





## HEALTH, SAFETY AND WELLBEING PROGRESSION OVERVIEW

### By the end of the Primary Curriculum, children will understand:


<b><u>Mental Well-Being</u></b>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• 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</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<b><u>Internet Safety &amp; Harm</u></b>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
<b><u>Physical Health &amp; Fitness</u></b>	<ul style="list-style-type: none"> <li>• The risks associated with an inactive lifestyle (including obesity)</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise</li> </ul>
<b><u>Healthy Eating</u></b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b><u>Drugs, Alcohol and Tobacco</u></b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b><u>Health &amp; Prevention</u></b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to allergies, immunisation, and vaccination</li> </ul>
<b><u>Basic First Aid</u></b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ul>



## HEALTH & WELLBEING



	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
    <p><b>VALUES</b></p> <p><b>RESPONSIBILITY</b></p> <p><b>RESILIENCE</b></p> <p><b>POSITIVITY</b></p> <p><b>EMAPTHY</b></p> <p><b>RESPECT</b></p>	<p>To be able to name and discuss feelings and to know that these feelings are normal.</p> <p>To be able to recognise signs of different feelings.</p> <p>To be able to understand what helps me to feel calm and happy.</p> <p>To be able to understand that my words and actions can affect how other people feel.</p> <p>To be able to understand how to keep my body healthy.</p> <p>To be able to make my own choices and understand that it is ok to be different.</p> <p>To be able to recognise when to take time out.</p> <p>To be able to understand that some foods are good for us.</p> <p>To be able to understand that being active is good for our bodies and mind.</p> <p>To be able to express when I do not feel my normal self and to know who I can talk to.</p> <p>To be able to understand that sleep is important to my health and why bedtime is important.</p> <p>To understand that some foods are good for us.</p> <p>To understand that being active, is good for our body and mind.</p> <p>To understand that sleep is important to my health and why bedtime is important.</p> <p>To understand why we need to wash and brush our teeth.</p> <p>To explain the importance of the different aspects of a healthy lifestyle.</p>	<p>To be able to name and discuss feelings and understand that feelings come and go and that this is normal.</p> <p>To be able to understand what wellbeing is and know that it is a normal part of daily life.</p> <p>To be able to identify strategies to manage my feelings.</p> <p>To be able to understand what bullying is and how this can affect other people's feelings.</p> <p>To be able to understand how to be physically healthy.</p> <p>To be able to understand how to be emotionally healthy.</p> <p>To be able to accept that I am unique.</p> <p>To be able to recognise when to take time out and to know what activities support my wellbeing.</p> <p>To be able to understand worrying and how to manage my worries.</p> <p>To be able to explain who I can talk to if I do not feel my normal self.</p> <p>To be able to understand that children and adults need good quality sleep to function.</p> <p>To know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weigh, mood and ability to learn.</p> <p>To be able to identify strategies to manage my feelings, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To being to understand how to be physically healthy including exercise.</p> <p>To begin to understand how germs are spread and how we can stop them spreading.</p>	<p>To be able to express and manage my feelings.</p> <p>To be able to recognise when my feelings may have an impact on my wellbeing.</p> <p>To be able to set challenging goals.</p> <p>To be able to know what bullying is and that it can have a negative and long-lasting impact on wellbeing.</p> <p>To be able to manage change and loss.</p> <p>To be able to manage feelings of sadness.</p> <p>To be able to understand what makes us all different.</p> <p>To be able to understand how my words and actions can affect other people.</p> <p>To be able to explain who I can talk to if I do not feel my normal self.</p> <p>To be able to explain the benefits of an active lifestyle for both mental and physical health.</p> <p>To identify simple self- care techniques which improve my well-being.</p> <p>To be able to understand that sleep is an important part of physical and mental health.</p> <p>To recognise when my feelings may have an impact on my well-being.</p> <p>To identify strategies to overcome barriers or manage difficult emotions e.g. Sadness.</p> <p>To develop a growth mind set.</p> <p>To be able to understand what a healthy and balanced diet is.</p> <p>To understand ways of looking after our teeth.</p> <p>To understand about dental health and the benefits of good oral hygiene and dental flossing including regular check- ups at the dentist.</p>	<p>To be able to understand how my words and actions can affect other people.</p> <p>To be able to talk about my wellbeing and to judge whether what I am feeling is appropriate and proportionate.</p> <p>To be able to make choices about my physical and mental health.</p> <p>To be able to set myself a goal and be committed to achieving this.