uncomfortable or unsafe <p>about respecting ourselves and others:</p> | <p>about friends and family:</p> <ul style="list-style-type: none"> about the positive aspects of being part of a family to recognise and respect that there are different types of families being part of a family provides support, stability and love about the different ways that people can care for each other what to do and whom to tell if family relationships are making them feel upset, worried, unhappy or unsafe <p>about safe relationships:</p> <p>See 'online' section</p> <p>about respecting ourselves and others:</p> | <p>about friends and family:</p> <ul style="list-style-type: none"> the features of positive healthy friendships such as mutual respect, trust and sharing interests how to seek support with relationships if they feel lonely or excluded when it is right to keep or break a confidence or share a secret how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <p>about safe relationships:</p> <p>See 'online' section</p> <p>about respecting ourselves and others:</p> | <p>about friends and family:</p> <ul style="list-style-type: none"> what makes a healthy friendship how to seek support in relation to friendships peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online <p>about safe relationships:</p> <ul style="list-style-type: none"> what is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission how to respond to unwanted or unacceptable physical contact | <p>about friends and family:</p> <ul style="list-style-type: none"> the qualities of healthy relationships that help individuals flourish <p>about safe relationships:</p> <ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to recognise and respond to pressure from others to do something unsafe or |

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| | <i>is covered by underwear, tell someone you trust.</i> | <p>about respecting ourselves and others:</p> <ul style="list-style-type: none"> • about what respect means • how kind and unkind behaviour can affect others • how to be polite and courteous • how to play and work co-operatively | <ul style="list-style-type: none"> • about the things they have in common with others • what to do and whom to tell if they see or experience hurtful behaviour, including online | <ul style="list-style-type: none"> • the importance of self-respect and their right to be treated respectfully by others | <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith and a vocabulary to sensitively discuss difference and include everyone • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • the importance to respect the similarities and differences between people | <ul style="list-style-type: none"> • it is never someone's fault if they have experienced unacceptable contact <p>about respecting ourselves and others (discrimination):</p> <ul style="list-style-type: none"> • what it is • the different types e.g. racism, sexism, homophobia • its impact on individuals, groups and wider society • how to challenge it • Radicalisation and relationships. | <p>that makes them feel worried or uncomfortable</p> <ul style="list-style-type: none"> • how to get support and advice • what consent means and how to seek and give/not give permission in different situations <p>about respecting ourselves and others</p> <ul style="list-style-type: none"> • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with |
| Vocab | Feelings, friend, family, kind, care, love, fair, unfair, share, similar, different, consequence. | Relationship, respect, private, compliment. | Honesty, bullying, empathy, identity, pressure, problem solving, resist, pressure, teasing, comfort, trustworthy, qualities, conflict, identity, | Support, stability, self-respect, right, inactive, lifestyle. | Culture, mutual respect, excluded, confidence/confidential, gender, moral, race, faith, values, aspirations, society, contact, resolve, solution. | Biological sex, Boundaries, Consent, Discrimination, Gender expression, Orientation, Harassment, Homophobia, Individuality, Influence, Influenced, Peer pressure, Permission, Personal boundaries, Personal identity, Racism, Sexism | Conflict, truthfulness, trustworthiness, loyalty, generosity, pressure, dares |

