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DRAFT STATUTORY GUIDANCE
AREA OF LEARNING AND EXPERIENCE

Health and Well-being



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INTRODUCTION TO THE HEALTH AND WELL-BEING AREA OF LEARNING AND EXPERIENCE

The Health and Well-being Area of Learning and Experience is about the physical, psychological, emotional and social aspects of our lives.

It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. To enable this, it will build learners' capacity to make informed decisions about their health and well-being and also to engage critically with a range of social influences which may impact on their values and behaviours.

This area of learning and experience supports learners to develop an understanding and appreciation of how these aspects are interconnected, and how they can all contribute to a positive state of well-being. This understanding in turn will enable learners to develop the behaviours, habits and dispositions which will support their health and well-being in a rapidly changing world.

A transformational curriculum

The White Paper *Our National Mission: A Transformational Curriculum*¹ set out the detailed legislative proposals for Curriculum for Wales 2022.

The proposal is that funded non-maintained settings and schools will be required to provide a broad and balanced curriculum that meets the four purposes of the curriculum, and comprises the six areas of learning and experience. There will be statutory duties to teach Welsh, English, religious education, relationships and sexuality education, and the three cross-curricular responsibilities of literacy, numeracy and digital competence. Further information on how the Health and Well-being Area of Learning and Experience can support this is provided in the 'Developing a broad and balanced curriculum' section of this document.

Funded non-maintained settings and schools will have discretion as to how they design their school-level curriculum to meet their curriculum duties. However, in considering the exercise of that discretion, they must have regard to statutory guidance issued by Welsh Ministers. In practice, that means they should follow the statutory guidance unless they have good reason not to.

This statutory guidance for the Health and Well-being Area of Learning and Experience, which forms part of the wider Curriculum for Wales 2022 statutory guidance, is intended to provide a national framework that funded non-maintained settings and schools can build on to develop their own curriculum. It is not intended to be a comprehensive or exhaustive syllabus, nor a guide for organising timetables. It sets out:

- what funded non-maintained settings and schools should take into account in designing their curriculum and how it could be structured
- the broad expectations for learners for the Health and Well-being Area of Learning and Experience at each progression step.

¹ beta.gov.wales/our-national-mission-transformational-curriculum

How the area of learning and experience supports the four purposes of the curriculum

Learners will gain knowledge and understanding about how a range of factors affect their health and well-being. They will engage critically with a range of information to support their decision-making and to develop their values and identity which in turn will develop their confidence and ambition. Physical activity as well as opportunities to develop relationships will provide learners with contexts for playing a range of collaborative roles. From this, the development of social and team-working skills will enable them to become **ambitious, capable learners, ready to learn throughout their lives**.

Learners will have opportunities to engage with challenging ideas relating to emotions and relationships and to find creative and enterprising ways to deal with these challenges. Through developing the skills to talk about these, they will further develop as **enterprising, creative contributors, ready to play a full part in life and work**.

They will learn how to become **ethical, informed citizens of Wales and the World** through a range of experiences, including opportunities to:

- make positive choices, and to learn how these affect their own and others' health and well-being
- interact with others within different social situations
- engage with different social influences and to appreciate the importance of respecting others
- consider the social and ethical issues that impact on the health and well-being of others.

They will also develop skills and dispositions that enable them to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**, by learning:

- what influences their health and well-being, including a healthy diet, physical activity and misuse of substances
- how to make decisions which support their health and well-being
- the importance of resilience and self-regulation
- how to seek support
- how to develop safe and healthy relationships.

WHAT MATTERS STATEMENTS FOR HEALTH AND WELL-BEING

Developing physical health and well-being has lifelong benefits.

The Health and Well-being Area of Learning and Experience will help learners to understand the factors that affect physical health and well-being, such as a balanced diet, physical activity, personal care and hygiene, sleep, and protection from infection. From this understanding, learners will be able to develop positive, informed behaviours that support them both to care for and to respect themselves and others. These behaviours in turn will contribute towards developing learners' sense of self-worth and their overall mood and energy levels.

If learners are provided with enjoyable and informative experiences, such as regular physical activity and a nutritious, balanced diet, they will develop the dispositions to lead lifestyles which support their physical health and well-being.

Through developing well-being and good physical health, learners' physical competence will be enhanced along with their knowledge and understanding about the human body. In addition, their confidence and motivation will increase and this in turn will support them to lead healthy and active lifestyles.

This area of learning and experience recognises how physical development is closely interrelated with lifelong cognitive development, for example how it supports speech and language development during the early years. It also recognises how physical health and well-being are influenced by the way we view ourselves in relation to our environment and to others, and recognises the importance of acknowledging and accepting differences.

How we process and respond to our experiences affects our mental health and emotional well-being.

The Health and Well-being Area of Learning and Experience will help learners to understand how mental health and emotional well-being influence the way people think, feel and behave. It will also help learners explore the connections between life experiences and mental and emotional well-being.

Through understanding the conditions that promote and impact on mental health and emotional well-being, learners will be supported to manage the experiences that they encounter. They will also be supported to develop their ability to focus their attention and to be aware of how they are thinking and feeling during their experiences. In addition, they will explore how experiences are perceived.

This will give learners the opportunities to build skills of self-awareness and empathy. Self-awareness allows learners to be receptive and reflective, which helps them to adapt their behaviour and actions to different situations. This in turn enables learners to act with empathy, compassion and kindness towards themselves and others.

Our decision-making impacts on the quality of our lives and the lives of others.

The Health and Well-being Area of Learning and Experience will help learners to understand how decisions and actions, whether they are made individually or collectively, have a clear and direct impact on the health and well-being of individuals and society.

Understanding the factors that influence decision-making affecting health and well-being will help learners to make considered, informed decisions that they are able to justify and explain. Learners will be supported to develop the skills necessary to critically consider choices, and to understand the risks and possible consequences of their decisions for themselves and others.

Learners will develop their awareness of the importance of actively contributing to collective decisions. By developing the ability to select appropriate goals and plan a course of action to achieve them, anticipating and overcoming challenges, learners will also be able to take responsibility for their own life choices.

How we engage with different social influences shapes who we are and our health and well-being.

The Health and Well-being Area of Learning and Experience will help learners understand the important role of social influences on our behaviours. Our identity, values, health and well-being are shaped by rules, social norms and attitudes that are created and enforced by different social groups. Learners will find out how they are influenced by a range of social contexts, including by different peer groups, different cultures, the media and the online world.

We experience different rules, social norms and attitudes through interacting with our own various social groups and communities, as well as with those of different cultures. These influences present and enforce norms and values about a range of issues affecting health and well-being. From understanding this, learners will gain an understanding of how their own decisions, relationships and experiences are shaped by social influences; this understanding will enable them to make positive, informed choices.

Learners will become aware that social norms and attitudes can shape the values and behaviours which influence our health and well-being often without us realising. Learners will therefore need to critically engage with these social influences. On the one hand, they will need to be able to identify, follow and promote positive norms, and on the other hand, recognise, reject and challenge harmful ones, so that they can avoid behaviours that are detrimental to their own health and well-being and that of others.

