

Health and Wellbeing Key Stage 4 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 what young people may like and dislike • Respond to stimuli showing different parts of the human body • Respond to stimuli about risks that may provide harm to us • 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.
<p>Oakwood Learning Stage 2</p>	<ul style="list-style-type: none"> • Identify what they are good at, what they like and dislike • Recognise some changes growing from young • Recognise and provide some examples of risk in simple everyday situations and what action to take to minimise harm • Recognise what is meant by a healthy lifestyle. • Identify things we can do to help ourselves when we feel worried or stressed
<p>Oakwood Learning Stage 3</p>	<ul style="list-style-type: none"> • 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. • Identify people whose job it is to help keep us safe • Describe some rules and age restrictions that keep us safe • 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). • I can name and describe emotions, the features of mental wellbeing, and who to ask for help

<p>Oakwood Learning Stage 4</p>	<ul style="list-style-type: none"> • Describe how personal strengths, skills and achievements contribute to a sense of self-worth • I can suggest ways to maintain a healthy self concept. • I can identify external body parts, how people’s bodies and needs change as they grow from young to old. • I can name some strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing • 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 private; the importance of telling a trusted adult if they come across something that scares them • 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. • Recognise and demonstrate personal strengths that build self-confidence, self-esteem and good health and wellbeing • Understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.
<p>Oakwood Learning Stage 5</p>	<ul style="list-style-type: none"> • I can suggest ways to manage setbacks and unhelpful thinking • I can explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem. • 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. • 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 • 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. • 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). • Describe the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

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- I can confidently demonstrate strategies to maintain a healthy self-concept and assess when and how it is appropriate to promote others' self-esteem
- I can suggest strategies to manage our body changes as we grow older
- 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
- 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.
- I can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed.
- 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