



# Progression of WELL (RSHEe)



	Mental and Emotional wellbeing		Social wellbeing and friendship		Personal and physical wellbeing	
Year 1	I can tell you some of the people that care for me.	I can express my likes and dislikes by choosing a picture, signing or using any other form of communication..	I can identify how we are different and I can identify how we are the same.	I know the word respect and link it with kindness and fairness.	I know to call 999 for emergency help and am aware of who the emergency services are.	I recognise some of the signs for 'danger'.
	I recognise some of the signs for 'danger'.	With support I can seek activities to change my behaviour and emotions.	I have explored the concept of kindness and know how important it is to be kind to others.	I know what characteristics make a good friend.	I know the effect of exercise on my body and the importance of exercise in keeping healthy.	I can point to and name some of the parts of my body.
	I am beginning to respond to the feelings of others and understand that other people can feel happy, sad and angry too.	I am beginning to label some of my emotions am able to recognise the emotions happy, sad and angry using emoticons and facial expressions.	I know what good listening is and show that I am listening to my teacher in class.	I am able to tell someone if a friend has upset me	I can talk about times when I have been brave, kind or honest.	I am beginning to recognise some scenarios which might not be safe.
	I can talk about who is in my family and know that a family is made up of people that care for you.		I understand simplified versions of the school rules and do my best to follow them.	I feel proud at school because I try my best and always look smart.		
	I can choose an activity that I like to do.	I can listen to what other children in my class say and respond to them.	I know that the internet is not always a safe space.	I am developing an awareness of personal hygiene and know to keep my body clean, including washing my hands at the right times and caring for my teeth	I am able to tell you some things that I am really good at.	
		I know I should always tell my teacher, parent or trusted adult if I don't like something I see online.	I can take turns with a partner.		I have an awareness of stranger danger.	
			I know that I am expected to be polite and use nice manners, such as saying please and thank you			
Year 2	I show how I am feeling through changes in my behaviour.	I take actions and make choices to be purposefully kind to others.	I try not to copy my friends but to make my own choices instead.	I know that my body belongs to me and that I have the right to protect it.	I know it's important to look after my body and can tell you some of the ways I can do this. I can tell you when my body doesn't feel right.	
	I can identify individuals that can support me if I have a problem.	I make it clear when I want to be with others and when I would like to be by myself.	I understand which parts of my body my friends can see and which parts I should keep private.	I understand which parts of my body are private.		
		I know what a family is and can identify the characteristics of a happy family life.	I know that bullying can happen in real life or on line and know the terms 'on-line bullying' and 'cyber-bullying'.	I know to tell someone if I feel I, or someone else is being bullied.	I know that some foods are healthier than others and can make some healthy food choices.	I can set myself a goal and work hard to achieve it.
	I know that we experience lots of emotions and to seek help if am experiencing negative feelings.	I know that it is important to look after both my physical and mental health.	I know there is a set of rights that apply to me and expect things to be 'fair' and protest if they are not.	I know the word 'bully' and can tell you what a bully is. I know the differences between being unkind and being a bully.	I taste a range of different foods and explore where they come from.	I know that there are some things that are bad for my body (e.g. too much sugar / sweets / chocolate, too much).
	I know it's important to keep on trying, even if something is difficult.	I try my best to be helpful, for example by doing jobs for my teacher and helping my friends.	I can say all of the things I like to do online and recognise some of the other purposes of the internet.	I have explored a range of activities that can lead to a healthy mind including different hobbies, sports and mindful activities.	I can tell you some of the things that I am good at and if you set me a challenge, I will try really hard.	
		If I have a fall out with a friend I can seek adult support to talk my problem through.	I know that bullying can happen in real life or on line and know the terms 'on-line bullying' and 'cyber-bullying'.			
Year 3	I understand the importance of being cared for and caring for others.	I am able to express my likes and dislikes with regard to a range of different things, such as foods and activities.	I can identify how we are similar and how we are different. I recognise that we are all unique.	I know that a friend is someone who is caring, kind and fair; that they play with me and share things nicely without treating me unkindly	I am beginning to develop some understanding of nutrition and the impact of poor nutrition.	I know that taking part in exercise helps to keep my body healthy and that this can also give me a healthy mind.
		I am developing a range of words to describe my emotions and am becoming more accurate in describing how I feel.	I know that sometimes people can be unkind and that this can be linked to individual differences.	I understand the difference between the words 'lonely' and 'alone'. I can say if I am feeling lonely and am learning strategies to help me feel less isolated.	I choose, prepare and taste a range of healthy foods	I have explored the idea of 'appropriate touch'
		I recognise strong emotions and can identify ways of managing these positively.	I recognise some of the dangers of going online.	I know the characteristics of a good listener and use these skills when engaging with both adults and my peer group	I know ways in which I can care for my body by taking care of my personal hygiene	I recognise some emergency situations and when it is appropriate to dial 999. I have some awareness of basic first aid.
