

Progression of Skills: Wellness

	Nursery	Reception	YEAR 1	YEAR 2
HEALTH AND WELLBEING	<ul style="list-style-type: none"> Beginning to be independent in self-care, but still often needs adult support. Beginning to recognise danger and seeks support of significant adults for help. 	<ul style="list-style-type: none"> Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. 	<ul style="list-style-type: none"> Makes simple choices about some aspects of their health and wellbeing and knows what keeps them healthy. Explains ways of keeping clean, names the main parts of the body and explains that people grow from young to old. 	<ul style="list-style-type: none"> Makes choices about a wider range of aspects of their health and wellbeing, and is more confident in their understanding about what keeps them healthy. Explains ways of keeping clean, names the main parts of the body and describes some of the changes as people grow from young to old and the implications of this.
RELATIONSHIPS	<ul style="list-style-type: none"> Expresses their own feelings such as sad, happy, cross, scared, and worried. Expresses own preferences and interests. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset. May form a special friendship with another child. Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. 	<ul style="list-style-type: none"> Aware of own feelings and knows that some actions and words can hurt others' feelings. Confident to talk to other children when playing, and will communicate freely about own home and community. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. 	<ul style="list-style-type: none"> Expresses some of their positive qualities, and can identify, name and demonstrate that they can manage some feelings. Shares their views and opinions and sets themselves simple goals. Recognises that bullying is wrong and lists some ways to get help in dealing with it. Recognises the effect of their behaviour on other people and cooperates with others. Identifies and respects differences and similarities between people and explains different ways that family and friends should care for one another. 	<ul style="list-style-type: none"> Demonstrates that they can identify, name and manage a wider range of feelings and recognises and expresses with confidence their positive qualities. Shares their views and opinions and reasons for them, and sets more challenging goals both short and medium term. Understands simple definitions of bullying, describes why bullying is wrong and simple strategies for dealing with it and how to help victims. Recognises the effect of their behaviour on others, and is able to cooperate with others and support those with difficulties. Identifies, describes with confidence and respects differences and similarities between people and explains a wider range of ways that family and friends should care for one another.
LIVING IN THE WIDER WORLD	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Takes part in discussions with one other person and the whole class and takes part in a simple debate about topical issues. Recognise choices they can make and recognise the difference between right and wrong. Agrees with and follows rules for their group and classroom and understands how rules help them. Understands what improves and what harms their local, natural and built environments and contributes to looking after them. Explores, with support, how the media presents information. 	<ul style="list-style-type: none"> Takes part in discussions with one other person, in small groups and with the whole class, and contributes more confidently to simple debates. Contributes more ideas for rules for the group and classroom and refers to the rules in the context of their and others' behaviour. Describes what improves and what harms their local, natural and built environments, what can be done and takes more responsibility for looking after them. Explores, with support, how the media presents information.
BRITISH VALUES	<ul style="list-style-type: none"> To enable students to develop their self-knowledge, self-esteem and self-confidence. To enable students to distinguish right from wrong and to respect the civil and criminal law of England. To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. 			