Recognising and following positive norms enables learners to be full and active members of a range of social groups. This helps learners to develop a sense of belonging to different groups which in turn supports their health and well-being. Critically engaging with these different influences also requires learners to acknowledge differences, recognising how each person's identity and values are in part a product of their different social groups. Interacting with other social groups supports learners to develop respect and understanding for others with different backgrounds.

Healthy relationships are fundamental to our sense of belonging and well-being.

The Health and Well-being Area of Learning and Experience will help learners understand how healthy relationships are a vital component of maintaining a healthy body and mind. They contribute to our sense of belonging and emotional well-being. They create stability and make us feel included, allowing us to thrive. If we feel lonely or isolated, we run the risk of suffering with poor mental and physical health.

Throughout our lives we are likely to experience and develop a diverse range of personal relationships. Each of these relationships elicits responses that help us to grow and to learn about ourselves and others. Understanding how healthy relationships are formed, developed and maintained enables us to develop the skills and attitudes which allow us to create healthy relationships of our own. These relationships often support us through difficult and stressful situations and help us to become healthy, confident individuals. Knowing how to be safe in our relationships and when and how to seek support for ourselves and others is fundamental to health and well-being.

Relationships between what matters statements in Health and Well-being

What matters statements in this area of learning and experience seek to describe the fundamental factors which underpin our health and well-being. They do not and cannot articulate every possible topic or issue. Instead, they give professionals the flexibility to identify those topics and issues which are relevant to the needs of their learners, school and community. They are meant to act as lenses through which different topics and issues can be explored.

In order to achieve a holistic approach, professionals should seek to draw from across what matters statements when planning learning and teaching in Health and Well-being. Such an approach allows learners to consider how their health and well-being may be affected in different ways by a particular behaviour or issue.

Learning about an issue should draw across what matters statements as much as possible. An example of how this could be done is shown here for online behaviour (which could include social media, online dating, digital footprint and online sexual content).

Developing physical health and well-being has lifelong benefits.

- The use of online sources to develop strategies to support physical health and well-being.
- The impact of online behaviour on body image and choices around food and exercise.
- The use of technology and physical health and well-being.

How we process and respond to our experiences affects our mental health and emotional well-being.

- The use of technology and online communities to support mental health and emotional well-being.
- The impact of positive and negative online behaviours on mental health and emotional well-being.
- The exploration of types of positive and negative experiences online.

Our decision-making impacts on the quality of our lives and the lives of others.

- Making decisions in an online context.
- Using online sources to make decisions and seek information and support.
- Managing risk and safety online such as sharing personal information (including images) and legal implications.

How we engage with different social influences shapes who we are and our health and well-being.

- Positive online behaviours and digital citizenship.
- Positive role of online communities.
- Different attitudes and norms presented online (e.g. about different types of relationships).

- Norms and attitudes about appropriate online contact and content.
- The way we consider, promote and challenge norms and values in different digital platforms (including social media).

Healthy relationships are fundamental to our sense of belonging and well-being.

- Collaboration, mutual respect when building relationships online.
- The use of online platforms for advocacy.
- The role that digital technologies and platforms play in developing and maintaining relationships.
- Online dating.
- The impact of online behaviours on particular relationships.
- The characteristics of harmful relationships online.
- Online bullying and trolling.

Progression within this area of learning and experience

An important feature of this area of learning and experience is that progression is non-linear. Movement between progression steps can be both backwards and forwards given changes in personal circumstances that impact on health and well-being. There are four models of progression operating within the Health and Well-being Area of Learning and Experience and these can be identified to varying degrees across each what matters statement as noted below.

Becoming more self-regulated – Progression is modelled as moving from doing something with the support of others who are more competent toward being able to do it independently and with growing competence. This includes elements such as personal goal-setting and taking personal responsibility for decisions and actions. Focusing on experiences that demand learners' decision-making and the articulation of a rationale for choice helps learners to develop the skills necessary for future independence (International Physical Literacy Association, 2017).

Becoming more socially responsible – Progression is modelled as moving from oneself to others, and from the local to the national to the global. Learners move from thinking about how their actions affect them personally towards thinking about how they have a wider impact on society. Movement towards social awareness as well as the importance of moving from local, to national, to global is linked to the Education for Sustainable Development and Global Citizenship Framework in Wales, the Welsh dimension, international perspective and the Organisation for Economic Co-operation and Development (OECD) PISA global competence framework.

Sophistication of knowledge and skills – In relation to the knowledge and skills components of the area of learning and experience, progression is modelled as becoming more sophisticated over time; the same concept being understood with increasing depth (revisiting knowledge/skills but at a deeper level); in conceptual shifts (moving from one skill/understanding to a different skill/understanding); or in breadth (adding more new knowledge/skills). Progression is generally depth over time and the deepening of knowledge and skills.

Developmental growth – The models are informed by child development research. As noted by Pellegrino (2017), although learning progressions are not developmentally inevitable, they may be developmentally constrained. Progression is dynamic; multi-dimensional; aligns with wider developmental milestones and is spiral as well as linear. Therefore, the trajectories with each what matters statement complement children's natural development. It also describes the knowledge, skills, and dispositions that should be developed during learners' educational experiences in Wales.

Developing a broad and balanced curriculum

Literacy, numeracy and digital competence

The cross-curricular responsibilities of literacy, numeracy and digital competence support almost all learning and are essential for learners to be able to participate successfully and confidently in the modern world.

Literacy

Health and Well-Being provides the opportunities for learners to develop their literacy skills in a range of contexts as learners prepare themselves for life outside education. Learners will, for example, begin to organise their writing, show awareness of different readers, and adapt their language confidently as they apply for a preferred career and learning pathways.

As learners engage critically with a range of texts to support their decision-making they will articulate their views with greater confidence and further develop their values and identity which, in turn, will develop their confidence and ambition.

Literacy is a fundamental enabler of well-being. Oracy, in particular, provides the means for learners to communicate their feelings and develop relationships with others. The role of communication in expressing emotions is fundamental, while literature has significant potential to support learners' empathy, mental health and emotional well-being.

Numeracy

Health and Well-being will provide the real-world context to support the development of numeracy skills. Learners will extract and interpret information from a range of diagrams and graphs to draw conclusions on factors which may influence their health and well-being, or simply track and record their progress in physical activity. Numeracy is a key enabler in making a number of informed decisions, in particular, managing money and supporting good financial decision-making and critically engaging with social norms around money. Numeracy also plays a role in purchasing and preparing food to support nutrition.

Digital competence

Digital competence can be developed through a range of engaging and accessible experiences as learners develop the skills needed to live and work in an increasingly online and digital world. Learners can, for example, be supported to develop simple algorithms for healthy recipes or collaborate to create and design models which represent real-world problems.

It is also important to acknowledge the increasing influence of technology in our daily lives. Learners will need to understand the implications this may have for their health and well-being and, in particular, the possible impact on physical, mental and emotional health and well-being. Decision-making, risk assessment and safe and unsafe situations should all be considered in digital contexts. This includes their relationships with others, online safety, legal implications and social influences online (including social media).

