

PSHE Progression of Knowledge and Skills

Health and Wellbeing

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

<u>Area of Learning</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Health and Wellbeing</p> <p>Physical health and mental wellbeing</p>	<p>Personal, Social and Emotional Development.</p> <p>Manage their own needs: -personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity. -healthy eating. -toothbrushing - having a good sleep routine</p> <p>PSED: Managing Self: -manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety.</p> <p><i>(Healthy lifestyles (physical wellbeing))</i></p> <p>H1: I know what keeping healthy means; different ways to keep healthy.</p> <p>H2: I know about foods that support good health and the risks of eating too much sugar.</p> <p><i>H1 & H2 – Discuss Healthy eating & risks of eating too much sugar.</i></p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feeling and asking for help.</p> <p><i>(Healthy lifestyles (physical wellbeing))</i></p> <p>H4: I know why sleep is important and different ways to rest and relax.</p> <p><i>Why sleep and rest are important for growing and keeping healthy.</i></p> <p>H6: I know that medicines (including vaccinations and immunisations and those that support allergic reactions)</p>	<p>Health choices and habits; what affects feelings; expressing feelings.</p> <p><i>(Healthy lifestyles (physical wellbeing))</i></p> <p>H1: I know how to make informed decisions about health.</p> <p>H2: I know about the elements of a balanced, healthy lifestyle.</p> <p>H3: I know about choices that support a healthy lifestyle and recognise what might influence these.</p> <p>H4: I know how to recognise that habits can have both</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care.</p> <p><i>Healthy lifestyles (physical wellbeing)</i></p> <p>H2: I can explain about the elements of a balanced, healthy lifestyle.</p> <p><i>Children to create a detailed healthy meal plan/diary to demonstrate their understanding.</i></p> <p>H5: I know what good physical health means; how to recognise early signs of physical illness, such as weight loss or changes to the body.</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p> <p><i>Healthy lifestyles (physical wellbeing)</i></p> <p>H8: I know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, weight, behaviour and ability to learn.</p> <p><i>H8 Timetable of daily routine make a comparison of awake hours and sleep hours against the daily</i></p>	<p>What affects mental health and ways to take care of it; managing change loss and bereavement; managing time online.</p> <p><i>Healthy lifestyles (physical wellbeing)</i></p> <p>H13: I know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online and the risk of excessive time spent on electronic devices and online on mental and physical wellbeing.</p> <p><i>Link to online safety computing curriculum</i></p>

