

Progression of Skills
and Knowledge
Mental Health
& Wellbeing



VALLEY INVICTA
PRIMARY SCHOOL AT
HOLBOROUGH LAKES

Progression of Skills

Mental Health & Wellbeing

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Growing	<ul style="list-style-type: none"> • do they understand the life cycle of plants and animals? • do they understand that all food comes from plants or animals? • can they describe how food makes the journey from <i>farm to fork</i>? • do they understand what plants need to grow? 	<ul style="list-style-type: none"> • do they understand that all food comes from plants or animals? • can they sort a number of foods into plant or animal groups? • can they give examples of foods from animal sources? • can they give examples of foods from plant sources? • can they explain how animals are farmed? • can they explain how plants are farmed? • can they describe how people can grow their own food at home? • can they describe how food changes from <i>farm to fork</i> to make it safe to eat for some basic foods? 	<ul style="list-style-type: none"> • can they name the sources of common ingredients found in meals? • can they name some foods produced in the UK? • can they name some foods produced outside the UK? • can they explain the climate and conditions affect when and where food is produced? 	<ul style="list-style-type: none"> • can they explain that food goes through basic processes before it reaches us? • can they explain how that at home we process food to make it edible and safe? • can they describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat?
Cooking	<ul style="list-style-type: none"> • are they aware that ingredients are available from a range of sources (shops, markets, grown at home)? • can they select and use appropriate tools needed for a recipe? • can they use tools effectively and safely? • can they identify and use the appropriate ingredients for a recipe? • can they complete basic hygiene tasks (e.g. wash hands)? 	<ul style="list-style-type: none"> • can they recognise a range of basic ingredients? • can they explain that ingredients are available from different shops, markets, or grown at home? • can they explain that some ingredients need to be prepared before they can be eaten? • can they explain that some equipment has a special job and know what that special job is, e.g. colander, peeler? • can they use a range of simple equipment? • can they use basic cooking skills to make a dish? • can they identify that different foods need to be stored differently? 	<ul style="list-style-type: none"> • do they know that there is a vast range of ingredients used around the world? • do they understand that diets around the world are based on similar food groups? • do they know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion? • can they use the eat-well plate and consider the needs of different people when planning and cooking food? • can they suggest and demonstrate healthier ways to prepare and cook foods? • can they read and interpret basic nutrition information on food packaging when making choices? 	<ul style="list-style-type: none"> • can they write and follow recipes? • can they weigh and measure accurately? • can they select and use the most appropriate ingredients and equipment to plan and cook a range of dishes? • can they modify existing recipes? • can they demonstrate an extended range of food skills and techniques? • can they describe how food can spoil and decay due to the action of microbes, insects and other pests? • can they explain how to use date marks and food storage instructions on food packaging? • can they demonstrate good personal hygiene when cooking? • can they demonstrate good food safety and hygiene when cooking?

