

# SJA Progression of Skills – (Wellbeing)



	Y1/2	Y3	Y4	Y5	Y6
Mental Wellbeing	<ul style="list-style-type: none"> <li>*To know about different feelings that humans can experience.</li> <li>*To know how to recognise and name different feelings.</li> <li>*Know about ways of sharing feelings; a range of words to describe feelings.</li> <li>*Think about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</li> <li>*Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>*Know how to manage when finding things difficult.</li> <li>*To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>*Understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul>	<ul style="list-style-type: none"> <li>*To know how feelings can affect people’s bodies and how they behave.</li> <li>*Understand how to recognise what others might be feeling.</li> <li>*Recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>*Know that there are 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>*To recognise and respond appropriately to a wider range of feelings in others.</li> <li>*To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>*To recognise that feelings can change over time and range in intensity.</li> <li>*Know about everyday things that affect feelings and the importance of expressing feelings.</li> <li>*Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>*Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>*Have simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>*To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>*To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> <li>*Build strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations, both in themselves and others.</li> <li>*Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> </ul>	<ul style="list-style-type: none"> <li>*What positively and negatively affects their physical, mental and emotional health (including the media).</li> <li>*Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about themselves.</li> <li>*Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>*To recognise 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.</li> <li>*Know more about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>*Know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> <li>*The importance of seeking support if feeling lonely or excluded.</li> </ul>
Individuality, Equality and Diversity	<ul style="list-style-type: none"> <li>*Recognise what makes them special and how we are all unique.</li> <li>*To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>*To identify and respect the differences and similarities between people.</li> <li>*Recognise the ways in which they are the same and different to others.</li> <li>*Understand that everyone has different strengths.</li> </ul>	<ul style="list-style-type: none"> <li>*Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</li> <li>*Recognise their individuality and personal qualities.</li> <li>*Understand about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</li> <li>*To think about the lives of people living in other places, and people with different values and customs.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>*Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>*To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>*To recognise and challenge stereotypes.</li> <li>*To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>*Know about discrimination: what it means and how to challenge it.</li> <li>*To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help.</li> <li>*Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> <li>*Understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>*Know about stereotypes in the</li> </ul>	<ul style="list-style-type: none"> <li>*Develop a clear sense of self, rooted in personal qualities and identify.</li> <li>*Know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</li> <li>*Understand that for some people gender identity does not correspond with their biological sex.</li> <li>*To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.</li> <li>*That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the</li> </ul>

# SJA Progression of Skills – (Wellbeing)



				workplace and that a person's career aspirations should not be limited by them.	Equality Act 2010).
<b>Living in the Wider World</b>	<p>*To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>*To know what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>*Know how people and other living things have different needs; about the responsibilities of caring for them; and how they can help look after their environment.</p> <p>*Know the different roles and responsibilities people have in their community and the groups they belong to.</p>	<p>*Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>*Be aware of the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>*To know about the relationship between rights and responsibilities.</p> <p>*That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>*Value the different contributions that people and groups make to the community.</p> <p>*To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>*More deeply understand what being part of a community means, and about the varied institutions that support communities locally and nationally. *To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>*To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>*That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p>	<p>*Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>
	<p>*Know what money is; forms that money comes in; that money comes from different sources.</p> <p>*Know the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>*Know that money needs to be looked after; different ways of doing this.</p> <p>*Know that jobs help people to earn money to pay for things.</p> <p>*Understand the different jobs that people they know or people who work in the community do.</p> <p>*List some of the strengths and interests someone might need to do different jobs.</p>	<p>*Know about the different ways to pay for things and the choices people have about this.</p> <p>*Know about money and how to keep it safe and make choices about spending.</p> <p>*Know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>*Identify the kind of job that they might like to do when they are older.</p>	<p>*About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>*Know different ways to keep track of money.</p> <p>*Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>*Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>*Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p>	<p>*That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>*About enterprise and the skills that make someone 'enterprising'.</p> <p>*Know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>	<p>*Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>*Know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>*Identify the ways that money can impact on people's feelings and emotions.</p> <p>*To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>*Explain some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>*Recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>
<b>Healthy Body;</b>	<p>*Know about how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>*Understand about why sleep is</p>	<p>*To know about the elements of a balanced, healthy lifestyle.</p> <p>*Understand about choices that support a healthy lifestyle, and</p>	<p>*Able to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>*Know how to plan healthy meals.</p>	<p>*Explain how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise</p>	<p>*Know how to make informed decisions about health.</p> <p>*Learn about how sleep contributes to a healthy lifestyle; routines that support</p>