	I can discuss the importance of relationships and I understand that the word 'family' can mean different things to different people.	I have learnt about the facial expressions, gestures, body language and tone of voice that others may use to show their emotions.	I know about the advantages of being online but also about the importance of rationing this time.	I have explored what respect means in terms of self and others.	I know that there are things I should not eat or touch, such as medicines and other harmful substances.	I can set myself a longer term goal
			I know it's important to treat everyone equally and fairly that is in line with their rights	I have explored the concept of acceptable touch in relation to friendships.	I can identify some positive human traits and recognise them when demonstrated by others.	I recognise that trying hard is important and show my confidence by not giving in if something is difficult.
			I seek to maintain my friendships by talking through problems.	I have a sense of belonging to my school that I can share by speaking positively about my learning and my opportunities here.	I can identify some of my own strengths and speak positively about things that I do.	I understand the importance of keeping myself safe and know who to speak to if I feel unsafe in any way.
			I know some of the dangers that I can encounter on line.	I know what community means and have tried to undertake activities that will support a community to which I belong.	I am aware of how to keep myself safe online and how to seek support if I feel targeted, isolated or bullied.	
			I can play with a friend and take turns in a small group	I know that it is important to treat everyone equally and fairly that is in line with their rights.	I recognise that trying hard is important.	
I am able to identify common courtesies in a range of different contexts.	I am able to tell you the school rules and what they mean. I try to follow the school rules.	I recognise some emergency situations and when it is appropriate to call 999				
	I know that bullying is purposeful, targeted and repetitive.		I can give the correct name to all of the areas of my body			
Year 4	I know who to turn to if I have a problem, including agencies and charities that offer support.	I know that families go through difficult times and can offer each other support.	I demonstrate acceptance of difference through kind and thoughtful actions.	I understand that media and peer pressure can affect how I feel and behave.	I choose, prepare and taste a range of healthy foods and am developing some awareness of the source and journey of that food including its sustainability.	I recognise that trying hard is important and show my confidence by not giving in if something is difficult.
	I understand that my feelings are reactions to things that are happening within and around me. I can explain my emotions by saying	I have had the chance to take part in lots of activities that can lead to a healthy mind and have identified some things that I really like.	I seek to maintain my friendships through talking through problems.	I have explored some of the ways that I can report concerns and get support when online.	I can tell you some things that are harmful to my body and ways in which I can protect against them.	I have taken part in a range of activities that can lead to a healthy mind and can express preferences.
		I know how to seek support if a relationship is making me feel upset or unsafe.	I have learnt about different ways you can stick up to a bully and know to always seek support if I feel that I or someone else is being bullied.	I have some basic awareness of first aid.	I know ways in which I can care for my body by taking care of my personal hygiene and preventing the spread of germs and viruses.	

	sentences such as 'I feel sad because...'		I am aware of how to keep myself safe online and know how to seek support if I feel targeted, isolated or bullied.	I know about the advantages of being online but also about the importance of rationing this time.	I understand the concept of privacy but balance this with the idea of not keeping secrets if they are unsafe.	I have explored the idea of 'appropriate touch' and am confident to say 'no' or to ask for help if I need it.	
		I know that it is common for people to experience mental ill health and what support is available to children that are experiencing difficulties.	I recognise marriage as one way in which couples express a long term commitment to each other.	I am able to tell you the school rules and what they mean. I try to follow the school rules.	I am aware of things can affect my ability to feel well and learn such as physical illness or lack of sleep.	I am aware of things can affect my ability to feel well and learn such as physical illness or lack of sleep.	
	I recognise behaviours that are mentally healthy.	I have explored strategies that I can use to help me cope with difficulties and bounce back from challenging times.	I understand that some people behave differently online but that online relationships should be governed by the same rules as those we have off line.	I know some of the dangers that I can encounter on line, including the danger posed by unknown adults.	I can identify positive human traits and recognise when these are demonstrated by others.	I can set myself a longer term goal and show a sense of pride when I achieve it.	
			I can tell you an idea I have and I can listen to other people's ideas.	I am able to identify common courtesies' and follow them.	I know that safe adults treat me in a caring and respectful way and know to seek help if I feel this is not the case.		
Year 5	I am able to tell you about ways in which people care for me.	I am able to express my likes and dislikes, explaining my own preferences.	I recognise that everyone has a unique blend of abilities and needs and am able to celebrate the differences of other people.	I show that I am proud to belong to our school by wearing my uniform with pride.	I know the risks associated with poor diet and unhealthy eating.	I have considered some of my long term goals for the future.	
			I am beginning to develop opinions on a range of different topics and I have had the opportunity to share my opinions and listen to the opinion of others.	I link the school rules to broader rules and laws in society and understand how I am expected to behave in a range of circumstances.	I am developing a good personal hygiene routine which I can apply independently.	I am aware that smoking, alcohol and drugs are harmful to my body and that excessive time in the sun is also dangerous.	
	I know that things can sometimes go wrong in families and know how to ask for support when I feel I need it.	I have a range of strategies that I can use to cope with difficulties and bounce back from challenging times.	I behave in a way that promotes equality and celebrates diversity in our school and encourage others to behave in similar ways.	I know when and how to report online content that is harmful or risky	I expect to be treated with respect in my relationship and I am able to explain what this looks like.	I know the meaning of the words courage, honesty, generosity, integrity and humility and recognise those characteristics in both myself and others.	I know about vaccines and injections, why they are important and what might happen if they are refused.