		<ul style="list-style-type: none"> • can they explain the hygiene and safety rules which need to be followed before, during and after cooking? • can they explain that people eat different food and meals according to the time of day, who they are and the occasion? 	<ul style="list-style-type: none"> • can they plan and prepare food appropriate for a range of different occasions? 	
Nutrition	<ul style="list-style-type: none"> • do they understand that food is a basic requirement of life? • do they understand that we need food to grow, be active and maintain health? • can they sort a selection of foods into healthy and unhealthy groups? • can they identify and talk about a range of fruits and vegetables? 	<ul style="list-style-type: none"> • do they understand that food is a basic requirement of life? • do they understand that we need food to grow, be active and maintain health? • can they talk about foods they like and dislike with reasons? • can they sort a selection of foods into the eat-well food groups? • can they recognise the 5 groups from the eat-well plate? • can they put together a balanced meal by choosing foods from different food groups? • do they know that everyone should eat at least 5 portions of fruit and vegetables every day? 	<ul style="list-style-type: none"> • do they understand that a range of factors determine what is eaten throughout the world? • can they see the differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion? • do they understand that a variety and balance of food and drink is needed in a healthy diet? • can they identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the eat-well plate? • do they understand that different diets may comprise similar raw foods combined in different ways? • do they understand the different proportions of the model in relation to their own diet? • can they use the eat-well plate when devising meals and menus for themselves and others? 	<ul style="list-style-type: none"> • do they understand that different types of food provide different amounts of energy? • can they demonstrate how different amounts of food, known as portions, provide different amounts of energy? • can they explain that all food and drink provides nutrients? • can they explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy? • can they describe how some foods also provide fibre but the body doesn't digest this? • can they recognise that the amount of energy and nutrients provided by food depends on the portion eaten? • do they understand that energy is provided by the nutrients, carbohydrates, fat and protein? • can they understand the functions of different nutrients? • can they recognise the nutrients provided by each section of the eat-well plate?
Mental Health	<ul style="list-style-type: none"> • can they demonstrate a commitment to their own personal growth? (e.g. use growth mindset language) • can they effectively identify and label a range of emotions? • can they talk about how they and other show feelings? • can they talk about their own and others' behaviour and consequences? 	<ul style="list-style-type: none"> • can they recognise and celebrate their own strengths? • can they set simple but challenging goals? • can they use vocabulary to describe good and not so good feelings? • can they discuss change and loss and the associated feelings? (e.g. moving home, losing toys, pets or friends) • are they aware of rules for and ways of keeping physically and emotionally safe? (including online safety) • can they explain why teasing and bullying is wrong and how to get help? 	<ul style="list-style-type: none"> • are they aware of what positively and negatively affects their physical and their emotional health? (how they are feeling) • can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • can they set high aspirations and goals? • can they deepen their understanding of good and not so good feelings using appropriate vocabulary? • can they discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement? 	<ul style="list-style-type: none"> • are they aware of what positively and negatively affects their physical, mental and emotional health? (including the media) • can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves? • can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • can they set high aspirations and goals? • can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others?

	<ul style="list-style-type: none"> • can they talk about the impact that external factors have on their emotions? • are they able to negotiate and solve problems without aggression? (e.g. talk to an adult, finding a compromise) 	<ul style="list-style-type: none"> • can they recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say? • can they explain the difference between secrets and surprises? 	<ul style="list-style-type: none"> • can they recognise when and how to ask for help? • can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong? • are they aware of how their actions affect themselves and others? • are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a confidence' or 'share a secret'? 	<ul style="list-style-type: none"> • can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them? • are they aware of the people who are responsible for helping them stay healthy and safe and ways that they can help these people? • can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong? • can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying? 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health, Wellbeing and Relationships	<p>to recognise some feelings</p> <ul style="list-style-type: none"> • to recognise that their behaviour affects other people, especially when angry • to know who to ask for help • to understand that there are different types of families • to know how the body changes from birth • to name parts of the body and their uses • to understand some basic hygiene principles • to know how to keep clean • to know how to look after myself 	<ul style="list-style-type: none"> • to understand there are different types of families • to know who to ask for help • to know how I am special • to understand that babies become children and then adults • to know how people grow and change • to know the difference between boy and girl babies • to understand some basic hygiene principles • to know how to keep clean • to know how to look after myself 	<ul style="list-style-type: none"> • to understand there are different types of families • to know how I am special • to know how I belong • to describe some differences between boys and girls • to describe how people change over time • to describe some differences between male and female animals • to understand basic hygiene • to know how to look after myself • to know which parts of me are private 	<ul style="list-style-type: none"> • to understand how families have different family members • to identify who to go to for help and support • to know how I belong • to understand how to overcome peer pressure • to understand different kinds of touch and personal space • to give real life advice and problem solve • to explore gender stereotypes • to know the differences between males and females • to understand how my body changes throughout my life 	<ul style="list-style-type: none"> • to understand how families have different family members • to identify who to go to for help and support • to know how I belong • to explore gender stereotypes • to know the differences between males and females • to understand how my body changes throughout my life • to understand what puberty is • to know about the physical and emotional changes of puberty • to understand that each person experiences puberty differently 	<ul style="list-style-type: none"> • to understand how families have different family members • to identify who to go to for help and support • to know how I belong • to explore gender stereotypes • to understand how my body changes throughout my life • to know how to keep clean • to understand and describe different coping strategies • to explore how the body changes throughout puberty • to understand what hormones are 	<ul style="list-style-type: none"> • to understand what hormones are • to explore different strategies to deal with changes • to explain physical changes in males and females (periods, puberty) • to be able to identify some risks in specific situations • to be able to identify what influences their decisions • to understand how self-confidence, communication skills and assertiveness can help them to keep safe

