

Being Healthy Progression Table - Through the Being Healthy module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle
- Understand that looking after our bodies helps us feel good and have energy to learn and play. - Know that drinking water helps keep our bodies healthy. - Explore regular physical activity to help our bodies grow strong. - Know that rest and sleep are important for helping our bodies and minds recover.	- Explore what 'being healthy' means and why it is important. - Understand that food is necessary to keep our bodies healthy. - Identify that food choices can vary for families/cultures. - Name/describe different physical activities and identify ones they enjoy. - Explain how physical activity can help us to stay healthy. - Understand that sleep and relaxation are important for growing and keeping healthy. - Talk about healthy ways to feel good, calm down or change their mood.	- Explain what a healthy lifestyle is and why it is important. - Understand what a healthy, balanced diet may include. - Understand what an informed choice is. - Identify opportunities for physical activity within their everyday lives. - Describe some consequences of being physically inactive, on the mind and body. - Identify routines that support good quality sleep. - Explore strategies and behaviours that support mental health.	- Identify things that can affect someone's physical/mental health. - Explain what constitutes a healthy diet and the risks associated with not having one. - Reflect on what may influence our choices to have a balanced lifestyle. - Identify what good physical health means and how to seek help if they are worried about their health. - Recognise habits that can have both positive/ negative effects on a healthy lifestyle. - Understand routines/ strategies that support good quality sleep, the effects of lack of sleep. - Identify strategies and behaviours that support mental health.
Hygiene, Health and Prevention	Hygiene, Health and Prevention	Hygiene, Health and Prevention	Hygiene, Health and Prevention
- Understand that washing hands helps prevent the spread of germs. - Know that teeth need to be brushed regularly to keep them clean and strong. - Begin to learn that trusted adults help them to keep healthy and safe. - Know that if they feel unwell, they should tell a trusted adult. - Begin to learn about and be supported to manage personal hygiene independently.	- Demonstrate how to brush teeth. - Explain what good dental care is and understand the foods/ drinks that support it. - Demonstrate simple hygiene routines that stop germs from spreading. - Begin to recognise different ways of staying healthy in the sun. - Understand what it means to take a break and how this is important for our health.	- Explain what good dental health means, including how to brush and floss. - Identify the effects of different foods/ drinks on the teeth. - Identify the everyday hygiene routines that can limit the spread of infection. - Identify the benefits/risks of sun exposure. - Describe some key ways to wellbeing that can be used to help keep a healthy balance.	- Identify the everyday routines that improve dental health. - Identify the everyday routines/habits that can limit the spread of infection. - Understand the wider importance of personal hygiene and how to maintain it. - Explain how to keep safe from sun damage and reduce the risk of skin cancer. - Identify the benefits of the internet and strategies for managing/balancing time online/offline.

Relationships Matters Progression Table - Through the Relationships Matters module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Friendships - Show interest in others and begin to play alongside peers, gradually moving towards shared play with adult support. - Learn to take turns and share resources, using simple language or gestures to communicate needs. - Begin to resolve minor conflict with adult support. - Form positive attachments with peers and adults, demonstrating kindness, empathy, and enjoyment in friendships.	Friendships - Explain what makes a good friend/ friendship. - Talk about some ways to make friends. - Explain basic techniques for resisting pressure. - Recognise kind and unkind behaviour. - Name the special people in their lives. - Resolve conflict in simple ways e.g. choosing to share, take turns, etc. - Tell someone if they are worried about something in a relationship	Friendships - Identify what makes a positive healthy or unhealthy friendship. - Identify strategies to build friendships. - Understand the difference between persuasion, influence and pressure. - Explain how kindness can support wellbeing. - Recognise there are different types of relationships. - Explain what can cause arguments with friends and describe some ways to resolve them. - Recognise the importance of asking for help if we feel worried, lonely or excluded.	Friendships - Reflect on what the qualities of a good friendship/ relationship are and are not. - Identify and apply strategies that support healthy friendships. - Use strategies to manage peer influence and the need for peer approval. - Explore what a loving caring relationship means. - Understand what marriage and civil partnership means. - Understand that forced marriage is a crime. - Use strategies to positively resolve disputes and reconcile differences in friendships. - Explain when and how to seek advice through a range of options if family, friendship or relationships make them unhappy.
Families - Recognise familiar family members, show awareness of their own family structure. - Begin to talk about familiar family members. - Begin to understand that families are all different. - Show a sense of belonging and security, drawing comfort from family routines and sharing experiences through talk, play, or representation.	Families - Talk about some ways that their family is the same or different to others. - Describe some things they enjoy doing with their family and how it makes them feel.	Families - Recognise that there are different types of family structures. - Explain what it means to be part of a family.	Families - Explore and respect that there are different family structures in society. - Reflect on how being part of a family provides stability and love.