Welsh dimension and international perspective

The identity of learners will be informed by developing an understanding of the community's norms, values and cultures. Learners need to gain a strong sense of self as well as an understanding of their position on a local, national and global level. This area of learning and experience provides an opportunity to inspire and enable learners to model empathy and equity and to become active citizens. Learning should be informed by local and global issues and factors that affect different elements of health and well-being. Decision-making supports learners to consider the impact their decisions have on the health and well-being of others at local, national and global levels.

Wider skills

Learning in Health and Well-being supports the development of wider skills in a number of ways including the following.

Critical thinking and problem-solving

- Critically evaluating the physical and emotional changes that occur when active.
- Engaging with life experiences involves skills of critical analysis, evaluation and appraisal in order to protect mental health and emotional well-being.
- The process of decision-making, particularly at the upper progression steps, is heavily dependent on critical and logical processes such as analysing benefits/risk of a course of action. Learners are also supported to develop responses and solutions to experiences they encounter and critically analyse the factors that influence decision-making, such as values, beliefs and bias.
- Engaging critically with how social influences affect well-being.
- Problem-solving to prevent and manage conflict.

Planning and organisation

- Planning and implementing sustainable, balanced and positive behaviours to support physical health and well-being, including a balanced diet and sustainable physical activity. Learners will need to monitor and reflect on results to inform future behaviours.
- Self-awareness allows learners to be receptive and reflective, which helps them to adapt their behaviour and actions to different situations. They may also plan and develop strategies to independently self-regulate.
- Planning and setting short-term and long-term goals and taking steps to achieve these.
- Identify and reflect on the effects of their decisions in order to evaluate them and improve future decision-making.
- Planning and organising finances and working within a budget.

Creativity and innovation

- Generating ideas to create a nutritious meal.
- Creativity in physical activity, opportunities to generate ideas and carry out the strategies that they have developed to succeed in competition.
- An openness to exploring ideas, taking into consideration the opinions of others, and the courage to express their own.

Personal effectiveness

- Understanding the factors that affect physical health and well-being supports learners to care for and respect themselves and others. Developing positive physical health and well-being enhances learners' confidence and motivation.
- Understanding the conditions that promote and impact upon mental health and emotional well-being helps learners manage their experiences and act with empathy, compassion and kindness for themselves and others.
- Understanding the factors that influence decision-making helps learners to make considered, informed decisions that they are able to justify and explain. Understanding the risks and possible consequences of their decisions for themselves and others.
- Being able to reject and challenge norms and attitudes enables learners to avoid behaviours which harm their own health and well-being and that of others; respecting differences where appropriate, recognising each person's identity and values.
- Developing the skills and attitudes which allow learners to have healthy relationships, to know their rights, to know how to manage conflict, to recognise unhealthy relationships, to be safe, and to understand when and how to seek support for themselves and others

Careers and work-related experiences

Learning from careers and labour market information

It is vital for learners to access high-quality careers and labour market information and have an understanding of what this means to them, in order to make well-informed, sustainable career decisions.

Learners need to experience opportunities designed to raise their awareness of future choices, their expectations and aspirations. They should also develop the skills for personal planning and for making decisions in the context of curriculum, learning and achievement which will prepare them for the next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond their school lives. Demands and employment patterns are constantly changing, so it is particularly important for young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace these opportunities.

Linking the area of learning and experience to careers and work-related experiences

Experiences and outcomes of physical health create opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

Learning through careers and work-related experiences in Health and Well-being promotes confidence, independent thinking and positive attitudes and dispositions. It provides context and realism, and raises aspirations of learners in a number of ways, including:

- awareness-raising around the career pathways accessible through physical health and well-being
- self-awareness development, enabling the evaluation of skills, strengths, attributes and areas for development, to make realistic, considered and sustainable career pathway choices

- accessing a wide range of information, data and people, providing help, support, advice and guidance, to enable informed, sustainable, career decisions
- considering and challenging their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions
- considering social norms and challenging stereotypes in the workplace
- developing professional relationships: listening attentively, responding helpfully, and noting strengths and weaknesses of others' views
- developing social interaction skills needed to work successfully with others, such as collaboration, negotiation, communication.

The experiences and outcomes of careers and work-related experiences help to develop careers management skills. Learners can apply these skills to:

- develop personal awareness around likes, dislikes, strengths and weaknesses
- gather, interpret and analyse career, learning and labour market information
- explore options in learning and work, and relate this to personal priorities and strengths
- take action to build a career pathway.

Learner progression relating to careers and work-related experiences is part of a continuum of learning for learners aged 3 to 16. Success for a young primary school learner could include:

- acting a variety of different jobs through role play
- a belief that they can do any job – tackling gender stereotyping
- communicating with people in their community about the different jobs they do and the rewards that a job can bring.

By progressing learning, success for 16-year-old learners could include:

- demonstrating and applying the skills learned in relation to the world of work
- identifying interests, strengths and skills to make informed post-16 choices
- understanding and demonstrating the behaviours an employer looks for in a good employee
- evaluating risks when developing a business idea and exploring different methods of setting up and sustaining an enterprise.

Work-related experiences

Learners develop interests, strengths, skills and aspirations through experiences as part of the curriculum and life beyond school. A range of partners support these exciting journeys through co-design and co-delivery and, together, shape learners' decisions about their future and the pathways they follow. Opportunities, such as visits, guest speakers and practical activities, can help enhance and contextualise learning.

Collaboration and access to individuals and employers provide learners with opportunities to learn about work, employment and the skills valued in the workplace. Learners can use the knowledge and skills gained in having taken part in work-related experiences to develop successful enterprise activities. These can provide an authentic learning experience which develops learners as creative enterprising contributors, forming links to the world of work.

Effective careers guidance is essential in securing the most appropriate route for learners' aspirations, informing them of the diversity of entry points and the various pathways into the world of work. Schools need to offer opportunities to foster entrepreneurial skills and learners should be aware of the benefits of setting up enterprises.

Understanding post-16 and higher education opportunities

It is essential for learners to be aware of all opportunities available to them post-16. Therefore, as well as understanding about employment, training and apprenticeships, learners should be provided with information and the opportunity to engage with a range of learning providers. Opportunities for engagement should include attending careers and skills fairs, talks from and visits to further and higher education providers, as well as presentations from students in further or higher education. Learners should also be directed to online research tools that provide course and progression information to support their understanding of the range of learning opportunities available, and to help raise their aspirations and form a basis on which informed decisions can be made.

Relationships and sexuality education

Relationships and sexuality education is a key enabler of health and well-being. This area of learning and experience provides wide and essential opportunities for relationships and sexuality education to be considered. These include the following.

Relationships

- The importance of empathy and compassion in developing positive relationships.
- The importance of communicating feelings in relationships.
- Decision-making in the context of different relationships (including consent).
- Building relationships with others, using problem-solving and negotiation to support collective decisions.
- Developing relationships and working collaboratively through team games.
- Developing relationships within different social groups.
- What matters statement: Healthy relationships are fundamental to our sense of belonging and well-being.

Values, rights, culture and sexuality

- Awareness of how their own identity, values, attitudes and behaviours are being shaped by the social groups they belong to and the situations in which they function.
- Understand and respect that others' identity, values, attitudes and behaviours are shaped by their social groups.
- Understand how different social groups and societies present norms of different relationships.
- Respect, equity and recognising each other's rights in relationships.
- Reject and challenge harmful rules, norms, attitudes, values, stereotypes and prejudices.
- Critically engaging with social norms and influences that inform relationships and sexuality.
- How social attitudes and norms can impact on physical self-image, identity and relationships; recognising that these can be positive and harmful (including peer groups and the media).

