

Health and Wellbeing Key Stage 3 Progression Framework

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

<p>Oakwood Learning Stage 1</p>	<ul style="list-style-type: none"> • Respond to stimuli showing different aspects of a healthy lifestyle • Respond to stimuli about things we like to do which make us feel calm and relaxed • Respond to stimuli about different kinds of physical activity and exercise. • Respond to stimuli about different kinds of food and drinks. • Respond to stimuli showing different images of young people. • Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us. • Respond to stimuli showing what young people may like and dislike • Respond to stimuli about taking care of our body. • Respond to stimuli about risks that may provide harm to us
<p>Oakwood Learning Stage 2</p>	<ul style="list-style-type: none"> • Recognise what is meant by a healthy lifestyle • Identify things we can do to help ourselves when we feel worried or stressed • Identify different kinds of physical activity and exercise • Identify our favourite foods and drinks. • Identify and describe some different images of young people in pictures, magazines, TV programmes and social media. • Recognise what is meant by a 'medicine'. • Identify what they are good at, what they like and dislike • Identify who the important people are in my life • Identify some substances people might swallow, drink or inhale that could be harmful to their health. • Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks. • Recognise and provide some examples of risk in simple everyday situations and what action to take to minimise harm

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- Identify different ways that people can live a healthy lifestyle.
- Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).
- Recognise what mental health and emotional wellbeing are.
- Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music)
- Identify our favourite forms of physical activity and exercise.
- Identify some of the benefits of being physically active, and possible consequences of inactivity
- Describe our favourite foods and drinks, and give reasons for our choices.
- Identify foods we can eat all the time which are good for us.
- Identify foods that should only be eaten occasionally.
- Describe our thoughts and feelings about how different bodies are portrayed in the media.
- Identify the difference between over the counter medicines and those prescribed by a doctor.
- Identify what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.
- I can describe how to follow simple hygiene and dental health routines.
- I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.
- Identify some common legal drugs (e.g. nicotine and alcohol).
- Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.
- Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.

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- Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.
- Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.
- Identify some simple strategies to help make positive choices about our health and wellbeing
- Explain the link between physical health and mental wellbeing.
- Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.
- Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).
- Identify our favourite forms of physical activity and exercise.
- Identify some of the benefits of being physically active, and possible consequences of inactivity
- Describe some of the physical and mental health benefits of regular exercise
- Explain what we mean by a healthy, balanced diet.
- Explain what makes some foods better for our health than others.
- Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.
- Explain why some people might want to change the way they look. Recognise what is meant by body image.
- Identify some examples of over the counter medicines
- Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).
- Describe how personal strengths, skills and achievements contribute to a sense of self-worth
- I can identify external body parts, how people's bodies and needs change as they grow from young to old.
- I can describe ways to prepare for and manage transitions positively between important stages in life or school.
- Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.
- Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.
- Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.
- Show what to do if there is an accident and someone is hurt
- Provide reasons for following and complying with regulations and restrictions (including age restrictions);
- Show basic rules to keep safe online, including what is meant by personal information and what should be kept

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- Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.
- Explain why it is important to have enough sleep.
- Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.
- Describe how we can help friends or family who might be feeling stressed or unhappy.
- Identify things that can prevent people from seeking help with mental health issues (e.g. stigma)
- Explain some of the long term benefits of regular physical activity and exercise.
- Identify and challenge common stereotypes relating to physical activity
- Describe some of the long term benefits of a healthy diet.
- Explain some of the risks of consuming food and drinks with high sugar or caffeine content
- Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.
- Explain what is meant by self-esteem.
- Describe some ways we can maintain self-esteem in relation to body image
- Recognise the importance of taking over the counter and prescribed medicines correctly.
- I can suggest ways to manage setbacks and unhelpful thinking
- I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty
- I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly
- Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.
- Describe how pressure to use substances can come from a variety of sources, including people we know.
- Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).
- Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.
- How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- How they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

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- Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media).
- Describe strategies for managing pressures and influences on healthy lifestyle choices
- Identify reliable sources of advice and support for mental health and emotional wellbeing.
- Identify some strategies for challenging stereotypes and stigma relating to mental health.
- Describe the challenges that can prevent us from exercising, and suggest ways to overcome them.
- Identify ways of motivating ourselves to take exercise
- Explain some of the influences on our food choices and strategies for managing these influences
- Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning).
- Explain why advertisers might use manipulated images and how recognising this might influence our responses.
- Explain that all drugs can have risks to health, even if they are legal or have been prescribed.
- I can suggest strategies to manage our body changes as we grow older
- Explain long term personal and social risks of substance misuse.
- Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.
- How to predict, assess and manage risk in different situations
- The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact