



HIGH HESKET C of E SCHOOL (VC)

Personal Wellbeing Progression of Skills Document

KEY STAGE ONE (Y1/2)				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	Identify the different types of work people do and learn about different places of work. Recognise where money comes from and the choices people make to spend money on things they want and need.	Recognise what they like and dislike. Recognise what they are good at. Recognise, name and manage their feelings in a positive way.	Recognise why healthy eating and physical activity are beneficial. Recognise that some substances can help or harm the body. Recognise the simple physical changes to their bodies experienced since birth.	Recognise that there are people who care for and look after them. Identify different relationships that they have and why these are important. Recognise how their behaviour affects other people.
REFLECT	Understand that we cannot always afford the items we want to buy.	Understand the difference between impulsive and considered behaviour.	Reflect on the similarities and differences between people.	Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.
RESPOND	Contribute to enterprise activities.	Share their opinions on things that matter to them. Make positive real-life choices (television, games, money).	Demonstrate basic road safety skills. Make simple choices that improve their health and well-being e.g. healthy eating. Manage basic personal hygiene.	Seek help from an appropriate adult when necessary. Develop positive relationships through work and play.



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LOWER KEY STAGE TWO (Y3/4)				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p>Recognise why people work.</p> <p>Identify the range of jobs carried out by the people they know.</p> <p>Recognise what influences the choices people make about how money is spent.</p>	<p>Face new challenges positively and know when to seek help.</p>	<p>Show awareness of changes that take place as they grow.</p> <p>Recognise that there are medicines and some other substances that can be used in a safe way to improve health.</p>	<p>Identify strategies to respond to negative behaviour constructively and ask for help.</p>
REFLECT	<p>Reflect on the range of skills needed in different jobs</p>	<p>Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievement.</p> <p>Reflect on own mistakes and make amends.</p>	<p>Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p>	<p>Understand the nature and consequences of negative behaviours such as bullying and aggressiveness.</p>
RESPOND	<p>Suggest how they can contribute to a range of activities that help them to become more enterprising.</p>	<p>Talk about their views on issues that affect themselves and their class.</p> <p>Begin to make responsible choices and consider consequences.</p> <p>Develop strategies for managing and controlling strong feelings and emotions.</p>	<p>Extend strategies to cope with risky situations. Behave safely and responsibly in different situations.</p> <p>Follow school rules about health and safety and know where to get help.</p> <p>Begin to make informed lifestyle choices.</p>	<p>Empathise with another viewpoint.</p> <p>Form and maintain appropriate relationships with a range of different people.</p>



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UPPER KEY STAGE TWO (Y5/6)				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p>Identify the skills they need to develop to make their own contribution in the working world in the future.</p> <p>Recognise how people manage money and learn about basic financial capability.</p>	<p>Recognise that people can feel alone and misunderstood and learn how to give appropriate support.</p>	<p>Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.</p> <p>Recognise that when the body changes during puberty it can affect feelings and behavior.</p> <p>Recognise when physical contact is acceptable and unacceptable.</p>	<p>Recognise that positive friendships and relationships can promote health and wellbeing.</p> <p>Identify how to find information and advice through help lines.</p> <p>Recognise how new relationships may develop.</p>
REFLECT	<p>Make connections between their learning, the world of work and their future economic wellbeing.</p>	<p>Make connections between their learning, the world of work and their future economic wellbeing.</p>	<p>Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene.</p>	<p>Reflect on the many different types of relationships that exist.</p> <p>Judge what kind of physical contact is acceptable or unacceptable in relationships.</p>
RESPOND	<p>Look after their money and realise that future wants and needs may be met through saving.</p> <p>Show initiative and take responsibility for activities that develop enterprise capability.</p>	<p>Begin to set personal goals.</p> <p>Take action based on responsible choices. Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.</p>	<p>Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.</p>	<p>Manage changing emotions and recognise how they can impact on relationships.</p> <p>Talk with a wide range of adults.</p>



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