Exploring Emotions Progression Table - Through the module Exploring Emotions pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Exploring Emotions	Exploring Emotions	Exploring Emotions	Exploring Emotions
• Begin to describe and label emotions. • Talk about how they and others show feelings.	• Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave.	• Use a wider vocabulary to describe how they feel. • Describe feelings that can be comfortable/uncomfortable. • Recognise that feelings can differ in intensity.	• Use a varied vocabulary when talking about feelings. • Understand that sometimes we can have conflicting feelings. • Explain that feelings can change over time and range in intensity.
Recognising Emotions	Recognising Emotions	Recognising Emotions	Recognising Emotions
• Recognise different facial expressions, tone of voice and behaviour.	• Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things.	• Explore how everyday things can affect how we think, feel and behave. • Describe what supports good mental/ physical health. • Identify that not everyone feels the same about the same things.	• Understand that feelings can impact our mental and physical health. • Recognise the importance of taking care of mental health and wellbeing. • Discuss the signs that someone may be struggling with their mental health.
Managing Emotions	Managing Emotions	Managing Emotions	Managing Emotions
• Ask for help when emotions are difficult to manage. • Know that rules and routines help us feel safe and support emotional wellbeing.	• Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help.	• Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. • Understand the importance of not bottling up how you are feeling. • Understand the importance of asking for help if feelings become too uncomfortable. • Explain how they can access help.	• Identify strategies that they could use to respond to feelings, including conflicting feelings. • Record strategies and behaviours that support mental health and wellbeing. • Explain how to seek support for themselves and others.

Differences and Diversity - Through the module Diversity matters pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Similarities and Differences	Similarities and Differences	Similarities and Differences	Similarities and Differences
• Show curiosity about similarities and differences between themselves and others. • Begin to notice differences in routines, traditions, and experiences, with adult support. • Engage in inclusive play, adapting ideas and roles to include others who may be different from themselves.	• Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thoughts and opinions and recognise that other people's thoughts and opinions can be different.	• Discuss a range of the similarities/ differences between people. • Explore what contributes to who we are. • Listen actively to others' views and explore how they are similar or different to their own.	• Reflect on diversity and what it means; the benefits of living in a diverse community. • Recognise their individuality and identify their personal qualities. • Understand that their views and opinions come from their different backgrounds and experiences. • Model how to discuss or debate respectfully.
Respecting Others	Respecting Others	Respecting Others	Respecting Others
• Show care and concern for others, responding to emotions such as happiness, sadness, or distress with comfort or help. • Begin to follow simple social rules, such as turn-taking and sharing, with support from adults. • Begin to learn to cooperate and resolve minor conflicts through guided discussion and modelling.	• Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair.	• Recognise the importance of self-respect and demonstrate ways to respect others • Recognise and challenge stereotypes. • Explain the concept of being equal.	• Explain the importance of having respect and compassion for self and others. • Recognise how stereotypes are perpetuated and have some strategies to challenge positively. • Identify different types of discrimination and recognise the impact they can have. • Understand that there are laws about discrimination so that we can live in a fair society.

Being Responsible Progression Table - Through the Being Responsible module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Rules and Responsibilities • Begin to understand and follow simple rules in familiar routines (e.g. tidying up, turn-taking), with consistent adult modelling and support. • Take responsibility for small tasks, such as helping to tidy resources or care for materials, developing a sense of belonging. • Start to recognise the impact of their actions on others, learning to make positive choices through guidance and discussion.	Rules and Responsibilities • Understand what a rule is and that we follow rules to help each other. • Understand that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste.	Rules and Responsibilities • Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. • Understand that rights come with responsibilities. • Understand different ways to make decisions including voting. • Describe what climate change is and some ways we can all help to reduce the effects.	Rules and Responsibilities • Explore how law protects our rights and how to respond respectfully if something is not within the law. • Recognise that human rights are there to protect everyone. • Understand the relationship between rights and responsibilities, providing examples. • Explain the importance of protecting the environment and set personal everyday actions.
Community and Care • Show interest in familiar people and roles within their immediate community (e.g. family members, practitioners, helpers), through play. • Begin to demonstrate care and respect for others, including living things. • Enjoy participating in shared experiences.	Community and Care • Recognise that people have different needs. • Describe some ways to care for people, animals and other living things	Community and Care • Explore what is meant by a community and the differences between needs and wants within a community. • Explore and identify the welfare needs of animals and humans. • Describe some ways to take care of the environment.	Community and Care • Recognise how we can support others within a community. • Identify diversity within a community and explore how we can celebrate this. • Recognise the importance of having compassion towards others and explain how to show care and concern
First Aid • Show awareness of basic self-care, such as wiping/washing hands, and wiping noses. • Begin to accept help from adults. • Begin to understand simple first aid actions, for example cleaning a graze or using a cold pack, through role play and adult explanation. • Use simple language to describe pain or discomfort, helping adults respond appropriately to their needs.	First Aid • Recognise what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. • Demonstrate how to ask for help including calling 999.	First Aid • Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. • Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.	First Aid • Identify hazards that may cause injury. • Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. • Explain how to respond in an emergency, including when and how to contact different emergency services.

Bullying Matters Progression Table - Through the module Bullying Matters pupils will be able to ...

EYFS	KS1	LKS2	UKS2
About Bullying	About Bullying	About Bullying	About Bullying
• Begin to show an awareness for right and wrong. • Recognise the ways that being kind and respectful helps everyone feel happy and safe.	• Explore what bullying is and what it is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable.	• Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others. • Identify how the body may react to unhappy or uncomfortable feelings. • Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.	• Explain what direct, indirect and cyberbullying means. • Identify when 'banter' or other behaviour becomes unkind. • Analyse ways to identify and manage uncomfortable feelings online/offline. • Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support	Strategies and Support	Strategies and Support	Strategies and Support
• Know that a trusted adult can help solve problems and keep children safe. • Learning to say "stop" "no thank you" or "I don't like that" can help set boundaries.	• Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to.	• Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. • Recognise the importance of seeking support and identify how they might do this.	• Identify positive strategies that may help to resolve disputes in friendships. • Describe some barriers to accessing support. • Recognise the importance of seeking support if feeling lonely, excluded or unsafe.