Understanding gender

- The links between physiology and mental health and emotional well-being, including body image, identity and physiological changes in relation to emotions.
- The role and importance of the physical self in a person's identity.
- Critically engaging with social influences that inform views of gender.

Violence and staying safe

- Where and how to seek support and information to aid decision-making and personal safety.
- Understand how to respond appropriately in harmful or unsafe situations.
- Recognise unhealthy or harmful relationships and seek help to respond to these.
- Accessing support and information to ensure personal safety in relationships.

The human body and development

- How self-image impacts on mental health and well-being.
- Responding to the impact of puberty on emotional well-being.
- The link between puberty, sexuality and sexual relationships.
- The links between physiology and mental health and emotional well-being, including body image.

Sexuality and sexual behaviour

- What matters statement: Healthy relationships are fundamental to our sense of belonging and well-being.

Sexual and reproductive health

- Impact on physical and mental health and emotional well-being.
- Decision-making and reproduction.
- Sexual relationships and sexual health.

Enrichment and experiences

The experiences offered to learners should enhance their health and well-being. Learning about themselves and others, about their communities and the wider world needs to take place through rich, meaningful and enjoyable experiences.

Importance of outdoor learning

Learning outside the classroom in non-formal settings can help learners to:

- experience and understand their emotions which are often turbulent in adolescence
- learn how to operate successfully with their peers and with adults
- see the potential for experiencing calm and relaxation through reflection
- release energy and improve physical health through physical activity.

There is substantial evidence to suggest that outdoor experiences can impact positively on children and young people's attitudes, beliefs and self-perceptions. Examples of outcomes include improved independence, confidence, self-esteem, self-efficacy, personal effectiveness and coping strategies.

It can also help with interpersonal and social skills such as social effectiveness, communication skills, group cohesion and teamwork.

The importance of play in health and well-being

Play is essential to healthy brain development and helps children and young people to develop healthy bodies and minds as well as their social and emotional capacities. Play is an important time for teaching children and young people about relationships, helping them to understand how their behaviour affects others and develop a sense of empathy. Play can reduce stress levels and provides valuable opportunities to be creative and imaginative. Professionals should value the important role which play has in developing all of the attributes for the Health and Well-being what matters statements.

Visits, visitors and the community

As learners' connections with, and understanding of, the wider world expand so too does their understanding of how their society functions and what part they can play in contributing to its safety and health. Schools should make the most of opportunities to involve parents, carers and the wider community, which could include working closely with health professionals, creating intergenerational groups and establishing joint initiatives promoting fitness.

Putting the area of learning and experience into practice

Learning in the Health and Well-being Area of Learning and Experience should be driven by the needs of learners in realising the four purposes of the curriculum. Curriculum design needs to be flexible enough to respond to a diverse range of changing needs. The nature of this area of learning and experience will allow schools to construct a curriculum based on local needs but it should also have regard to national and global trends and issues that affect health and well-being. Learning should also be fully informed by school values, vision and ethos as well as reflecting the needs of communities both within and beyond the school. This can be done by placing the voice of the learner at the centre of planning. Professionals should also seek to collaborate with a range of experts and stakeholders in developing their curriculum.

Teaching should also be based on sound evidence and expertise. Evidence should draw from local, cluster-wide, regional and national information, using a range of sources, e.g. data from the School Health Research Network (SHRN), the local authority and the local health board. Professionals should also seek to collaborate with a range of experts and stakeholders in developing their curriculum.

There is a large range of topics which a professional could consider in developing a Health and Well-being curriculum. Topics should be chosen based on the needs of their learners. Learning could be as wide-ranging as consent, first aid and lifesaving skills, gender and stereotypes, or a healthy diet.

Working across areas of learning and experience

There is considerable scope for overlap between this area of learning and experience and the others, and it is important that planning for Health and Well-being should happen in collaboration with other areas of learning and experience.

Whole-school approach

The development and design of the Health and Well-being curriculum needs to be reflected in the school's ethos and environment, support services and policies. If teaching is not supported by these, then learning in Health and Well-being will be significantly compromised. For example, learning about a healthy diet will be influenced by food provided at lunchtime.

A whole-school approach to well-being permeates all aspects of the life of a school. Critically, this should foster a culture which holds the well-being of the entire school community at its forefront. This should mean involving every individual in the school community – learners, parents/carers, and all staff and volunteers. It is a combination of factors including leadership; the learner's voice; policy, culture and environment; curriculum and staff development.

Working with external partners, groups and organisations

Schools may identify areas of the curriculum for which they require additional support. External organisations can provide this support by enhancing learning through expert input. These organisations, however, are not a substitute for teaching professionals, who are better placed to provide learning that best meets the needs of their learners and links to the wider curriculum. External organisations can also assist schools to develop links with the wider community and support parental engagement.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Becoming more self-regulated: Learners become increasingly independent and competent in terms of regulating their emotions and behaviours.

Becoming more socially responsible: Learners grow in self-awareness and in the way they think about how their actions impact on others.

Sophistication of knowledge and skills: Issues dealt with can be revisited and explored in more depth as learners' understanding and ability become more sophisticated.

Developmental growth: Progression aligns with the milestones of child development.

Progression step 1

Achievement outcomes

I can move in different ways, and can choose to take part in active play on my own and alongside others.

I can control gross and fine movements through active play and everyday tasks in different environments.

I can respond to instructions about movement and can move safely in a variety of spaces.

I can explore a variety of foods, drinks, tastes and textures, in a range of contexts and settings.

I have developed an awareness that I need to eat, drink and sleep to live.

I have developed an awareness that I need a balanced diet to grow, to be active and to maintain good physical health.

I have developed an awareness of physical and emotional changes when I'm active.

I have developed an awareness of the activities I enjoy and what I am good at.

I can follow everyday routines to keep myself clean.

I have developed an awareness that my body will change as I grow.

I can recognise hazards and situations that could be harmful to my physical health.

Progression step 2

Achievement outcomes

I have developed the confidence to take part in different and regular physical activities, and to play on my own, with a partner and in small groups.

I can concentrate when faced with physical challenges during unstructured play activities and focused tasks.

I have developed the confidence to seek activities and equipment to suit my needs.

I can use and improve basic movement skills in familiar and new situations.

I have developed my ability to respond creatively to instructions, moving safely in and out of a variety of spaces when working on my own and with others.

I can prepare food that I know is part of a balanced diet.

I have developed an understanding that I need sleep, rest and a balanced diet to live and thrive.

I can understand that there is a connection between diet and physical activity levels.

I can describe the physical and emotional changes that I experience when I'm active.

I can reflect on my own and others' performance, describing strengths and areas for improvement.

I can take more responsibility for my personal care and hygiene.

I have developed an awareness that my body and emotions will change as I grow.

I have developed an awareness that certain substances can bring about changes that can impact on my physical health.

I can recognise and respond to behaviours and situations that are harmful to my physical health and that of others.

