

Ellie the Enterprising Elephant

ENTERPRISING CREATIVE CONTRIBUTORS

*I use good ideas to make things
I solve different problems in different ways
I make the most of every opportunity
I take sensible risks to make things better
I can be a leader AND let others lead
I can explain my ideas in different ways
I help others
I can work and play in a team*



Harold the Healthy Hamster

HEALTHY CONFIDENT INDIVIDUALS

*I have firm values and develop my own beliefs
I respect myself and others - making and keeping friends
I understand that mistakes help me learn
I am happy, healthy and safe
I think before I say or do something
I am becoming more confident - I perform in front of others
I try to do things independently*



Edna the Ethical Eagle

ETHICAL INFORMED CITIZENS

*I can make up my own mind
I know that there are good and bad things happening
I care about the rights of all children
I understand that my actions impact on others
I know about people and places around the world
I believe that we are all different but equal
I care for the environment
I am a citizen of Wales
I know my views are important*



Arty the Ambitious Ant

AMBITIOUS CAPABLE LEARNERS

*I always try to be the best I can
I always use what I have learnt
I ask questions and work things out
I talk about what I know in English and Welsh
I explain what I have learnt
I use numbers in different activities
I use numbers to understand data
I use different technology*



PENGELLI PRIMARY SCHOOL

REACH FOR THE STARS CURRICULUM 2022

HEALTH AND WELLBEING OVERVIEW

Talaat, Helen

Specific considerations for HEALTH AND WELLBEING

The five statements of what matters should be viewed holistically. When viewed together they encapsulate the fundamental elements which are the foundation upon which health and well-being can be developed. They are meant to act as lenses through which different topics and issues can be explored giving professionals the flexibility to identify those which are relevant to the needs of their learners, their setting or school and their community. When designing learning and teaching in this Area in the curriculum practitioners should ensure that they draw from across the statements of what matters wherever possible. There is considerable scope for overlap with the other Areas and it is important that planning for this Area should happen in collaboration with them.

Consider what influences learners' health and well-being

As well as considering learners' health and well-being, this process could consider the following.

- What are the drivers and influencers of learners' health and well-being?
- How do these drivers and influences impact on different aspects of learners' health and well-being?

These more specific questions below may be helpful in considering the above. They are not an exhaustive list but meant to help promote honest and open discussions which form an important part of the curriculum design process.

- What opportunities for physical activity will your learners find enjoyable and meaningful? What motivates them to engage in a variety of roles, responsibilities and environments (e.g. indoor, outdoor, in and around water)?
- What factors, influences and behaviours shape your learners' physical health?
- What is learners' understanding of the interconnections between their diet, sleep, physical activity and their health and well-being?
- What decisions do your learners make that influence their health and well-being and that of others? What decisions are they likely to make as they grow?
- How is your learners' health and well-being influenced by their interactions with digital technology? What opportunities should your learners have to develop healthy, safe and responsible use of digital technology and the online world?
- What experiences impact your learners' mental health and emotional well-being?
- What skills do your learners need to care for themselves and others?
- What are the different **social influences** and groups that impact on your learners, your setting or school and your wider community?
- What relationships do your learners have that influence their health and well-being?
- What skills do your learners need to develop healthy relationships?
- How are the different needs and experiences of learners interconnected?

What topics, themes and activities will help respond to learners' needs?

Learners' needs can be addressed by a wide range of learning and teaching. When selecting these, settings, schools and practitioners should ask the following:

- What activities, topics and themes are most relevant to learners, their needs and context?
- What experiences, knowledge and skills will support learners to recognise how different drivers and influences may affect their health and well-being?
- What experiences, knowledge and skills will support learners to develop sustained, health-affirming and pro-social behaviours?

How can topics, themes and activities be considered holistically?

Topics, themes and activities should be considered holistically, considering different aspects of a learners' health and well-being. The statements of what matters are designed to be used as different lenses through which to look at and consider the same curriculum content.

Planning should begin by thinking about topics relevant to learners' needs and then exploring how the topic or theme can be used to deliver learning in each of the statements of what matters. The descriptions of learning can then support the development of learning and teaching.