	<p>and understanding the importance of healthy food choices.</p> <p>Physical Development: Gross Motor skills -negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Healthy lunch box (twinkl)</p> <p>H3: I know how physical activity helps us to stay healthy; and ways to be physically and mentally active every day. Discuss physical activity and how it keeps people healthy.</p> <p>H5: I know simple hygiene routines that can stop germs from spreading. Basic hygiene routines, e.g. hand washing song Practise this in a bowl and take photos.</p> <p>H8: I know how to keep safe in the sun and protect skin from sun damage. How to keep safe in the sun Make a poster.</p> <p>H9: I know about the different ways to learn and play; recognising the importance of knowing when to take a break from</p>	<p>can help people to stay healthy.</p> <p>When and why do we have vaccinations and immunisations? (Baby, teenager, travel.etc.)</p> <p>H7: I know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. The importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>About food and drink that affect dental health.</p> <p><i>(Mental health)</i> H15: I know that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H17: I know about things that help people feel good</p>	<p>positive and negative effects on a healthy lifestyle.</p> <p>H1, H2, H3, H4 & H7 Children to create a mind map displaying healthy and negative effects of a healthy lifestyle.</p> <p>H6: I know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. Refer to DT eat well plate.</p> <p>H7: I know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p><i>(Mental health)</i></p>	<p>Recap year 3 prior learning and discuss the effects of a physical illness of a healthy lifestyle e.g. diabetes/asthma.</p> <p>H11: I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking. Link to science curriculum ensure the effects of smoking are covered.</p>	<p>recommendation. (sleep workshop)</p> <p>H9: I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infections; the wider importance of personal hygiene and how to maintain it.</p> <p>H10: I know how medicines when used responsibly, contribute to health; that some diseases can be prevented by vaccination and immunisations; how allergies can be managed. H9 & H10 link to Coronavirus and other vaccinations</p> <p>H12: I know the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and shun/heat stroke and reduce the risk of skin cancer. H12 Safety day (sun) Discuss and touch on the risks of skin cancer.</p>	<p>H14: I know how and when to seek support, including which adults to speak to in and outside of school if they are worried about their health. Discussion with children to ensure they are aware of who and when to seek support.</p> <p><i>(Mental Health)</i> H15: I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health, and that mental ill health is common but can often be resolved with the right support. H20: I know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21: I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>
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		<p>time online or TV. Different types of play, including balancing indoor, outdoor and screen-based play</p> <p>H10: I know about the people who help us to stay physically healthy. People who can help them to stay healthy, such as parents, doctors, nurses, dentists and lunch supervisors</p>	<p>(e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H18: I understand different things I can do to manage big feelings, to help calm myself down or change my mood when I don't feel good. .</p> <p>H19: I can recognise when I need help with my feelings; that it is important to ask for help with feelings; and how to ask for help. H15, H17, H18 & H19 Follow lesson 2 PSHE association plan H17, H18 & H19 Lesson 3 PSHE association plan</p> <p>H20: I know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. Discuss losing a pet and how that may have made them feel. Read 'I miss my Pet' by Pat Thomas or</p>	<p>H17: I know that feelings can change over time and range in intensity. H18: I know about everyday things that affect feelings and the importance of expressing feelings. H19: I can use a varied vocabulary when talking about my own and others' feelings; about how to express feelings in different ways. H17, H18 & H19 watch a clip of Inside out and discuss how different feelings are expressed in different ways.</p>		<p>H22: I recognise that anyone can experience mental ill-health, isolation and loneliness, and that it is important to discuss feeling with a trusted adult. H15, H20, H21 & H22 Use SAT's as a discussion point about Mental Health H23: I know about change and loss, including death and how these can affect feelings; ways of expressing and managing grief and bereavement. Link this to RE H24: I am aware of problem-solving strategies for dealing with emotions, challenges and change, including the transition to a new school. Transition with secondary schools</p>
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			'I miss you' by Pat Thomas.				
Key Vocabulary		Healthy, physical activity, doctors, nurses, dentists, lunchtime supervisor, sun safety, hygiene.	Sleep, relax, medicines, immunisations, pills, Mood, (anxious, (un) comfortable, embarrassed, excited) death.	Balanced, nutrition, obesity, mental and physical health, confused, ashamed.	Diabetes, asthma, oral hygiene, acidic, smoking.	Skin cancer, bacteria and virus's	Secondary school, distraught, terrified, mental ill health.
Growing and changing		<p>Recognising what makes them unique and special; feelings, managing when things go wrong.</p> <p><i>(Mental health)</i></p> <p>H11: I know about different feelings humans can experience.</p> <p>H12: I know how to recognise and name different feelings.</p> <p>H11 &12 Different kinds of feelings. (Zones of regulations)</p> <p>H13: I know how feelings can affect people's bodies and how they behave.</p> <p>H14: I know how to recognise how others might be feeling.</p> <p>H16: I know ways of sharing feelings; a</p>	<p>Growing older; naming body parts; moving class or year.</p> <p><i>(Mental health)</i></p> <p>H20: I know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. Human life cycle, how people grow from young to old. How our bodies change as we grow up.</p> <p><i>(Ourselves, growing and changing)</i></p> <p>H25: I can name the main parts of the body including external genitalia (NSPCC)</p>	<p>Personal strengths and achievements; managing and reframing setbacks.</p> <p><i>(Ourselves, growing and changing)</i></p> <p>H27: I can recognise my individuality and personal qualities.</p> <p>H28: I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29: I know how to manage setbacks perceived failures, including how to reframe unhelpful thinking.</p> <p>H27, H28 & H29 Growth mind set personal skills and strengths in preparation for</p>	<p>Physical and emotional changes in; personal hygiene routines; <i>(Ourselves, growing and changing)</i></p> <p>H32: I know how hygiene routines, the importance of keeping clean and how to maintain personal hygiene.</p> <p>H34: I know where to get more information, help and advice about growing and changing, .</p> <p>Personal hygiene, true or false statements.</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p><i>(Mental health)</i></p> <p>H16: I know about strategies and behaviours that support mental health – including how good quality exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H16 Discuss strategies and try them out</p>	<p>Human reproduction and birth; increasing independence; managing transition.</p> <p><i>(Ourselves, growing and changing)</i></p> <p>H33: I know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made): how babies need to be cared for.</p> <p>Sex Ed day</p> <p>H26: I know that for some people gender identity does not correspond with their biological sex.</p>