Progression step 3

Achievement outcomes

I can engage in regular physical activity and find it rewarding.

I can motivate myself to continue practising.

I have developed the confidence to fulfil physical challenges set by myself and others.

I can safely develop and apply a range of skills in familiar, new and changing situations.

I can use space creatively to move in response to a variety of stimuli.

I can experiment with a range of roles and responsibilities.

I can plan and prepare basic, nutritious, balanced meals using simple, affordable ingredients.

I have developed an appreciation of the importance of a balanced diet, sleep and rest on my developing body and mind.

I have developed an understanding of the specific impact diet has on our capacity to thrive and how an appropriate energy balance is achieved through diet and physical activity.

I can explain the physical and emotional changes that occur when I'm active.

I can work on my own and with others to plan, monitor and evaluate performance, setting myself relevant targets.

I can take responsibility for personal hygiene to protect my physical health.

I have developed an understanding of the physical and emotional impact of puberty.

I have developed an understanding that certain substances can bring about changes that can impact on my health.

I have developed an understanding of behaviours and situations that are harmful to my physical health and that of others, and I can respond appropriately.

Progression step 4

Achievement outcomes

I have developed the enthusiasm and commitment to engage in regular physical activity.

I have developed the confidence to select and apply a range of strategies, sustaining concentration to overcome physical challenges.

I can transfer a range of skills from familiar to unfamiliar and changing contexts and environments.

I have developed complex skills in a variety of roles and responsibilities, within a range of activities.

I can plan and prepare a variety of nutritious and balanced meals using simple and affordable ingredients.

I can apply my knowledge of diet and nutrition to make appropriate choices that have a positive impact on my health and well-being.

I can make appropriate dietary choices that allow me to maintain an appropriate energy balance.

I can analyse the physical and emotional changes that occur when I'm active.

I can collaboratively plan, evaluate and refine performance in a range of activities.

I can protect myself from disease, illness and infection.

I can manage changes associated with puberty appropriately.

I have developed an understanding of how certain substances bring about changes that can impact on my physical health.

I can apply my understanding of health-harming behaviours and keep myself and others safe.

Progression step 5

Achievement outcomes

I can value the benefits of participation in regular physical activity and have the self-motivation to do so.

I have developed an appreciation of my movement ability and physical health and I am confident in my ability to meet physical challenges.

I can proactively seek opportunities to develop my expertise in physical activity, in sport and physical health.

I can independently adapt and apply skills across contexts in a range of activities and environments.

I can apply sophisticated strategies to support my own progress and that of others in a wide range of activities.

I can apply a range of techniques to prepare nutritious, balanced meals by combining tastes using affordable ingredients.

I can apply my understanding of a balanced diet, adjusting my diet according to needs and personal circumstances.

I can use my knowledge of diet and nutrition to support others with their dietary and lifestyle choices.

I can critically evaluate the physical and emotional changes that occur when the human body is active.

I can critically evaluate and independently select appropriate strategies for myself and others to improve physical health and well-being.

I can use my knowledge of disease, illness and infection to protect myself and provide guidance and support to others.

I can actively engage in health-promoting behaviours and value my own physical health and that of others.

Planning for learning

Links within this area of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across the Health and Well-being Area of Learning and Experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

How we process and respond to our experiences affects our mental health and emotional well-being.

- The interdependency of physical and mental health and emotional well-being.
- The links between physical and mental health and emotional well-being, including body image, identity and physiological changes in relation to emotions.
- Responding to the impact of puberty on emotional well-being.
- The role of self-regulation to support physical health and well-being and in overcoming challenges in physical activity.

Our decision-making impacts on the quality of our lives and the lives of others.

- Risks and decision-making which have an impact on physical health.
- Decision-making in physical activity (including selecting appropriate equipment and strategies).

How we engage with different social influences shapes who we are and our health and well-being.

- The impact of social influences on behaviours that affect physical health.
- How social attitudes and norms can impact on physical self-image and identity.
- The interaction of social influences and dynamics within team sports.

Healthy relationships are fundamental to our sense of belonging and well-being.

- Developing relationships and working collaboratively through team games.

(from Progression step 3 onwards)

- The link between puberty, sexuality and sexual relationships.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Expressive Arts

- Creative movement and dance as a physical activity.
- Developing gross and fine motor skills to support participation in art forms.

Humanities

- Elements of citizenship can be developed through respecting rules and fair play in team games.
- Environmental factors that affect health and well-being.
- Food production and sustainability.

Languages, Literacy and Communication

- The relationship between physical and cognitive development has an impact on the acquisition of speech and language.
- Acquisition of gross motor skills as a precursor of fine motor skills such as handwriting.

Mathematics and Numeracy

- The role of numeracy in purchasing and preparing food to support nutrition.
- The role of numeracy in measuring distance, weight and time.

Science and Technology

- Biological aspects of growth and physical development.
- Nutrition and food technology.
- The biology of physical health and well-being (including impact of disease, physical activity and nutrition).

Experiences, knowledge and skills

Learners need to experience:

- opportunities to practise strategies that they have developed to support their physical health and well-being
- opportunities to choose, prepare and eat a range of foods that can support a healthy balanced diet
- outdoor learning to support physical health and well-being
- a range of ongoing, daily opportunities to be physically active
- opportunities to be physically active in a variety of environments (including indoor, outdoor, different surfaces, heights, in and around water)
- a range of physical activities through fun and engaging approaches to learning.

Learners need to know:

- how their physical health and well-being is influenced by a range of factors, both in the short and long term, including a balanced diet, physical activity, sleep, personal care and hygiene, protection from infection, and the use and misuse of substances
- the importance of sustainable, balanced and positive behaviours to support physical health and well-being
- that physical health and well-being supports mental health and emotional well-being
- how physical growth and development influences physical and emotional health and well-being
- the role and importance of the physical self as part of one's identity.

Learners need to be able to:

- identify and practise strategies to support their physical health and well-being
- plan and prepare food that can form part of a healthy, balanced diet
- develop their competence and confidence in a range of activities which support physical health and well-being
- take responsibility for their own personal care and hygiene.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Becoming more self-regulated: Learners become increasingly independent and competent in terms of regulating their emotions and behaviours.

Becoming more socially responsible: Learners grow in self-awareness and in the way they think about how their actions impact on others.

Sophistication of knowledge and skills: Issues dealt with can be revisited and explored in more depth as learners' understanding and ability become more sophisticated.

Developmental growth: Progression aligns with the milestones of child development.

Progression step 1

Achievement outcomes

I can be aware of my perceptions and thoughts.

I can focus my attention and am aware of being able to do this.

I can notice some of my feelings.

I can communicate some of my feelings.

I can be aware of how feelings are communicated through actions.

I can be aware that thoughts and feelings change, and I am starting to notice when change happens.

I can be aware of the feelings of others.

I can be aware of when others are kind to me and when I am kind to others.

Progression step 2

Achievement outcomes

I can focus attention on my perceptions and thoughts.

I can notice how I am feeling.

I can communicate how I'm feeling.

I can notice when I need help to manage my feelings in order to avoid acting impulsively.

I can understand how and why my thoughts, feelings and actions change in response to different experiences.