</p> <p>To understand that a balanced diet involves a range of food and know the different food groups.</p> <p>To be able to understand the importance of building regular exercise into daily and weekly routines.</p> <p>To understand that mental well-being is a normal part of daily life, in the same way as physical health.</p> <p>To be able to talk about my well-being and to judge whether what I am feeling is appropriate and proportionate.</p> <p>To learn a range of relaxation stretches and understand that relaxation has a positive impact on the body, both mentally and physically.</p> <p>To learn that problems can be overcome by having a plan to break the issue down into smaller goals.</p> <p>To be able to design a balanced meal and explain the importance of different food groups.</p> <p>To know the characteristics of a poor diet and the risks associated with unhealthy eating and other behaviours.</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing.</p>	<p>To be able to understand anger and how to manage feelings of anger.</p> <p>To be able to identify and discuss my own wellbeing.</p> <p>To be able to understand how I can make a positive contribution towards others.</p> <p>To be able to set myself a goal and be committed to achieving this.</p> <p>To be able to understand mindfulness as a strategy to support my wellbeing.</p> <p>To understand how we can look after our teeth</p> <p>To learn about dental health and the benefits of good oral hygiene and dental flossing.</p> <p>To be able to explain self-care techniques that work for me, including the importance of rest, times spent with friends and family and the benefits of hobbies and interests.</p> <p>To be able to identify and discuss my own well-being.</p> <p>To develop a growth mind-set and understand that mistakes are useful.</p> <p>To identify my own strengths and begin to see how they can affect others.</p> <p>To be able to understand the principles of planning and preparing a healthy meal, based on a balanced diet.</p> <p>To be able to make suggestions and devise a weekly routine to include regular exercise into our lives.</p> <p>To learn that it is normal to experiences a range of emotions and identify any emotions people may feel in different situations</p> <p>To be able to understand the importance of sufficient good quality sleep for good health / growth and that a lack of sleep can affect our mood, how we feel and our ability to learn.</p> <p>To be able to explain who I can speak to if I am worried about my mental health.</p> <p>To begin to understand what mental health is and that sometimes, people need help with their mental health and who can help if they need it.</p>	<p>To be able to understand and manage pressure.</p> <p>To be able to understand how I can make a positive contribution towards others in my community.</p> <p>To be able to recognise my strengths and areas for improvement.</p> <p>To be able to understand mindfulness as a strategy to support my wellbeing.</p> <p>To be able to challenge myself with an aspirational goal.</p> <p>To be able to understand what makes a poor diet and the impact of unhealthy eating on our bodies.</p> <p>To be able to understand and explain the importance of an active lifestyle.</p> <p>To be able to explain who I can speak to if I am worried about my physical or mental health.</p> <p>To be able to recognise that the sun can damage my skin.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>To understand the importance of sufficient good quality sleep, for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>To take responsibility for our own feelings and actions and to use vocabulary to describe these.</p> <p>To understand the importance of positive and respectful relationships and how they make me feel.</p> <p>To be able to understand what makes poor diet and the impact of healthy eating on our bodies.</p> <p>To be able to understand and explain the importance of an active lifestyle.</p>	<p>To be able to be happy in my own skin and celebrate my differences.</p> <p>To be able to have a positive self-image and understand that images in the media and online are not always real.</p> <p>To be able to make informed decisions to resist pressure.</p> <p>To be able to recognise that it is common for people to experience poor wellbeing at times and that problems can be resolved by getting support.</p> <p>To be able to explain who I can talk to for support if I am worried about my own or someone else's wellbeing or health.</p> <p>To be able to understand how I can make a positive contribution towards others in my community. (project)</p> <p>To be able to understand mindfulness as a strategy to support my wellbeing.</p> <p>To be able to express and manage my emotions using a range of strategies.</p> <p>To be able to coach my peers to discuss feelings and worries.</p> <p>To be able to prepare for changes I may be facing in the future.</p> <p>To be able to accept failure as a learning opportunity.</p> <p>To be able to challenge myself with an aspirational goal.</p> <p>To be able to set myself an aspirational goal for my next stage.</p> <p>To be able to develop strategies to support my emotions and feelings.</p> <p>To be able to develop resilience for the next stage in my education.</p> <p>To understand how a poor diet can have an impact on our health (including obesity and tooth decay).</p>