		<p>range of words to describe feelings. H12, H13, H14, H16 & H19 Follow lesson 1 PSHE association plan. <i>(Ourselves, growing and changing)</i> H21: I know what makes me special. H22: I can recognise the ways in which we are all unique. H23: I can identify what I am good at; what I like and dislike. Discuss what makes them special, unique and 'star qualities' and unique including their likes and dislikes and what they are good at. Twinkl Star qualities PP and lesson plan</p> <p>H24: I know a range of strategies to use when I find things</p>	<p>To know and name the above body parts.</p> <p>H26: I know about growing and changing from young to old and how people's needs change. How we change as we grow up, including new opportunities and responsibilities. H27: I am prepared to move to a new class/year group. Discuss and prepare for moving to a new class or year group.</p>	<p>transition for new year group.</p>	<p><i>feedback in a later lesson.</i></p> <p><i>(Ourselves, growing and changing)</i> H25: I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27: I can recognise my individuality and personal qualities.</p> <p>H25 & H27 What makes me me! Draw and outline of a person and fill in your attributes.</p> <p>Physical and emotional changes in puberty, external genitalia; personal hygiene routines; support puberty. <i>(Ourselves, growing and changing)</i></p> <p>H30: I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty</p>	<p>Resources to be discussed Book</p> <p>H35: I know about the new opportunities and responsibilities that increasing independence may bring. H36: I know strategies to manage transitions between classes and key stages.</p> <p>H35 & H36 discussion for transition. Preparation for secondary and opportunities for year 6 in school responsibilities e.g. assembly monitors, prefects, new parent tours etc.</p>
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		difficult. How to manage and whom to tell when finding things difficult, or when things go Wrong.				relates to human reproduction. H31: I know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.	
Key Vocabulary		Special, unique, like/dislike, same & different feelings, happy, sad, cross, angry,	Life cycle, body parts, transition, baby, toddler, child, teenager, adult, grandparent.	Qualities, strengths, skills, perceived setbacks, self-worth.	Personal hygiene routines.	Individuality, mental health,	Sperm, egg, baby, foetus
Keeping safe		How rules and age restrictions help us; keeping safe online (Keeping safe) H28: I know about rules and age restrictions that keep us safe. How rules can help to	Safety in different environments; risk and safety at home; emergencies. (Keeping safe) H29: I can recognise risks in simple everyday situations and what action to take to minimise	Risks and hazards; safety in the local environment and unfamiliar places. (Keeping safe) H38: I know how to predict, assess and manage risks in different situations.	Medicines and household products; drugs common to everyday life. (Healthy lifestyles (physical wellbeing)) H10: I know that when medicines are used responsibly they contribute to health;	Keeping safe in different situations, including responding in emergencies first aid. (Keeping safe) H38: I know how to predict, assess and manage risks in different situations.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. (Keeping safe) H37: I know the reasons for following and complying with regulations and restrictions (including

		<p>keep us safe.</p> <p>Why some things have age restrictions, e.g. TV and film, games, toys or play areas.</p> <p>H34: I know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. Basic rules for keeping safe online.</p> <p>Whom to tell if they see something online that makes them feel unhappy, worried, or scared.</p>	<p>harm. General safety road, water, rail safety and medicines.</p> <p>H30: I know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31: I know that household products (including medicines) can be harmful if not used correctly.</p> <p>H30 & H31 Staying safe at home – twinkl</p> <p>H32: I know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>H33: I know about the people whose job it is to help keep us safe.</p> <p>H35: I know what to do if there is an accident and someone is hurt.</p> <p>How to respond if there is an accident and someone is hurt.</p>	<p>H39: I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>H41: I know strategies for keeping safe in the local environment or unfamiliar places (rail, water and road) and firework safety; safe use of digital devices when out and about.</p> <p>H38, H39 & H41 Knowledge taught through safety week, external visitors and discussions about a range of serneros</p>	<p>that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p><i>(Keeping safe)</i></p> <p>H38: I know how to predict, assess and manage risk in different situations.</p> <p>H40: I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><i>(Drugs, alcohol and tobacco)</i></p> <p>H46: I know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H10, H38, H40 & H46 Knowledge taught through safety week, external visitors and</p>	<p>H43: I know about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44: I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>I know how to be a discerning consumer of information online including that from search engines, is ranked, selected and targeted.</p> <p>H38, H43 & H44 Safety week</p>	<p>age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>I know that bullying (including cyber-bullying) has a negative and often lasting impact on mental wellbeing.</p> <p>e- safety computing curriculum</p> <p>H42: I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact – such as online abuse, trolling, bullying and harassment.</p> <p>e- safety computing curriculum</p>
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			<p>H36: I know to get help in an emergency (how to dial 999 and what to say) <i>Whose job it is to keep us safe calling 999.</i></p> <p><i>(Ourselves, growing and changing)</i></p> <p>H27: I am prepared to move to a new class/year group</p> <p>Transition</p>	discussions about a range of scenarios		<p><i>(Drugs, alcohol and tobacco)</i></p> <p>H46: I know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47: I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48: I know why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49: I understand the missed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>H50: I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use;</p>
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							people they can talk to I they have concerns. H46, H47, H48, 49 &H50 Discussion based covering above objectives.
Key Vocabulary		Safe, age restrictions, safe online, (un) happy, worried, scared personal information, trusted adult.	Road, water and rail safety, house hold appliances, 999, fireman, policeman, ambulance, coast guard, risks.	Hazards, online safety Safety of digital devices	Disease, allergies, drugs, alcohol, tobacco, vaping,	first aid,	Nicotine, illegal and legal drugs.