Science

RE

Computing

(ZoR) – Zones of Regulation

Geography

Maths

PE

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Health & Wellbeing | <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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> | <p>about taking care of themselves:</p> <ul style="list-style-type: none"> Why it's important (to be healthy) healthy and unhealthy foods physical exercise basic hygiene (bodily, hand washing and dental) Rest and sleep balancing different types of play (screen-time) <p>about feelings:</p> <ul style="list-style-type: none"> recognise their own recognise others' they can affect behaviour <p>how rules can help to keep us safe (including the footpath at school)</p> <p>about risks:</p> <ul style="list-style-type: none"> how to cross a road safely | <p>about the body:</p> <ul style="list-style-type: none"> name main body parts correctly name external genitalia (breasts, vulva, penis & testicles) parts of bodies covered with underwear are private things that are put in the body and on the skin can affect how people feel <p>about routines and habits:</p> <ul style="list-style-type: none"> dental health sleep eating and drinking medicines (including vaccinations and immunisations) <p>about feelings:</p> <ul style="list-style-type: none"> ways to change their mood manage big feelings when and how to ask for help how to help others, with their feeling <p>if someone is hurt:</p> <ul style="list-style-type: none"> what to do who can help how to get help (incl. 999) | <p>about being healthy:</p> <ul style="list-style-type: none"> what is meant by a healthy, balanced diet that regular exercise has positive benefits for their mental and physical health positive and negative effects of habits <p>about feelings:</p> <ul style="list-style-type: none"> things that can affect them they can change overtime and in intensity the different ways they can be expressed <p>about personal identity:</p> <ul style="list-style-type: none"> explore and celebrate individuality common challenges to self-worth and strategies to manage them <p>about risks:</p> <ul style="list-style-type: none"> how to predict, assess and manage risk in everyday situations keeping themselves safe at home – fire safety keeping themselves safe in the local environment or unfamiliar places | <p>about physical health:</p> <ul style="list-style-type: none"> what it means recognise early signs of physical illness it can be treated with the right care <p>about puberty: (summer 2)</p> <ul style="list-style-type: none"> identify external genitalia and reproductive organs physical and emotional changes key facts about menstrual wellbeing, erections and wet dreams strategies to manage the changes including menstruation the importance of personal hygiene routines how to discuss challenges with a trusted adult <p>about risks (the sun):</p> <ul style="list-style-type: none"> benefits on mind and body the risk of exposure how to manage the risk <p>First Aid: if someone is hurt:</p> | <p>about personal identity:</p> <ul style="list-style-type: none"> what contributes to it for some people their gender identity does not correspond with their biological sex <p>about feelings:</p> <ul style="list-style-type: none"> ways and activities to boost emotional wellbeing <p>about 'drugs':</p> <ul style="list-style-type: none"> taking medicines correctly what it means those common to everyday life can affect health and wellbeing effects and side-effects risks and habitual nature County lines and involvement. <p>About risks: if someone is hurt:</p> <ul style="list-style-type: none"> how to respond in an emergency, including when and how to contact different services Bleeding <ul style="list-style-type: none"> How to identify (symptoms) What are the risks? | <p>about mental health:</p> <ul style="list-style-type: none"> to recognise that anyone can be affected by mental ill-health difficulties can be resolved with help and support negative experiences such as being bullied or feeling lonely can affect mental wellbeing <p>about the body:</p> <ul style="list-style-type: none"> what sexual intercourse is how it can be one part of an intimate relationship between consenting adults how pregnancy occurs identify the links between love, committed relationships and conception pregnancy can be prevented with contraception responsibilities of being a parent or carer responsibilities of being a parent or carer how having a baby changes someone's life |

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| | | | <p>about risks:</p> <ul style="list-style-type: none"> • how to keep themselves safe in the home • how to be safe around water | | <ul style="list-style-type: none"> • how to respond in an emergency, including when and how to contact different services <p>Asthma:</p> <ul style="list-style-type: none"> ○ How to identify (symptoms) ○ What are the risks? ○ How to treat ○ When and how to get help <ul style="list-style-type: none"> • Significant pupil needs in the class | <ul style="list-style-type: none"> ○ How to treat ○ When and how to get help <ul style="list-style-type: none"> • Significant pupil needs in the class | <p>about drugs:</p> <ul style="list-style-type: none"> • risks and effects • laws – legal and illegal • choices around drug taking • where to get help <p>About risks: if someone is hurt:</p> <ul style="list-style-type: none"> • how to respond in an emergency, including when and how to contact different services <p>choking</p> <ul style="list-style-type: none"> ○ How to identify (symptoms) ○ What are the risks? ○ How to treat ○ When and how to get help <ul style="list-style-type: none"> • Significant pupil needs in the class |
| Vocab | <p>Feelings, happy, sad, tired, excited, hungry, thirsty angry, scared</p> | <p>Blue: sad sick tired bored disappointed lonely proud Green: happy okay Yellow: silly worried scared excited embarrassed Red: Angry terrified elated</p> <p>Dental, hygiene, healthy, unhealthy, behave, rules, safe, hazard, protect, screen-time, care, private</p> | <p>Loss, bereavement, mood, dental health, diet, emergency, risk, breast, vagina, penis, testicles, medicine, vaccinations, vaccine, immunisations, physical. Disease, prevent</p> | <p>Balance, self-worth, habit, positive, negative, manage, individuality, express, prevent,</p> | <p>Obesity. Puberty, reproduction, gender, genitalia, erection, ejaculation, wet dream, menstrual cycle, menstruation, period, sanitary products, reproductive organ, gender identity, biological sex, semen, sperm, uterus, ovum, pubic hair, Adam's apple, scrotum, cervix, labia, fallopian tubes, body odour, adolescent</p> | <p>Lifestyle, drugs, side-effects, exposure.</p> | <p>Mental health Sex, sexual intercourse, intimate, consent, committed relationship, contraception, responsibility, foetus, conception. Transition, independence. Legal, illegal, choice</p> |

