

PDL Knowledge and Skills Progression - Health and Wellbeing

	Knowledge	Skills
Yr R	<p>That exercise keeps us healthy.</p> <p>That eating fruit and vegetables is good for us.</p> <p>How to keep safe in school.</p>	<p>Get dressed independently.</p> <p>Go to the toilet independently.</p>
Yr 1	<p>What keeping healthy means and different ways to keep healthy.</p> <p>How physical activity helps us to stay healthy and ways to be physically active every day.</p> <p>How to look after your teeth including visiting the dentist, how to brush teeth correctly, food and drink that support dental health.</p> <p>Simple hygiene routines that can stop germs from spreading.</p> <p>About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>About growing and changing from young to old and how people's needs change.</p> <p>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>Basic rules to keep safe online, including the importance of telling a trusted adult if they come across something that scares them.</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street).</p> <p>About what to do if there is an accident and someone is hurt.</p>	<p>Brush their teeth independently.</p> <p>Wash their hands independently.</p> <p>Take part in a range of different types of exercise.</p> <p>Recognise and name different feelings – happy, sad, angry.</p> <p>Recognise when they need help with feelings and ask for help.</p> <p>Recognise what makes them special.</p> <p>Identify what they are good at and what they like and dislike.</p> <p>Demonstrate how to cross the road safely.</p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>Use strategies to prepare for moving to a new class/year group.</p>
Yr 2	<p>About foods that support good health and the risks of eating too much sugar.</p> <p>About why sleep is important and different ways to rest and relax.</p> <p>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>How to keep safe in the sun and protect skin from sun damage.</p> <p>About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>About the people who help us to stay physically healthy.</p> <p>How feelings can affect people's bodies and how they behave.</p> <p>About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>The names of the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>Rules and age restrictions that keep us safe. That household products (including medicines) can be harmful if not used correctly.</p> <p>About the people whose job it is to help keep us safe – police, ambulance, fire, teachers, religious leaders, parents.</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private.</p> <p>About things that people can put into their body or on their skin; how these can affect how people feel.</p>	<p>Recognise what others might be feeling.</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Use strategies to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>Recognise the ways in which we are all unique.</p> <p>Use strategies to manage when finding things difficult.</p> <p>Use strategies to prepare for moving to a new class/year group.</p>

	How to get help in an emergency (how to dial 999 and what to say).	
Yr 3	<p>The elements of a balanced, healthy lifestyle.</p> <p>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p>	<p>Make informed decisions about health.</p> <p>Use strategies and behaviours that support mental health — including good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends.</p> <p>Recognise that feelings can change over time and range in intensity.</p> <p>Use strategies to manage transitions between classes and to upper school.</p>
Yr 4	<p>About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>That habits can have both positive and negative effects on a healthy lifestyle.</p> <p>What good physical health means and how to recognise early signs of physical illness.</p> <p>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.</p> <p>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>About everyday things that affect feelings and the importance of expressing feelings.</p> <p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>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.</p> <p>That drug use can become a habit which can be difficult to break.</p>	<p>Use strategies to respond to feelings, including intense or conflicting feelings; manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Identify personal strengths, skills, achievements and interests and use these contribute to a sense of self-worth.</p> <p>Manage setbacks/perceived failures, including re-framing unhelpful thinking.</p> <p>Use strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>Use strategies to manage transitions between classes/year groups.</p>
Yr 5	<p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>That anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>About the processes of reproduction and birth as part of the human life cycle; how babies are conceived</p>	<p>Use a varied vocabulary to use when talking about feelings and express feelings in different ways.</p> <p>Recognise warning signs about mental health and wellbeing and seek support for themselves and others.</p> <p>Recognise their individuality and personal qualities.</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Explain how hygiene routines change during the time of puberty, keep clean and maintain personal hygiene.</p> <p>Manage the new opportunities and responsibilities</p>

	<p>and born (and that there are ways to prevent a baby being made); how babies need to be cared for. About where to get more information, help and advice about growing and changing, especially about puberty. The 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). 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. 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. 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. That there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p>	<p>that increasing independence may bring. Predict, assess and manage risk in different situations. Use strategies to manage transitions between classes/year groups.</p>
Yr 6	<p>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). About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. That for some people gender identity does not correspond with their biological sex. About the mixed messages in the media about drugs, including alcohol and smoking/vaping. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>	<p>Seek support, including knowing which adults to speak to in and outside school, if they are worried about their health. Use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>

Based on the PSHE Association Programme of Study.