For example, if harmful substances were identified as a focus area, then curriculum design would require an exploration of how the descriptions of learning for each of the statements of what matters can offer a particular way of approaching it. Initial thinking may identify the following links to the statements of what matters: the impact of harmful substances and sleep patterns, appetite, motivation to exercise, emotional well-being, impulsive decision-making and risk-taking, friendship groups, and the ability to distinguish between healthy and harmful relationships. The descriptions of learning can then be used to provide the framework upon which to build detailed learning.

Another example may be that the need to collaborate has been identified as a focus area and the following links may be developed: using physical activity as a vehicle for building collaboration, exploring the benefits of supporting one another on mental health and emotional well-being, making collective decisions and learning from mistakes, exploring how different social groups within a setting or school can identify commonalities, share goals and collaborate to build relationships with the wider community.

Statements of what matters HEALTH AND WELLBEING

Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels.

Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

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

This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which **empathy** can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

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

This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make informed and considered decisions.

Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process.

A key decision that affects learners for life is around their career pathways.

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

This Area can help learners understand the important role of **social influences** on their lives. These influences are comprised of rules, **social norms**, **attitudes** and **values** that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, **values**, behaviours and health and well-being, and often do so without our being aware of it.

Learners will need to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

Descriptions of learning

Developing physical health and well-being has lifelong benefits.

Progression step 1	Progression step 2	Progression step 3
I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.
I am beginning to make connections between my diet and my physical health and well-being.	I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.
I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.	I can describe the way in which physical and emotional changes are connected in different contexts.	I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.
I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.

Progression step 4
I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli.
I can engage in regular physical activity and sport with confidence, motivation and commitment.
I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being.
I can plan and prepare a variety of nutritious meals.
I can analyse the connection between physical and emotional changes.
I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.
I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others.

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

Progression step 1	Progression step 2	Progression step 3
<p>I have an awareness of my perceptions and thoughts.</p> <p>I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.</p>	<p>I can, with support, focus attention on my perceptions and thoughts.</p> <p>I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p>	<p>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.</p> <p>I can self-regulate my emotions in a healthy way using strategies that I have developed.</p>
<p>I can notice and communicate how I am feeling.</p> <p>I am beginning to have an awareness of how feelings are communicated through actions.</p>	<p>I can notice and communicate my feelings.</p> <p>I am beginning to notice when I need help to manage my feelings</p>	<p>I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>I can ask for help when I need it from people I trust.</p>
	<p>I can reflect on my experiences.</p>	<p>I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p> <p>I can anticipate how future events may make me and others feel.</p>
<p>I have an awareness of the feelings of others.</p> <p>I am aware of when others are kind to me and when I am kind to others</p>	<p>I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p>	<p>I can empathise with others.</p> <p>I can understand how and why experiences affect me and others.</p>

Progression step 4
<p>I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</p> <p>I can identify different strategies to self-regulate my emotions in response to a range of experiences.</p> <p>I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>I can identify people and groups who can help me with my mental health and emotional well-being.</p> <p>I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.</p> <p>I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.</p>

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

Progression step 1	Progression step 2	Progression step 3
I can make decisions based on what I like and dislike.	I can make decisions based on what I know.	I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals.
I have developed an awareness that my decisions can affect me and others. I can take part in group decisions.	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 I understand why some decisions need to be made as a group.	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others. I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors .
I have an understanding that things can be safe or unsafe.	I can identify and assess risks.	I can identify and assess risks, and I can take steps to reduce them.

Progression step 4
I can research, examine and evaluate a range of evidence to make considered and informed decisions. I can set appropriate goals and plan a course of action to achieve them.
I can consider relevant factors and implications when making decisions individually and collectively.
I can anticipate, assess and manage risks.

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

Progression step 1	Progression step 2	Progression step 3
<p>I can recognise and follow rules and norms in the groups and situations in which I take part.</p> <p>I can show care and respect for others.</p>	<p>I can recognise and follow the rules and norms of different groups and situations in which I take part.</p> <p>I can change how I interact and behave in different situations with support.</p> <p>I can recognise that there are similarities and differences between people's values and attitudes.</p>	<p>I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p> <p>I can interact pro-socially in different groups and situations.</p> <p>I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.</p>

Progression step 4
<p>I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.</p> <p>I can interact pro-socially in different groups and situations, adapting my behaviours accordingly.</p> <p>I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.</p>

Healthy relationships are fundamental to our well-being.