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<b>VOCABULARY</b>	Sad, unhappy, happy, managing feelings, trusted adult, help,	Emotions, Feelings, Worries, Qualities, Equal, Emotions, Sleep, Health, Relax, Ill (poorly), Germs, Hygiene, Sun, Exposure.	Emotions, Feelings, Physical activity, Healthy, Relaxation, Exercise, Goal, Aspiration, Skill, Growth mindset, Resilience, Diet, Dental health.	Balanced, Diet, Healthy, Feelings/emotion, Relax, Wellbeing, Impact, Identity, Lonely, Resilience, Belonging, Barriers, Goals, Balanced diet, Obesity, Oral hygiene, Tooth decay.	Vitamin D, Calcium Fluide, Visualisation, Relaxation, Resilience, Growth mindset, Self-respect, Strengths, Negative emotions, Positive emotions, Mental health.	Relaxation, Pressure, mindfulness, Rest, Mood, Fail, Resilience, Goal, Aspiration, Respectful relationships, Responsibility, Feelings, Active lifestyle, Impact, Unhealthy diet.	Diverse, Aspiration, Mindfulness, Emotions, Benefits, Responsibility, Mental wellbeing, Impact, Excessive, Reality, Habit, Health, Obesity, Immunisation, Antibodies, Trusted adult, Resilience, Failure.

<b>BEING SAFE / STAYING HEALTHY</b>							
	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
 <p><b>VALUES</b> <b>RESPONSIBILITY</b> <b>EMPATHY</b></p>	<p>To understand why we need to wash our hands before eating and after going to the toilet.</p> <p>To know how to travel safely in their local environment including staying on the pavement, holding hands, and crossing the road when walking, stopping quickly.</p>	<p>To be able to explain who I can go to for help, if I feel unsafe (police, paramedics etc.)</p> <p>To understand what to do if you get lost.</p> <p>To know what an emergency is and how to make a clear and efficient call to the emergency services if necessary.</p> <p>To begin to understand the risks associated with the sun.</p> <p>To understand about safe and unsafe exposure to the sun.</p> <p>To understand that there are dangers at home and how these can be avoided.</p>	<p>To understand ways to keep safe on and near a road.</p> <p>To explain all the rules to keep safe near traffic</p> <p>To understand ways to keep safe on and near roads.</p>	<p>To understand basic first aid for example dealing with common injuries including head injuries.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p> <p>To evaluate our understanding of road safety.</p> <p>To confidently explain the rules to keep safe near traffic.</p>	<p>To understand how to help someone with asthma.</p> <p>To understand basic first aid, for example dealing with common injuries including head injuries.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p>	<p>To know and understand the dangers around open water.</p> <p>To understand how to alert others to rescue.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p> <p>To be able to recognise that the sun can damage my skin.</p> <p>To understand risks associated with the sun and how these can be avoided taking independence of their own sun protection.</p>	<p>To learn how to recognise when someone is choking and learn how to give first aid.</p> <p>To learn what to do if a casualty is unresponsive and breathing normally.</p>
<b>VOCABULARY</b>	Fruit, Vegetables, Exercise, Healthy, Hygiene, Sleep, Dental Hygiene, Unhealthy	Online safety, pop up, familiar adult, roles, unsafe, be safe, be sure, be smart,	Road safety, traffic	First aid, injuries, emergency, road safety, traffic	Asthma, first aid, injuries, emergency	Open water, water safety, rescue, sun safety, sunscreen, protection	Choking, unresponsive,

GRIEF AND LOSS							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  <b>VALUES</b> EMPATHY			<p>To begin to understand how loss and change can affect you.</p> <p>To think of strategies to help deal with change and loss.</p>		<p>To understand grief and how to manage grief.</p> <p>To understand what bereavement is and how to help someone who is experiencing loss.</p>		<p>To begin to understand the process and emotions relating to grief.</p> <p>To understand that there are a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To be able to recognise that it is common for people to experience poor well-being at times of stress, change, loss, and that problems can be resolved by getting support.</p> <p>To be able to prepare for change that I may be facing in the future.</p>
<b>VOCABULARY</b>			Loss, Change.		Bereavement, Grief.		Grief, Grieving , Emotions.

EMBRACING FAILURE							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
  <b>VALUES</b> RESPONSIBILITY RESILIENCE	To recognise mistakes and learn from them.	To be able to understand the meaning of resilience.	To be able to describe what resilience looks like.	To be able to understand that resilience makes us stronger.	To be able to understand how to become more resilient.	<p>To be able to understand how challenges and failure build resilience.</p> <p>To understand that failure is a normal part of life and we should not give up if something does not go according to plan.</p>	<p>To reflect on skills, they have developed to identify and respond to difficult situations.</p> <p>To accept failure as a learning opportunity.</p> <p>To be able to review strategies to help develop resilience in my next stage of education.</p>

<b>POSITIVITY ASPIRATION</b>							
<b>VOCABULARY</b>	Resilience	Resilience					