Progression of Knowledge Mental Health & Wellbeing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Mind	Expressing and understanding different feelings Learning to be calm What is difficult? What is easier? The importance of trying Exploring likes, achievements and family and friendship connections	What activities make me happy? How can I express my feelings? Who can support me? How can I get help? Managing and understanding challenge	Building resilience identifying and overcoming difficulties What and I good at? What makes me happy or worried? Controlling anger and being positive	Building and maintaining a healthy mind How a healthy body contributes to a healthy mind Managing challenge and perseverance	How to build determination Managing emotions and feelings The importance of positivity	Self-management and self-control Planning and coping strategies Developing a support network	Focus and concentration Aspirations, future goals and life journey Belief, self-confidence and motivation
My Health	What does being healthy mean? The importance of fruit and vegetables Being active and sleeping well Keeping clean, brushing teeth and wearing suitable clothes	What we need to be healthy Benefits of exercise and good sleep habits Links between healthy body and a healthy body	Food groups and the importance of a balanced diet Personal hygiene and reducing germs Healthy behaviours and reducing risk e.g. screen time, sun cream	Different body parts and how to keep them healthy How being active affects our bodies, hearts and muscles Developing a healthy routine including time to recharge	Nutrients and food groups -planning healthy meals The importance of hydration and making healthy food choices Reflecting on healthy behaviours and how to include them in our lives	Body Health – making a plan to stay healthy Fitness – building strength and flexibility, rest and recovery Developing our mindfulness and it's link to our health	Nutritional fundamentals – carbohydrates, proteins and fats – promoting healthy eating in school Energy balance – how calories are burned, energy levels throughout the day Health risks and attitudes; smoking, blood pressure, damage and stress
My Life	Interactions and support Caring for our surroundings and how our actions affect others Balance and taking opportunities	Friends and family – building connections Personal Safety – understanding hazards and the importance of keeping safe	Responsibility, accountability for our choices and recognising consequences Understanding and recognising different character traits	Lifestyle, habits and routines, making healthy choices Building confidence and self-esteem Impressions and assumptions, The importance of personal appearance	Feeling proud of ourselves and the skills and attributes of others Different character traits and building a positive character Relationships and connections, good	Life connections, peer relationships and support networks Personal Growth and vision for the future Overcoming challenge	Achieving a balance in life and developing successful habits Setting goals that make us proud Personal responsibility and accountability throughout life

		Making a good impression and feeling pride	Likes and dislikes, The importance of hobbies and clubs		and bad friendship choices	How to take part in and continue hobbies through life	
E-Safety	What is a computer, What is the internet and how to search safely Sharing personal information online Exploring Games and Apps safely Internet safety rules, staying safe online and being nice to others	How to use the internet Personal information – who can we tell? Safely searching the internet and exploring online Using emails safely	Using Games and Apps safely Being careful online and identifying ways to stay safe Solving online safety problems through stories Developing rules for internet safety and kindness	E safety on computers and phones Understanding internet jargon Safe use of different communication devices Communicating with different people online Protecting your personal information	Online gaming – how to stay safe Introduction to Cyberbullying Dealing with different online situations Being smart and aware online	Social media – dealing with dilemmas Positive behaviour Cyberbullying and online communication Digital footprints	Identifying Online Scams Managing our online chatting Online Wellbeing and behaviour Helping each other to stay safe online and in the future
RSE	Understand some areas in which the children can look after themselves e.g. dressing and undressing Explain why it is important to keep clean Understand some basic hygiene routines Identify different members of the family Understand how members of a family can help each other	Know how to keep clean and look after oneself Understand that babies become children and then adults Know the differences between boy and girl babies Know there are different types of families Know which people we can ask for help	Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and a female Describe the physical differences between males and females Name the male and female body parts	Know some differences and similarities between males and females Name male and female body parts using agreed words Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch Understand that all families are different and have different Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up family	Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce	Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Discuss different types of adult relationships with confidence Know what form of touching is appropriate Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception To have considered when it is appropriate to share

				members Identify who to go to for help and support			personal/private information in a relationship To know how and where to get support if an online relationship goes wrong
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