Progression step 1	Progression step 2	Progression step 3
I can identify who looks after me and who my family and friends are.	I can recognise that there are different types of relationships beyond my family and friends.	I can understand that there are differences within types of relationships and that relationships change over time.
I can communicate my needs and feelings in my relationships.	I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.	I can communicate my needs and feelings, and respond to those of others.
I can get along with others with and without support.	I can make friends and try to resolve disagreements, seeking support when needed.	I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.
I am beginning to recognise safe and unsafe behaviour in relationships.	I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.	I can reflect on the characteristics of safe relationships and I can seek support when needed.
I am beginning to recognise that I have the right to be treated fairly and respectfully.	I can understand that everyone has rights and, with support, I can respect those rights.	I can respect the rights of others and I understand how these impact on myself and others.

Progression step 4
I can show a developing awareness of the complex nature of relationships.
I can communicate my needs and feelings, and respect those of others.
I can form and maintain healthy relationships with a wider circle of people.
I can respect other people's points of view and use this to help resolve conflict.
I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this.
I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.

Principles of progression

Progression within the Health and Well-being Area must enable learners to revisit and deepen learning in concepts within the statements of what matters across a wide range of topics and aspects of health and well-being. Learners' contexts, their personal concerns, interests and circumstances will all have an impact on what enables them to progress and the pace at which they progress. This is particularly relevant in the context of feelings and emotions.

Increasing effectiveness as a learner

Learners progress by developing their independence and agency in matters relating to health and well-being: resulting in a growing responsibility for their own health and well-being. Support from peers and supporting adults is an important enabler of progress and as learners progress in an aspect of well-being, progression includes developing the capacity to recognise when help is needed, and where and how to seek that support. Increasing effectiveness also means increasing self-regulation: recognising their feelings and adopting strategies to respond to these in a healthy way. As learners develop progression in effectiveness will include a developing ability to make, justify and evaluate decisions across the range of statements of what matters.

Increasing breadth and depth of knowledge

Progression will mean learners developing an increasingly sophisticated understanding of the fundamental concepts outlined in the statements of what matters and of a range of aspects, topics and issues relating to their health and well-being and that of others. Progression will require learners to revisit aspects, topics and issues, developing knowledge at a deeper level. Learners' knowledge of these aspects also progresses from the concrete to the abstract: understanding consequences, implications and underlying principles. This progression supports learners to develop conceptual knowledge and critical understanding in a range of aspects of health and well-being and personal behaviour.

Deepening understanding of the ideas and disciplines within Areas

As learners progress, they develop an appreciation of the significance of a range of aspects of their health and well-being that are contained within the statements of what matters and what can influence these aspects. Viewing different aspects and topics related to health and well-being through the lens of different statements of what matters. As such, progression means learners developing an increasing understanding of how the statements of what matters interlink and being able to apply these in exploring and understanding a variety of topics and issues.

Refinement and growing sophistication in the use and application of skills

Progression means learners developing their confidence, motivation competence in a skill, developing increasing accuracy and proficiency. Progression in health and well-being occurs across a wide range of skills, including: physical, emotional, psychological and social skills. This will also include more practical skills that also support learners in their health and well-being. The development of many skills will rely, to some extent on learners' wider developmental milestones. This is reflected in descriptions of learning: earlier progression focuses on learners developing awareness of a range of skills and later progression supports increasing accuracy, complexity and proficiency in those skills.

Making connections and transferring learning into new contexts

As learners progress, they develop connections between aspects of health and well-being and a wide range of topics and issues. This is underpinned by a deepening understanding of the statements of what matters, recognising the underlying common themes and principles between different issues, both within the Area and within learning in other Areas. As learners progress, the variety, complexity and nuance of the contexts they consider increases, in line with their needs, experiences and wider development. Across the continuum of learning, a critical step for learners in health and well-being is transferring understanding from their own well-being to that of others; becoming more socially responsible. Progression means learners developing an appreciation and regard for the needs of others and the impact of decisions, actions and circumstances on them. The development of empathy, care and respect for others is critical to this. As learners become more socially responsible, they progress from primarily considering themselves, to considering others, both in their own relationships with others and in wider local, national and international contexts, developing the capacity of advocacy on behalf of themselves and of others.