I can pay attention to the feelings of others and am learning to think about why they may feel that way.

I can understand that we have a choice to act kindly.

Progression step 3

Achievement outcomes

I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.

I have developed strategies to self-regulate my emotions in a healthy way and can manage this with increasing independence and success.

I can notice and understand how and why experiences impact on me and others.

I can reflect on the way that past events and experiences have impacted upon my thoughts, feelings and actions.

I have developed the ability to anticipate how future events may make me and others feel.

I can consider the feelings of others and I can choose to act with kindness.

Progression step 4

Achievement outcomes

I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.

I can identify different strategies to self-regulate my emotions in response to a range of experiences.

I can reflect and learn from the past in order to anticipate and prepare myself for future experiences.

I can understand the value of being able to empathise with others and how this leads to actions which are compassionate and kind.

Progression step 5

Achievement outcomes

I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy way and to connect with others.

I can reflect, respond and learn from past and current experiences in order to anticipate and prepare for future events.

I can transfer these skills in order to care about the feelings and thoughts of others.

I can empathise with others which helps me to be compassionate and kind towards myself and others.

Planning for learning

Links within this area of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across the Health and Well-being Area of Learning and Experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Developing physical health and well-being has lifelong benefits.

- The interdependencies of physical health, mental health and emotional well-being.
- Body image, identity and physiological changes in relation to emotions.
- Responding to the impact of puberty on emotional well-being.
- The role of self-regulation to support physical health and well-being and in overcoming challenges in physical activity.

Our decision-making impacts on the quality of our lives and the lives of others.

- The role of self-regulation in decision-making.
- The development of addictive behaviours and how they influence decision-making.

How we engage with different social influences shapes who we are and our health and well-being.

- The role of self-regulation in engaging critically with social influences.
- The impact of social influences on life experiences and how life experiences are perceived and managed.

Healthy relationships are fundamental to our sense of belonging and well-being.

- The importance of empathy and compassion in developing positive relationships.
- The importance of communicating feelings in relationships.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Expressive Arts

- Provides a range of opportunities to express emotions.
- Engaging with art forms to explore and understand how these make us feel.

Humanities

- How individuals perceive and interpret events and experiences in different ways.

Languages, Literacy and Communication

- The role of language, both written and spoken, and the role of body language in communicating and expressing emotions.
- The potential of literature to develop empathic skills.

Mathematics and Numeracy

- The influence of financial circumstances and decisions on mental health and emotional well-being.

Science and Technology

- The relationship between physiology and mental and emotional health (including growth and the structure of the brain).

Experiences, knowledge and skills

Learners need to experience:

- opportunities to turn an empathic feeling into an act of kindness and compassion for themselves and others
- opportunities which promote reflection both individually and in a group, within a supportive and protective environment
- safe and supportive discussions about experiences which affect mental health and emotional well-being.

Learners need to know:

- that our mental health and emotional state is susceptible to change
- how self-image impacts on mental health and well-being
- about a range of strategies which promote awareness of mental health and well-being
- how the brain is interconnected with the rest of the body, which includes the stress response system and physiological changes that occur
- that they can access a range of support to manage their mental health and emotional well-being
- that other people's mental health and emotional well-being may be different from their own
- about medical conditions that may affect our mental health and emotional well-being
- that the environment can impact upon our mental health and emotional well-being.

Learners need to be able to:

- recognise and articulate what they are perceiving, thinking and feeling in order to develop their self-awareness and to understand their emotions
- reflect upon, and anticipate how, experiences may affect them
- develop strategies to self-regulate without guidance from others
- communicate how they are feeling and ask for help when needed.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Becoming more self-regulated: Learners become increasingly independent and competent in terms of regulating their emotions and behaviours.

Becoming more socially responsible: Learners grow in self-awareness and in the way they think about how their actions impact on others.

Sophistication of knowledge and skills: Issues dealt with can be revisited and explored in more depth as learners' understanding and ability become more sophisticated.

Developmental growth: Progression aligns with the milestones of child development.

Progression step 1

Achievement outcomes

I can make decisions based on what I like and dislike.

I have developed an awareness that my decisions can affect me and others.

I can, with support, identify some safe and unsafe actions and situations during indoor and outdoor activities.

I can explain why I made some decisions.

I can say what I think and take part in group decisions.

I can choose activities based on my interests and explore different workplace roles through play.

I have developed an understanding that I need money to buy things and that some things have to be saved for.

Progression step 2

Achievement outcomes

I can identify different choices available to me, and make decisions based on what I know.

I have developed an awareness that my decisions can be affected by the way I feel.

I can identify safe and unsafe actions and situations and make decisions based on this.

I can recognise that my decisions can impact on me and others, both now and in the future.

I can take part in group decisions and understand why some decisions need to be made as a group.

I can identify my skills and abilities and talk about jobs that I may choose to do.

I can recognise the importance of using money responsibly and I can differentiate between wants and needs.

Progression step 3

Achievement outcomes

I can use a range of information and past experiences to make and explain decisions.

I can identify and assess risks in familiar situations.

I can understand that decisions can be influenced by a range of factors, including values, beliefs and bias.

I have developed an awareness that decisions can have wide implications at a personal, local, national and global level, including legal and ethical.

I have begun to recognise the relevance of my learning, skills and interests to my future life choices.

I can set short-term and long-term personal goals in a variety of contexts, and I can explain how I will achieve these.

I can manage my money, and budget appropriately.

Progression step 4

Achievement outcomes

I can use information from a variety of sources, including learning from past experiences, to make decisions which support the health and well-being of myself and others.

I can critically consider relevant factors when making decisions.

I can identify the ethical and legal implications of decisions, and use evidence to support and justify them.

I can manage risks and take steps to reduce them within familiar situations.

I can find relevant information regarding learning and career pathways in which I am interested.

I can use information to set personal goals and work towards them.

I have developed an understanding that I am responsible for managing my money effectively, and recognise that financial decisions can have short-term and long-term implications.

Progression step 5

Achievement outcomes

I can research, examine and evaluate a range of evidence to make pro-social, ethical and reasoned decisions.

I can explain my decisions, based on evidence and on my values.

I have developed an awareness that emotions, cultural values and social values influence decision-making, and I can critically examine my own attitudes, assumptions and behaviours.

I have developed an understanding of the ethical and legal implications of decisions, and use them to support and justify decisions.

I can anticipate, manage and respond to risks within different situations.

I have developed an understanding of the experiences, knowledge and skills which are required for my preferred career and learning pathways.

I can take steps to support my ambitions.

I have developed an understanding that money can be used, borrowed and invested in different ways and that there may be risks involved.

Planning for learning

Links within this area of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across the Health and Well-being Area of Learning and Experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Developing physical health and well-being has lifelong benefits.

- Making decisions which affect physical health.
- Risks which have an impact on physical health.
- Decision-making in physical activity (including selecting appropriate equipment and strategies).

How we process and respond to our experiences affects our mental health and emotional well-being.

- The role of self-regulation in decision-making.
- The development of addictive behaviours and decision-making.

How we engage with different social influences shapes who we are and our health and well-being.

- Understanding social influences on decision-making (including financial).
- The impact of decisions on wider social groups and society.

