



PSHE PROGRESSION

Health and Wellbeing Education Overview

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy Eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, Alcohol and Tobacco

By the end of primary school, pupils will know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

HEALTH AND WELLBEING EDUCATION BY YEAR GROUP	
RECEPTION	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.
YEAR 1	<ul style="list-style-type: none"> • Hygiene – Dental, handwashing and keeping clean. • Emotions – Recognising emotions. Understanding actions have consequences. Identifying aspirations.
YEAR 2	<ul style="list-style-type: none"> • Healthy lifestyles – Healthy eating and physical activity. • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
YEAR 3	<ul style="list-style-type: none"> • Health – Different types of health. Coping with feelings and emotions. What is a balanced lifestyle? • Aspirations – Identifying strengths. Setting goals. • Safety – E-safety and online safety. • NSPCC – PANTS lesson (the underwear rule) name body parts and know which parts should be private, know the difference between appropriate and inappropriate touch.
YEAR 4	<ul style="list-style-type: none"> • Health and lifestyle – Striking a balance between physical activity and nutrition. Life style choices. Understanding the difference between wants and needs. Sleep. • Nutrition and food – Balanced diets and preparing healthy meals. • Emotions – Lose and separation. Talking about emotions. Isolation and loneliness. Changes in the family. Self-respect. • Growing and changing – Recognising people grow at different rates. Losing teeth. • First aid – How can I help? Emergency calls. • NSPCC – PANTS lesson (the underwear rule) - understand that they have the right to say “no” to unwanted touch, start thinking about who they trust and who they can ask for help.
YEAR 5	<ul style="list-style-type: none"> • Health – Mental health. The benefits of active lifestyles. Physical illness. Vaccinations. • Emotions – Death and grief. Managing conflict
YEAR 6	<ul style="list-style-type: none"> • Food choices – What is a healthy diet? Planning health meals. Calories and nutritional content. • Aspirations – Recognising strengths. Reflecting on achievements. Setting goals. • Safety – Drugs and alcohol. Tobacco. Substance abuse. Basic first aid. Internet safety.

Relationships Education Overview

Families and People who Care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful Relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

RELATIONSHIPS EDUCATION BY YEAR GROUP**RECEPTION**

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding
- Asks appropriate questions of others
- Takes steps to resolve conflicts with other children by finding compromises
- Plays co-operatively, taking turns with others
- Takes account of one another's ideas about how to organise an activity
- Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children

YEAR 1

- Communication- Talking about emotions. Sharing opinions. Co-operation and good manners.
- Fairness – What is fair and unfair? What is right and wrong? What is kind and unkind?
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

YEAR 2

- Family and friends – Mutual respect.
- Respecting differences and similarities between people.
- Cultural differences.
- Considering other people's point of view.
- Who are the people that care for us?
- Different relationships and their characteristics.
- Bullying – Define bullying. Types of bullying. How does our behaviour affect others? Impulsive and rational behaviour. Who can help me if I feel bullied?

YEAR 3

- Communication - Recognising ways to communicate effectively. The importance of listening skills. Expressing opinions.
- Collaboration – Understanding the importance of working together. Effective leaders. Working together on shared goals.
- Healthy Relationships – The features of a good friend. Positive friendships. Recognising that friendships have ups and downs that need working through.

YEAR 4

- Bullying – The difference between a one-off incident and bullying. Self-worth and esteem.
- Resilience.
- Similarities and differences – Understand we are connected by similarities. Different types of family. Cultural differences. Tolerance of faith.

YEAR 5

- Communication – Confidentiality. Speaking and listening skills.
- Collaboration – Teamwork. Shared goals. Community spirit.

YEAR 6

- Similarities and differences - Race and ethnicity. Gender stereotypes. Different cultures.
- Healthy relationships – Respecting personal space. Appropriate physical contact. Changes in relationships as we grow. Marriage. Online relationships.
- Recognising healthy/unhealthy relationships. Dealing with negative relationships.