	I know that all families are different and can show respect for those differences.	I understand the link between healthy body and healthy mind.	I understand that friendships must be maintained I can take steps to problem solve but recognise when a relationship is having a negative impact on myself or others.	I am aware of anti-bully campaign.		I know key facts about the menstrual cycle and where appropriate about menstrual care and wellbeing.	I know which are my preferred activities and have built these into my weekly routines.
	I have a full range of emotion words that I am able to use to describe my own feelings.		I understand that there is a wide range of relationships and friendships and that these can be both positive and negative.	I am beginning to develop opinions on a range of different topics and have had the opportunity to share my opinions and listen to the opinions of others.	I use language and my skills of social communication to engage positively with others, listening attentively and responding with courtesy.		I recognise and emergency situation, know how to make an efficient emergency call and can use basic first aid skills.
	understand that different people manage their emotions in different ways.		I recognise that not all online and gaming content is appropriate for me.	I can work or play in a group with my peers and take turns in a game without adult support.			
			I link the school rules to broader rules ad broader laws in society and understand how I am expected to behave in a range of circumstances.	I use language and my skills of social communication to engage positively with others, listening attentively and responding with courtesy.			
			I have explored how social convention and courtesy can vary across different cultures and traditions.	I recognise that not all online and gaming content is appropriate for me.		I understand some of the physical and emotional changes that occur during puberty.	
	Year 6	I know how to seek support for my own wellbeing and safety.	I understand the link between healthy body and healthy mind and choose to take part in activities to foster my own wellbeing.	I understand the importance of taking screen breaks for my own mental wellbeing.	I know how I would seek support if I felt that I had been treated disrespectfully in a relationship.	I can recognise early signs of physical illness and fatigue and can tell you the impact that they have on my ability to function and engage.	I know the importance of respecting the privacy of others but am aware of situations in which I would need to ask for help.
				I understand the impact that isolation can have and have demonstrated the ability to behave in ways to reduce loneliness for myself and for others.	I understand what boundaries are suitable in friendships including those on line.		
I recognise that behaviours can be mentally healthy and mentally unhealthy.		I know that it is common for people to experience mental ill health, what support is available and the difference that the right support can make.	I understand the negative impact that peer and media pressures can have, including those online.	I know that negative behaviour online can have an impact on my mental health or that of others.	I know some of the vocabulary that I need to keep myself safe (e.g. neglect/ abuse).	I have a clear understanding of unsafe physical contact and the need to protect myself and others from this.	
			I show that I am proud to belong to our school by wearing my uniform with pride, taking part in a range of clubs and activities and demonstrating enthusiasm to my learning.	I have volunteered in my local community and understand the advantages of doing so for both myself and for others.	I know how to respond to adults that I do not know and how to seek support if I need it.	I can evaluate my own strengths and identify my own next steps.	
I recognise that everyone has a unique blend of abilities and needs and I am able to celebrate the differences in other people		I have been introduced to the terms prejudice and stereotype and realise when my own views are based on prejudice ideas.	I have volunteered in my local community and understand the advantages of doing so, for both myself and others.	I am aware of anti bullying campaigns and take part in activities linked with these to promote in my own school	I understand the affect that various substances may have on the body,	I can evaluate my own strengths and can identify my own next steps.	
			I know that bullying of all kinds can have life long lasting impact on the mental wellbeing of the individual.	I understand the importance of taking screen breaks for my own mental wellbeing.	I understand that y body and mind need exercise, nutrition and energy to function properly and that this comes from food, rest, sleep and resbite.	I understand that food is linked to cultural practises and show respect for these.	
I understand that different people manage their emotions in different ways and I have taken part in activities which have enabled me to experience some of these ways (e.g. meditation, yoga, sport, music, art, talking etc.)		I know that my actions can make other people feel happy or sad. I am starting to show sympathy for others in distress and comfort my friends when they are sad.	I have explored the rights to which I and others are entitled and understand that there are some responsibilities that go with them.	I recognise marriage as a legal commitment between two people that is intended to be lifelong.	I know the terms permission and consent what these means in terms of my own body and other people's bodies.	I know how to respond to adults that I do know know and to seek support if I need it.	
			I understand that I need to be smart online, including knowing how my data is used, being aware of where information comes from and the risks associated with people I have never met.	I have explored the rights to which I and others are entitled and understand that there are some responsibilities that go with them.	I am proud to belong to our school by wearing my uniform with pride, talking part in a range of clubs and activities and demonstrating enthusiasm in my learning.		
		I am aware of anti-bullying campaigns and take part in activities linked with these to promote them in my school.	I am aware of the impact that social media, screen time and gaming can have on my wellbeing and have engaged in conversations about how I can mediate the impact of these.	I have considered some of my long term goals for the future and I have a plan as to how these might be achieved.			
		I can recognise whether my behaviour and emotional recation are proportionate.					