Healthy relationships are fundamental to our sense of belonging and well-being.

- Accessing support and information to ensure personal safety in relationships.
- Building relationships with others, using problem-solving skills and negotiation to support collective decisions and career skills.
- Decision-making in the context of different relationships (including consent).

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Humanities

- How decision-making is a part of citizenship.
- Ethical considerations in decision-making.

Mathematics and Numeracy

- Using numeracy to support positive decision-making, particularly financial decision-making.

Science and Technology

- Decisions, safety and addictive behaviours in respect of technology and in an online context.

Experiences, knowledge and skills

Learners need to experience:

- opportunities to reflect on personal beliefs and values, and to consider their effect on decision-making
- overcoming challenges by considering the consequences of decisions and responding to them
- taking measured risks in a safe environment
- making decisions outside their comfort zone
- contributing to collective decisions

(from Progression step 4 onwards)

- real-life work situations.

Learners need to know:

- how decisions can affect our health and well-being and impact on the health and well-being of others
- how collective decisions can be supported by a fair process
- that there are many factors that influence decision-making
- where and how to seek support and information to aid decision-making and personal safety
- that there is a wide range of voluntary and paid roles that they can choose to follow

(from Progression step 2 onwards)

- that some behaviours are addictive and can influence the decisions they make
- that there are rules and laws to regulate and support decision-making, and that decisions taken may have legal consequences.

Learners need to be able to:

- identify and manage risks when making decisions
- make safe decisions in a variety of situations and environments
- take steps to support their own health and well-being and that of others
- respond appropriately in harmful or unsafe situations
- make decisions when using technology which support their health and well-being and that of others
- contribute constructively when making decisions as part of a group
- take responsibility for their actions, and identify and reflect on the effects of their decisions in order to evaluate them and improve future decision-making
- engage with ethical considerations and the effects on others when making decisions

(from Progression step 2 onwards)

- make financial decisions which support their own health and well-being and that of others
- make reasoned and informed decisions about their learning and career pathways

(from Progression step 3 onwards)

- set short-term and long-term goals in a variety of contexts, and make decisions that support the achievement of these goals
- critically engage with a range of information and experiences to make informed decisions that they can justify.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Becoming more self-regulated: Learners become increasingly independent and competent in terms of regulating their emotions and behaviours.

Becoming more socially responsible: Learners grow in self-awareness and in the way they think about how their actions impact on others.

Sophistication of knowledge and skills: Issues dealt with can be revisited and explored in more depth as learners' understanding and ability become more sophisticated.

Developmental growth: Progression aligns with the milestones of child development.

Progression step 1

Achievement outcomes

I can recognise and follow rules and norms in the groups and situations in which I take part.

I can show care and respect for others.

I have explored different social groups.

Progression step 2

Achievement outcomes

I can recognise the different rules and norms of the social groups and situations in which I take part.

I can change how I interact and behave in different situations appropriately.

I can recognise that there are similarities and differences between people.

Progression step 3

Achievement outcomes

I have developed an understanding of rules, norms and pro-social behaviours of the social groups and situations in which I take part.

I can interact pro-socially in the social groups and situations of which I am part.

I have developed an understanding that there are different social groups and that they have different norms and attitudes, and I recognise that these may be positive or harmful.

I have developed an understanding that my values and identity are influenced by the different social groups in which I take part.

Progression step 4

Achievement outcomes

I can recognise the rules, norms and pro-social behaviours in a variety of different social groups and situations.

I can interact pro-socially in different social groups and situations.

I can identify different social attitudes and influences and recognise where these are positive or harmful.

I can engage with different social groups beyond those with which I am familiar.

I have developed an understanding of how my values and identity are being informed by different social groups and influences.

Progression step 5

Achievement outcomes

I have developed an understanding of the rules, norms and pro-social behaviours of different social groups and situations.

I can interact pro-socially and respectfully in different social groups and situations.

I can recognise different social attitudes and influences.

I can promote positive attitudes and values in different social groups, and, where appropriate, challenge harmful ones.

I can engage with and show respect for different social groups beyond those with which I am familiar.

I can recognise and understand how people's values and identity are shaped by different social groups and influences.

Planning for learning

Links within this area of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across the Health and Well-being Area of Learning and Experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Developing physical health and well-being has lifelong benefits.

- The impact of social influences on behaviours that affect physical health.
- How social attitudes and norms can impact on physical self-image and identity.
- The interaction of social influences and team sports and team dynamics.

How we process and respond to our experiences affects our mental health and emotional well-being.

- The role of self-regulation in engaging critically with social influences.
- The impact of social influences on experiences and mental and emotional health, and perceptions of them.

Our decision-making impacts on the quality of our lives and the lives of others.

- Understanding social influences on decision-making (including financial).
- The impact of decisions on wider social groups and situations.

Healthy relationships are fundamental to our sense of belonging and well-being.

- Understanding how social attitudes and norms can impact on relationships, recognising that these can be positive and/or harmful.
- Understanding how different social groups and societies present norms of different relationships.
- Developing relationships within different social groups.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Expressive Arts

- The importance of the Expressive Arts and related pedagogies in exploring social influences.

Humanities

- How citizenship is linked to and impacted by social influences.
- How the values and norms of individuals form a collective identity and collective values.

Languages, Literacy and Communication

- Exploring social influences as presented in and through different literature.

Mathematics and Numeracy

- Critically engaging with social norms in respect of money to support financial literacy.

Science and Technology

- Critically engaging with social norms and influences in respect of technology, and in an online context.

Experiences, knowledge and skills

Learners need to experience:

- interaction with a range of social groups, both familiar and unfamiliar
- situations and contexts that provoke reflection on social influences and their consequences
- the demands of different social situations
- opportunities to explore and evaluate the consequences of different responses to rules and norms.

Learners need to know:

- that different social groups and situations have their own rules and norms
- the different rules and norms of the social groups and situations of which they are part
(from Progression step 2 onwards)
- how social norms, rules, values and attitudes of different social groups can influence our own values, health and well-being
- the influence that media and the online world can have on well-being, attitudes and values
(from Progression step 4 onwards)
- the biases in thinking and behaviours that can arise from being in a social group.

Learners need to be able to:

- recognise the rules, norms, attitudes and values of different social groups
- adapt their behaviour in response to the expectations and norms of a variety of contexts
(from Progression step 2 onwards)
- follow and promote positive rules, norms, attitudes and values in different social groups
- develop awareness of how their own identity, values, attitudes and behaviours are being shaped by the situations and social groups to which they belong and in which they function
- understand and respect the identity, values, attitudes and behaviours of other people are shaped by their social groups
- critically evaluate the content of different types of media and the online world, recognising the impact that it has on attitude, values and well-being
(from Progression step 3 onwards)
- reject and challenge harmful rules, norms, attitudes, values, stereotypes and prejudices in various social groups.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Becoming more self-regulated: Learners become increasingly independent and competent in terms of regulating their emotions and behaviours.

Becoming more socially responsible: Learners grow in self-awareness and in the way they think about how their actions impact on others.

Sophistication of knowledge and skills: Issues dealt with can be revisited and explored in more depth as learners' understanding and ability become more sophisticated.

Developmental growth: Progression aligns with the milestones of child development.