	<ul style="list-style-type: none"> To encourage respect for other people; and to encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 			
CROSS CURRICULAR LINKS	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying). 	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying). 	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying). 	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying).
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HEALTH AND WELLBEING	<ul style="list-style-type: none"> To explain to others how they can keep themselves safe and healthy; at school; at home; and in the local area. To understand strategies on how to deal with unhelpful pressure. To identify a range of scenarios related to unhelpful pressure and come up with solutions. To explore and discuss everyday drugs and how to safely use them. I can discuss and list different alternatives that can be taken instead of drug use. 	<ul style="list-style-type: none"> To understand the need to manage risks anywhere, know when it is appropriate to seek emergency help, To become aware of basic actions to take in emergency situations e.g. I know how to ask for emergency help, To undertake basic First Aid for a range of medical needs. To understand what tobacco is and health implications associated with it. To identify the difference between legal and illegal drugs. 	<ul style="list-style-type: none"> To understand who to seek help from when being prescribed legal drugs. To be able to discuss and identify the negative effects illegal drugs can have on our health. To understand how drugs can become an addictive habit, To put in place strategies to help deal with persuaders to do with drugs. To understand how the negative use of drugs can lead to stereotypes. 	<ul style="list-style-type: none"> To feel confident in their knowledge of how to keep themselves safe and healthy as they move on to secondary schools and adulthood. To understand different types of alcohol and how it can be an 'addictive' substance. To understand the long term effects alcohol can have on your health and body. To be made aware of the risks of substance misuse on their bodies and health. To understand the difference between illegal, prescribed and legal drugs.
SEX AND RELATIONSHIPS	<ul style="list-style-type: none"> To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To understand different types of partnership (civil, marriage etc.) To understand how body parts will change overtime. 	<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To recognise the term 'puberty' and begin to understand the stages of puberty. 	<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To 'keep something confidential or secret'. To recognise the term 'puberty' and understand how their bodies are changing. To understand the terms 'menstruation' and 'wet dreams' and their meaning. To understand how relationships will change overtime as well as feelings and emotions as they get older. 	<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To understand the process from conception to pregnancy. To be able to explain using scientific vocabulary how bodies changing for both men and women during puberty. To understand what the term 'sexual relationships' means. To discuss the roles and responsibilities of being a parent.
LIVING IN THE WIDER WORLD	<ul style="list-style-type: none"> To keep financial records successfully and understand the fundamentals behind saving and spending. To understand that a diverse range of people make up our community and the importance of respecting equality. 	<ul style="list-style-type: none"> To understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities. To understand the importance of respecting and protecting the environment. 	<ul style="list-style-type: none"> To plan and manage a budget, calculate profit and loss, recognise value for money and understand financial risks associated with the internet. To discuss and debate topical issues of what is presented to them in the media; understand how information in the media can be misleading. 	<ul style="list-style-type: none"> To understand that finance plays an important role in people's lives and can recognise links between learning, the world of work and future economic wellbeing. To have a basic knowledge of the UK democratic system of Government and how individuals and communities contribute to this. To critically examine what is presented to them in the media; understand how information in the media can be misleading.

<p>BRITISH VALUES</p>	<ul style="list-style-type: none"> To enable students to develop their self-knowledge, self-esteem and self-confidence. To enable students to distinguish right from wrong and to respect the civil and criminal law of England. To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. To encourage respect for other people; and to encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 			
<p>CROSS CURRICULAR LINKS</p>	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To understand the purpose of decision making. To develop the skills of coaching and supporting peers through questioning. To understand the purpose and importance of feedback. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying). 	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To begin to make decisions that are relative to everyday life. To begin to coach and mentor peers through questioning. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying). 	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To begin to make decisions that are relative to everyday life. To coach and mentor peers through questioning. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying). 	<ul style="list-style-type: none"> To work collaboratively towards shared goals. To begin to make decisions that are relative to everyday life. To coach and mentor peers through effective questioning. To listen respectfully to my peers and offer and suggest feedback to further improve their work. To realise the consequences of discrimination, teasing, bullying (including cyber- bullying).

Beyond KS2 (based on coverage from the PSHE Association 2020)

At Key Stage 3, students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHCE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Transition into KS3

At Oriel, we strive to ensure that our pupils are best prepared as they transition from Primary to Secondary school. Our curriculum focus areas offer our students a diverse range of topics, which give them the skills and knowledge to help gain more insight into aspects of the wider world, as well as teaching them vital life skills, which prove helpful when moving into Further Education. Enrichment opportunities (Cultural Capital) are valuable throughout their whole school career, but especially during their last year, opportunities such as residential trips, end of year productions and organising leavers events is a wonderful way for them to finish their Primary School career and move onto an exciting new stage in their life; all of these experiences are not only enjoyable for our students, but it helps to promote the development of necessary social skills, which will therefore have a positive effect on student wellbeing. Communication and corresponding with Secondary schools is also something we promote and we encourage them to come in to help best prepare our students for Secondary life.