



## PSHE Knowledge Progression in Westfield

EYFS will use the vocabulary, where appropriate, detailed below to promote a whole school ethos and shared language.

	By the end of Year 2	By the end of Year 6
Mental wellbeing	<p>Pupils should know –</p> <ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• That there is 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>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, on happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• That bullying (including cyberbullying) has a negative impact on mental wellbeing.</li><li>• Where and how to seek support.</li></ul>	<p>Pupils should know as previous but including –</p> <ul style="list-style-type: none"><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li><li>• <i>Loneliness: How to spot the signs and how to build up your resilience.</i></li></ul>
Internet safety and harms	<p>Pupils should know –</p> <ul style="list-style-type: none"><li>• That for most people the internet is an integral part of life and has many benefits.</li><li>• About the benefits of rationing time spent online.</li><li>• How to recognise and display respectful behaviour online.</li><li>• Why social media, some computer games and online gaming, for example, are age restricted.</li><li>• Where and how to report concerns and get support with issues online.</li></ul>	<p>Pupils should know as previous but including –</p> <ul style="list-style-type: none"><li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• <i>The 'fake news' phenomenon and how the children need to exercise caution and apply their common sense when reading things on social media.</i></li></ul>

		<ul style="list-style-type: none"> <li>The pressures of online gaming and accessing games with inappropriate content.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know –</p> <ul style="list-style-type: none"> <li>The characteristics and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<p>Pupils should know as previous but including –</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>Online gaming: the dangers of leading a sedentary lifestyle and playing games to the detriment of their sleep.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know –</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).</li> </ul>	<p>Pupils should know as previous but including –</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>The principles of planning and preparing a range of healthy meals</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol and tobacco</b>		<p>Pupils should know about –</p> <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>The safe and unsafe use of legal drugs, e.g. prescribed medicines.</li> <li>The effect of illegal drug use on individuals, families and the community.</li> <li>What to do if illegal drug use is going on around them.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know –</p> <ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<p>Pupils should know as previous but including –</p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> <li>Teeth: the effect of oral hygiene on your overall health.</li> </ul>

<p><b>Basic first aid</b></p>	<p><i>Pupils should know –</i></p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p><i>Pupils should know as previous</i></p>
<p><b>Changing adolescent body</b></p>		<p><i>Pupils should know –</i></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• Sanitary protection and support are available to them at all times in school.</li> <li>• Personal hygiene, especially in the light of Covid-19</li> </ul>