Progression step 1

Achievement outcomes

I can identify who looks after me and who my family and friends are.

I can get along with others with and without support.

I can communicate what makes me feel uncomfortable and I can recognise kind and unkind behaviour.

I can communicate my needs and feelings in my relationships.

I can behave kindly towards others.

I can understand that I have the right to be treated fairly and respectfully.

Progression step 2

Achievement outcomes

I can recognise that there are different types of relationships beyond my family and friends.

I can recognise the relationships I have with others.

I have developed the ability to make friends and can resolve disagreements, seeking support when needed.

I can recognise how other people are feeling.

I can understand the importance of respect and feeling safe in my relationships.

I can communicate when I do not feel safe or respected.

I can use what I know about what makes me and others comfortable to inform my behaviour.

I can listen to others communicate their needs and feelings in my relationships.

I can show respect towards the rights of others with support.

Progression step 3

Achievement outcomes

I can understand that there are differences within similar types of relationships and that relationships change over time.

I have developed an awareness that my relationships form part of my identity and sense of belonging.

I can continue to make and maintain the relationships that matter to me.

I can recognise and anticipate other people's feelings.

I can identify conflict and take steps to resolve it.

I can recognise safe and unsafe situations in relationships and can seek support where needed.

I can show respect to others in my relationships.

I can communicate my needs and feelings and respond to those of others.

I can respect the rights of others and understand how these impact on myself and others.

Progression step 4

Achievement outcomes

I have developed an understanding of the expectations and requirements of healthy behaviours in a range of relationships.

I have developed an understanding that there is an interaction between my relationships with other people and my identity.

I can form and maintain purposeful relationships with a wider circle of people.

I can empathise with other people's feelings and adapt my behaviour in response to this.

I can respect other people's points of view and use this to help resolve conflict.

I can identify where my safety or the safety of someone else is threatened in a relationship and know how to respond to this.

I can challenge harmful behaviours within relationships.

I have developed an understanding of the value of compassion, respect and equity in developing healthy relationships.

I can communicate my needs and feelings and respect those of others in different types of relationships.

I can exercise my own rights and respect those of others.

I can recognise that rights can be infringed and can identify this.

I can apply my knowledge of rights to my relationships.

Progression step 5

Achievement outcomes

I have developed an understanding of the complex nature of relationships in a range of contexts and how they are influenced by a range of factors.

I have developed an understanding of how people's relationships inform their identity and how their identity informs their relationships.

I can make meaningful connections with others and value my relationships with others in a range of contexts.

I can form, maintain and develop relationships.

I can recognise the characteristics of healthy relationships and can respond appropriately to unhealthy or harmful characteristics or behaviours.

I can build relationships based on compassion, positive communication, respect and equity.

I can advocate the rights of myself and others.

Planning for learning

Links within this area of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across the Health and Well-being Area of Learning and Experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Developing physical health and well-being has lifelong benefits.

- Developing relationships and working collaboratively through team games.

(From Progression step 3 onwards)

- The link between puberty, sexuality and sexual relationships.

How we process and respond to our experiences affects our mental health and emotional well-being.

- The importance of empathy and compassion in developing positive relationships.
- The importance of communicating feelings in relationships.

Our decision-making impacts on the quality of our lives and the lives of others.

- Accessing support and information to ensure personal safety in relationships.
- Building relationships with others, using problem-solving and negotiation to support career skills and collective decisions.
- Decision-making in the context of different relationships (including consent).

How we engage with different social influences shapes who we are and our health and well-being.

- How social attitudes and norms can impact on relationships in positive and harmful ways.
- How different social groups and societies present norms of different relationships.
- Developing relationships within different social groups.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Expressive Arts

- The importance of the Expressive Arts and related pedagogies in exploring relationships.
- Developing relationships through collaborations to create art.

Humanities

- The importance of developing relationships in supporting citizenship.
- Understanding of spiritual relationships.
- Understanding of rights, respect and equity.

Languages, Literacy and Communication

- The role of language in communicating and expressing emotions in relationships.
- The importance of communication in developing and maintaining relationships.
- Using literature to explore relationships.

Science and Technology

- Exploring relationships in an online context.

(from Progression step 3 onwards)

- Biology and sexual relationships.

Experiences, knowledge and skills

Learners need to experience:

- opportunities to form and develop relationships in different contexts and develop meaningful connections with other living things
- opportunities to participate in team activities and collaborate with others, taking on a variety of roles
- opportunities to explore a wider range of relationships beyond the personal, everyday experience including reading fiction and non-fiction, film, television, gaming and the virtual world
- opportunities to explore and critically evaluate different approaches to resolving conflict.

Learners need to know:

- relationships are fundamental to well-being and can have both a positive and negative impact on it
- there are a wide range of relationship types (including friendship, parental, familial, teacher/learner, romantic, spiritual, virtual, sexual and professional) – when these are healthy, they can support and benefit us
- how to access support and information to foster healthy relationships and ensure personal safety
- while there are similar types of relationships, each relationship is unique and will vary from person to person
- the importance of respect and equity, and of recognising one another's rights in terms of developing healthy and safe relationships
- the importance of privacy and consent
- how to recognise and protect themselves from unwanted sexual attention in relationships
- what may constitute an unhealthy or abusive relationship.

Learners need to be able to:

- communicate their needs and feelings
- seek support when required
- form, develop and maintain healthy relationships in a range of contexts
- recognise and respect the views, values and rights of others in order to develop and maintain relationships
- recognise and respond to the needs and feelings of others, demonstrating empathy and compassion
- use problem-solving, cooperation and negotiation to sustain relationships
- identify and respond constructively and appropriately to conflict in relationships
- recognise unwanted attention and respond appropriately
- recognise unhealthy or harmful relationships and seek help to respond to these.

GLOSSARY

Word/phrase	Definition
Biases	A strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement.
Empathy	The ability to understand and share the feelings of another.
Energy balance	The relationship between intake of food and output of work that is positive when the body stores extra food as fats and negative when the body draws on stored fat to provide energy for work.
Ethical considerations	Relating to ethical and moral principles.
Factors	A circumstance, fact or influence that contributes to a result.
Fine motor skills	Skills that requires delicate muscular control in which certain parts of the body move within a limited area in order to produce accurate responses.
Gross motor skills	Skills that involves the action of many muscle groups and requires movement of the whole body, e.g. running.
Perceptions	The ability to become aware of something through the senses.
Pro-social	Behaviour which is positive, helpful and intended to promote social acceptance and friendship.
Self-awareness	Conscious knowledge of one's own character, feelings, motives and desires.
Self-regulate	The ability to focus attention, control emotions, and manage thinking, behaviour and feelings.
Social influences	Any process whereby a person's attitudes, opinions, beliefs, or behaviour are altered or controlled.
Social norms	Common standards within a social group regarding socially acceptable or appropriate behaviour in particular social situations, the breach of which has social consequences.

Word/phrase	Definition
Spiritual relationships	A sense of connection to something bigger than ourselves; it typically involves a search for meaning in life.
Values	Principles or standards of behaviour; a person's judgement of what is important in life.
Virtual relationship	A relationship between people online; in many cases, known only to each other via the internet.