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|---------------------------|--|---|---|--|---|--|--|
| Living in the wider world | <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><i>About road safety:</i></p> <ul style="list-style-type: none"> • wait to cross the road • cross with an adult • check both ways • Use special crossing places when possible <p><i>About the footpath:</i></p> <ul style="list-style-type: none"> • an adult must be there if you want to cross it • only adults may press the release buttons <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>About examples of rules in different situations.</p> <p>How we care for the environment</p> <p>About jobs:</p> <ul style="list-style-type: none"> • different jobs • who helps us in the community | <p>about community:</p> <ul style="list-style-type: none"> • being a part of different groups, and the role they play in these • rights and responsibilities in school and the wider community • can make different groups feel included • people are all equal • ways in which they are the same and different to others in the community | <p>about rules/laws in society:</p> <ul style="list-style-type: none"> • why we have them • importance of abiding by them • what will happen if broken <p>about rights and responsibilities:</p> <ul style="list-style-type: none"> • they have them • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>about human rights:</p> <ul style="list-style-type: none"> • what they are • how they protect people • identify basic HRs <p>about stereotypes:</p> <ul style="list-style-type: none"> • common myths and gender stereotypes related to work • to challenge them through examples of role models in different fields of work | <p>about communities:</p> <ul style="list-style-type: none"> • the meaning and benefits • they belong to different communities • being made up of different groups • those that help communities including volunteers <p>how to show compassion towards others in need and the shared responsibilities of caring for them</p> | <p>about the environment:</p> <ul style="list-style-type: none"> • the importance of protecting it • positive and negative impact of everyday actions • express opinions about their own responsibility <p>about jobs/careers:</p> <ul style="list-style-type: none"> • what they might want to do • importance of ambition • factors that influence choosing a job • the importance of diversity and inclusion • stereotypes in the workplace and how to challenge • routes to employment | <p>about money:</p> <ul style="list-style-type: none"> • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk |
| Vocab | Rules, choices, care. | Community, environment. | Rights, responsibility, decision, unique. | Equality, human rights, protect, law, abide, stereotypes, myth | Compassion, contribution, volunteers, in need, | Career, ambition, sustainability, carbon dioxide. | Prejudice, perpetuated, fraud, gambling, debt, scam, loan, mortgage. |

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| Online | <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> | <p>About the internet:</p> <ul style="list-style-type: none"> • how and why people use it • what devices can be used to access the internet • only share photographs with permission • Some things on the internet are not safe for children • Speak to a trusted adult if something makes them feel unhappy, worried or scared | <p>To know about internet:</p> <ul style="list-style-type: none"> • how to use search engines safely <p>About safety:</p> <ul style="list-style-type: none"> • What is personal information • Passwords can help protect your personal information | <p>About online bullying:</p> <ul style="list-style-type: none"> • is unacceptable in any situation • the effects and consequences • similarities and differences to face-to-face bullying • what to do and whom to tell if they see it <p>About the internet:</p> <ul style="list-style-type: none"> • reliability of information including images on the internet • how to identify inaccurate information | <p>About communication:</p> <ul style="list-style-type: none"> • knowing someone online differs from knowing someone face to face • risks in communicating with someone they don't know • how to communicate respectfully with friends when using digital devices • some people are pretending to be someone else <p>about safety:</p> <ul style="list-style-type: none"> • how to recognise risks online such as harmful content or contact • what to do and who to tell • digital footprints <p>about advertising:</p> <ul style="list-style-type: none"> • personal information can be used • what does one look like • compare to factual information • why people might buy products from adverts | <p>About online bullying:</p> <ul style="list-style-type: none"> • discrimination of groups or individuals e.g. trolling and harassment • how to report discrimination online <p>about media content:</p> <ul style="list-style-type: none"> • to identify different types and their different purposes • basic strategies to assess whether content online is based on fact, opinion, or is biased • some media and online content promote stereotypes • reliability of search results • to recognise unsafe or suspicious content | <p>About online pressures:</p> <ul style="list-style-type: none"> • how to assess the risk of 'challenges' and 'dares' • managing conflict or disagreements <p>about safety:</p> <ul style="list-style-type: none"> • what to do and who can help with issues • about personal information • sharing information and images • age restrictions for a range of media and content • sharing things online <p>how balancing time online with other activities helps to maintain their health and wellbeing and strategies to support this</p> |

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| | | | | | <p>About internet searching:</p> <ul style="list-style-type: none"> • results are ordered based on the popularity of the website and that this can affect what information people access | | |
| Vocab | Safe, family, friend, kind, secret, care. | Access, device, communicate, permission, network. | Personal information, search engine, browser, world-wide web. | Cyberbullying, reliability, digital citizen, accurate, wiki, updated. | algorithms, dares, digital footprint, function, influencer, moderator, persuade, pressure, ranked, sponsored, viruses, web crawler. | Trolling, harassment, influence, discrimination, racism, sexism, homophobia, suspicious, sceptical, mis-information, dis-information, genuine, reliable, hoax, source. | Social media |

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