



Mental Health and Wellbeing Progression of Skills (Including RSHE)



	Reception (ELG 2021)	Year 1	Year 2
Autumn 1	<p>Children learn about different feelings.</p> <p>Children learn to speak about themselves and their likes and dislikes and what they are good at.</p>	<p>Children learn about different feelings and recognise a range of feelings.</p> <p>Children confidently say what they like/dislike and are good at.</p> <p>Children know how they are similar or different to others, and what they have in common.</p> <p>Children say what makes them special and how everyone has different strengths.</p> <p>Children understand that their personal features or qualities are unique to them.</p>	<p>Children learn about different feelings and confidently recognise a range of their own.</p> <p>Children know how people behave when they are being friendly and what makes a good friend.</p> <p>Children know how to make friends with others.</p> <p>Children know how to resolve arguments that can occur in friendships.</p> <p>Children know how to ask for help if a friendship is making them unhappy.</p>
Autumn 2	<p>Children know that they are important.</p> <p>Children build good relationships with others.</p> <p>Children show that they have a 'can do' approach to a task.</p> <p>Children control their feelings with others and when on their own.</p>	<p>Children learn to say what their family members, or people that are special to them, do to make them feel loved and cared for.</p> <p>Children know about the different people in their family / those that love and care for them.</p> <p>Children know about different features of family life, including what families do/enjoy together.</p> <p>Children know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p>	<p>Children learn to understand how words and actions can affect how people feel.</p> <p>Children understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.</p> <p>Children know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</p> <p>Children know how to respond if this happens in different situations.</p> <p>Children know how to ask for and</p>

			<p>give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Children know how to respond if this happens in different situations.</p>
Spring 1	<p>Children are able to dress, go to the toilet by themselves.</p> <p>Children know about healthy food choices and why they are important.</p>	<p>Children know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing.</p> <p>Children know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor).</p> <p>Children know why hygiene is important and how simple hygiene routines can stop germs from being passed on.</p> <p>Children understand that things people put into or onto their bodies can affect how they feel.</p> <p>Children know how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.</p>	<p>Children know how jobs help people earn money to pay for things they need and want.</p> <p>Children understand that people have different strengths and interests that enable them to do different jobs.</p>
Spring 2	<p>Children show an understanding of their own feelings and regulate their behaviour by themselves.</p> <p>Children work and play co-operatively.</p> <p>Children explain why we need rules and know what is right and wrong.</p>	<p>Children understand how people make choices about what to do with money, including spending and saving.</p> <p>Children understand the difference between needs and wants - that people may not always be able to have the things they want.</p> <p>Children understand how people grow and change and how people's needs change as they grow from young to old.</p>	<p>Children know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p> <p>Children know how to tell a trusted adult if they are worried for themselves or others, worried</p>

		<p>Children understand how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>Children know the responsibilities they have in and out of the classroom.</p> <p>Children understand how people and animals need to be looked after and cared for.</p>	<p>that something is unsafe or if they come across something that scares or concerns them.</p> <p>Children know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online).</p> <p>Children are able to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</p> <p>Children understand that not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p>
Summer 1	<p>Children work to a 'goal' and learn to wait for what they want.</p> <p>Children form positive friendships with others</p>	<p>Children know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.</p> <p>Children know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</p> <p>Children know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p> <p>Children know how to respond safely to adults they don't know.</p> <p>Children know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.</p>	<p>Children recognise, name and describe a range of feelings.</p> <p>Children are able to recognise what helps them to feel good, or better if not feeling good.</p> <p>Children recognise how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>Children recognise how feelings can affect people in their bodies and their behaviour.</p> <p>Children recognise when they might need help with feelings and how to ask for help when they</p>

			<p>need it</p> <p>Children know ways to manage big feelings and the importance of sharing their feelings with someone they trust.</p>
Summer 2	<p>Children show that they care about the feelings of others.</p> <p>Children are confident to try new activities.</p> <p>Children complete tasks by themselves and persevere if faced with a challenge.</p> <p>Journey in Love – God loves each of us in our uniqueness.</p> <p>Children learn:</p> <ul style="list-style-type: none"> -To talk about their feelings. -To talk about friendly behaviour. 	<p>Journey in Love – We Meet God's Love in our family.</p> <p>Children learn:</p> <ul style="list-style-type: none"> -To look after themselves and show respect to each other. -To know what they need to keep their body healthy. -To talk about their own experiences and emotions. - To recognise the characteristics of positive and negative relationships. - That healthy families love, care and protect one another and that there are different family structures and these should be respected. -Who to go to if they are worried or need help. 	<p>Journey in Love – We meet God's Love in the community.</p> <p>Children learn:</p> <ul style="list-style-type: none"> -To look after themselves and show respect to each other. -To know what I need to keep my body healthy. -To talk about their experiences and emotions. - To recognise the characteristics of positive and negative relationships. -That healthy families love, care and protect one another and that there are different family structures and these should be respected. -That they belong to a community and what this means. -Who to go to if they are worried or need help. -How their behaviour affects other people and that there are appropriate and inappropriate behaviours

End of KS Expectations	<p>PSED ELG:</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; <p>- Form positive attachments to adults</p>		<p>End of KS2: Mental wellbeing</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation,
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and friendships with peers;
- Show sensitivity to their own and to others' needs.

voluntary and service-based activity on mental wellbeing and happiness

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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

			<p>(including issues arising online)</p> <ul style="list-style-type: none">• 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.
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