

# Health and Wellbeing Key Stage 2 Progression Framework

OLS	Health and Wellbeing
Working towards	<ul style="list-style-type: none"> <li>• Accepts assistance to overcome frustration</li> <li>• Communicates about an issue that affects them</li> <li>• Discusses their feelings using some expression Indicates what has caused them to be upset</li> <li>• Chooses a favourite fruit or vegetable when two are offered</li> <li>• Understands simple words related to physical health, e.g. pain, ouch, cut</li> <li>• Recognises differences between themselves and a member of staff, e.g. height, beard, grey hair, etc.</li> <li>• Recognises main body parts, e.g. leg, arm</li> <li>• Recognises the names of smaller body parts such as elbow</li> <li>• Sorts pictures of people at different ages</li> </ul>
Stepping Stones	<ul style="list-style-type: none"> <li>• Expresses emotions towards others using words, not just actions</li> <li>• Finds a nearby familiar member of staff to speak to if they are upset during an activity</li> <li>• Manages conflicts by asking for help from a member of staff</li> <li>• Identifies the last time they were active</li> <li>• Chooses between two items when deciding what to eat</li> <li>• Describes the different foods they have on a plate at a meal, e.g. vegetable, meat</li> <li>• Identifies how often they eat different types of food</li> <li>• Recognises where food may be kept or stored, e.g. by pointing to or opening a cupboard</li> <li>• Suggests something healthy to have as a snack out of two items</li> <li>• If applicable, undertakes the correct action when asked to take their medicine</li> <li>• Describes the next step in a familiar health or therapy routine simply</li> <li>• Asks for help when they are hurt</li> <li>• Identifies simple changes in a wound over time, e.g. it was bleeding, now there is a scab</li> <li>• Lists three items they might find in a first aid box</li> <li>• Responds to questions about health experiences simply, e.g. How did you hurt your arm? Do you feel happier now?</li> <li>• Searches out specific items of first aid equipment</li> <li>• Names the main parts of a human body</li> <li>• Sequences a series of three pictures showing human life cycle</li> </ul>

<p>Oakwood Learning Stage 1</p>	<ul style="list-style-type: none"> <li>• Respond to different stimuli about what it means to be 'healthy'.</li> <li>• Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies</li> <li>• Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.</li> <li>• Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</li> </ul>
<p>Oakwood Learning Stage 2</p>	<ul style="list-style-type: none"> <li>• Identify foods that we like and dislike to eat.</li> <li>• Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth).</li> <li>• Recognise the importance of simple rules for sun safety.</li> <li>• Recognise how we feel if we have not had enough sleep.</li> <li>• Demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain.</li> <li>• Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital.</li> <li>• Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</li> </ul>
<p>Oakwood Learning Stage 3</p>	<ul style="list-style-type: none"> <li>• Identify some examples of healthy foods.</li> <li>• Identify some examples of foods that should only be eaten once in a while</li> <li>• Describe or demonstrate simple hygiene routines.</li> <li>• Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).</li> <li>• Describe some simple ways of staying safe in the sun.</li> <li>• Recognise that sleeping well is one way we can stay healthy.</li> <li>• Explain what it means to be hurt, unwell, uncomfortable or in pain.</li> <li>• Identify medication that can help people to keep well; give examples of when this might be used.</li> <li>• Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</li> <li>• Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.</li> </ul>

<p>Oakwood Learning Stage 4</p>	<ul style="list-style-type: none"> <li>• Explain why some foods are healthier than others.</li> <li>• Explain why we might need to eat foods we might not like very much.</li> <li>• Give reasons why it is important to take care of personal hygiene.</li> <li>• Describe some of the different ways to be physically healthy.</li> <li>• Explain how the physical activities we enjoy doing help to keep us healthy.</li> <li>• Describe simple routines for going to bed/going to sleep</li> <li>• Identify some symptoms we may experience when we are not feeling well.</li> <li>• Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.</li> <li>• Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</li> <li>• Explain why it is important not to touch, taste or take medicines without trusted adult being with us.</li> <li>• Explain why we should never take someone else’s medication.</li> </ul>
<p>Oakwood Learning Stage 5</p>	<ul style="list-style-type: none"> <li>• Explain what it means to eat a healthy, balanced diet.</li> <li>• Give examples of occasions when we can make choices about the foods that we like to eat.</li> <li>• Explain what can help us choose what to eat.</li> <li>• Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).</li> <li>• Describe what might happen if we don’t take care of our personal hygiene.</li> <li>• Explain some of the benefits of balancing exercise, food and rest.</li> <li>• Identify what might happen to our bodies if we don’t protect them from overexposure to the sun</li> <li>• Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).</li> <li>• Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</li> <li>• Explain why we should not accept medicines/ drugs from anyone (unless a responsible/qualified person has given it to them for us, e.g. our parents/carers/trusted adults).</li> <li>• Describe how smoking an drinking alcohol can affect people’s health.</li> <li>• Identify whom we can to talk to if we are worried about health</li> </ul>
<p>Oakwood Learning Stage 6</p>	<ul style="list-style-type: none"> <li>• Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.</li> <li>• Identify some influences on our food choices, and when these might be positive or negative.</li> <li>• Explain why it is important to take care of our bodies both now and in the future.</li> <li>• Explain some things that can stop us sleeping well, and suggest ways to manage these.</li> <li>• Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing</li> <li>• Give reasons why there are rules about what we can and should not pu inside our bodies; and explain what these are.</li> <li>• Identify some possible side effects of substance that are not meant for children to consume (e.g. alcohol).</li> <li>• Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything</li> </ul>