# SJA Progression of Skills – (Wellbeing)



<p><b>Healthy Mind</b></p>	<p>important and different ways to rest and relax                  *Know about what keeping healthy means; different ways to keep healthy.                  *Understand about foods that support good health and the risks of eating too much sugar.</p>	<p>recognise what might influence these.                  *Know about what constitutes a healthy diet.</p>	<p>*To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p>	<p>opportunities to be physically active and some of the risks associated with an inactive lifestyle.                  *How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.                  *Know the benefits to health and wellbeing of eating nutritionally rich foods.                  *Understand the risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>
<p><b>Staying Safe</b></p>	<p>*Know that they share a job to keep themselves, and others, safe: when to say, 'yes', 'no', 'I'll tell' and 'I'll ask'.                  *Know about the people whose job it is to help us to stay safe and healthy.</p> <p>*Understand simple hygiene routines that can stop germs from spreading.                  *Know that medicines can help people to stay healthy.                  *Understand about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>*Know about rules and age restrictions that keep us safe.                  *Understand 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.</p>	<p>*To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.                  *Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>*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).</p> <p>*To know the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.                  *To explore and critique how the media present information.</p>	<p>*About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>*Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>*To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face;                  risks of communicating online with others not known face-to-face.                  *To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>	<p>*Know 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.                  *Understand 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>*Understand that someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.                  *Know about some of the different ways information and data is shared and used online, including for commercial purposes.                  *Recognise things appropriate to share</p>	<p>*To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>*Be aware of 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.                  *Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>*Know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. *Know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>

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	<p>*Recognise risk in simple everyday situations and what action to take to minimise harm.                  *Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).                  *Have 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.                  *Know how to get help in an emergency (how to dial 999 and what to say).</p> <p>*Know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).                  *To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).                  *Know how to respond safely to adults they don’t know.                  *Know there are situations when they should ask for permission and also when their permission should be sought.                  *Know the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually).</p>	<p>*Know school rules about health and safety, basic emergency first aid procedures, where and how to get help.                  *Differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.</p> <p>*Recognise different types of physical contact.                  *Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p>	<p>*To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.                  *Know what is meant by the term ‘habit’ and why habits can be hard to change.</p> <p>*To deepen their knowledge of what physical contact is acceptable and unacceptable; strategies to respond to unwanted physical contact.                  *Know about seeking and giving permission (consent) in different situations. *The concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. *Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>	<p>and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>*Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p>*To independently judge what type of physical contact is acceptable / unacceptable and how to respond.                  *Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>*Have 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>*Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.                  *About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p>
<p><b>Changing Adolescent Bodies and Relationships</b></p>	<p>*Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).                  *Understand about growing and changing from young to old and how people’s needs change.                  *Know similarities and differences between boys and girls.</p>	<p>*Know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>*To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.                  *To know about how hygiene routines change during the time of puberty, the</p>	<p>*Know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.                  *To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.                  *To know about how hygiene routines change during the time of puberty, the</p>	<p>*Know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.                  *Know about the processes of reproduction and birth as part of the human life cycle.                  *Understand where to get more information, help and advice about growing and changing, especially about</p>	<p>*Know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.                  *To know how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.                  *To know about the physical and emotional changes that happen when</p>

# SJA Progression of Skills – (Wellbeing)



	<p>*Be prepared to move to a new class/year group.</p> <p>*To recognise that their behaviour can affect other people.                  *The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.                  *To recognise what is fair and unfair, kind and unkind, what is right and wrong.                  *To listen to other people and play and work cooperatively and with respect (including strategies to resolve simple arguments through negotiation).                  *To offer constructive support and feedback to others.                  *To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.                  *To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable; to have strategies to resist teasing or bullying, if they experience or witness it; whom to go to and how to get help.                  *Know about what is kind and unkind behaviour, and how this can affect others.</p>	<p>*Have strategies to manage transitions between classes and key stages.</p> <p>*Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.                  *Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another.                  *Know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.                  *Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.                  *That their actions affect themselves and others.                  *To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.                  *To recognise and manage 'dares'.                  *To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>importance of keeping clean and how to maintain personal hygiene.</p> <p>*Have strategies to manage transitions between classes and key stages.</p> <p>*Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).                  *Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.                  *Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.                  *Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.                  *To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.                  *Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.                  *That their actions affect themselves and others.</p>	<p>puberty.</p> <p>*Have strategies to manage transitions between classes and key stages.</p> <p>*Know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.                  *Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other.                  *Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.                  *Have strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.                  *How friendships can change over time, about making new friends and the benefits of having different types of friends.                  *Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>	<p>approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>*Have strategies to manage transitions between classes and key stages.                  *About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>*That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.                  *To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.                  *Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.                  *To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships                  *To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>
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