



Health and Well-being



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Morriston
Primary School

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Health and Well-being Vision



Pupils of Morriston Primary School are provided with a holistic structure and vision for understanding health and well-being. We will support the development of learners through the inclusion of the four purposes to navigate life's opportunities and challenges.

Pupils are taught the fundamental components of this Area which are **physical health and development, mental health, and emotional and social well-being**. Pupils will in turn learn to understand and appreciate how the different components of health and well-being are interconnected and embedded to show how vital good health and well-being is to enable successful learning.

Learners will become **healthy, confident individuals**, ready to lead fulfilling lives as valued members of society. We help to develop learners' motivation, resilience, empathy and decision-making abilities, to support them to become **ambitious, capable learners**, ready to learn throughout their lives.

Teaching and learning in this area supports pupils to become **ethical, informed citizens of Wales and the world** by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them. Learner' will be provided with opportunities to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities. This promoting learners to become **enterprising, creative contributors** ready to play a full part in life and work. Our school aims to help children grow and develop emotionally through this provision by promoting a broad and enriched curriculum inclusive of these four purposes.

As a school we pride ourselves on **being highly inclusive and nurture positive relationships** with pupils to allow them to feel safe to share their feelings as well as to take risks. Our promotion of wellbeing and mental health for individuals or groups of pupils is of paramount importance.

Health and Well-being

As a Rights Respecting School, we promote the values and principles of the UNCRC. Health and Well-being supports children to understand their rights and the rights of others (Articles 2 and 42 of UNCRC). It also supports children to experience their rights to be safe and protected from harm (Articles 19, 33, 34, 36) and also promotes the right of children to relax and play (Article 31) and to have healthy food and clean water (Article 24)

‘Schools in Wales have a ‘well-being duty’ to support the emotional and mental well-being of all learners as stated in the Well-being of Future Generations Act. Life experiences can leave a lasting impression on levels of health and confidence.

WG 2020.



Health and Well-being

is holistic!! **Altogether**



Health and Well-being

What Matters Statements

1. 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.



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

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, enabling learners to recognise when and where to seek help and support; to develop awareness of mental health issues and are able to advocate on behalf of others.

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



Health and Well-being

What Matters Statements

3. 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 more 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.



Health and Well-being

What Matters Statements

4. 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.



Health and Well-being

What Matters Statements



5. 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 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.



Health and Well-being

The principles of progression



Are non-linear and follow different pathways- personal concerns, interests and circumstances which will impact on the child's learning pathway.

Mandatory

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.



Health and Well-being

The principles of progression.



-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.





Health and Well-being

Integral Skills



Our Health and well-being curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum. The following are some key principles we have considered when designing learning and teaching in AoLE.

Integral skills

Creativity and innovation

Learning in this Area provides learners with the opportunity to develop the confidence and openness to explore ideas, to consider the opinions of others, and the courage to express their own. Learners should be given opportunities to express themselves and develop creatively in physical activity including sport, and to generate ideas to create nutritious healthy meals. Learners will be encouraged to explore and pursue innovative thinking in respect of career pathways.

Critical thinking and problem-solving

Learning across the statements of what matters in this Area provides opportunities to develop critical analysis, evaluation and appraisal skills. Decision-making is heavily dependent on critical and logical processes such as analysing the benefits and risks of a course of action. Drawing on learning in this Area learners should be encouraged to develop responses and solutions to experiences they encounter and critically analyse the factors that influence decision-making, such as social influences, *values*, beliefs and *biases*.

Personal effectiveness

Learning in this Area should provide learners with opportunities to develop an awareness of, control over, and the ability to express their emotions: the skills required to develop emotional intelligence. Through gaining an understanding of the factors that impact on mental health and emotional well-being learners can be helped to manage their experiences and act with empathy, compassion and kindness for themselves and others. Learning should enable and support learners to develop good interpersonal skills, by providing an understanding of norms and attitudes, an ability to reject and challenge these and an understanding of differences and how these should be respected.

Learners should develop an understanding of the factors that influence decision-making, helping them to make considered, informed decisions that they are able to justify and explain while also understanding the risks and possible consequences of their decisions for themselves and others. This learning should help provide learners with the skills to critically evaluate learning and mistakes and identify areas for further development.

Learning and experiences within this Area should provide opportunities for learners to develop the skills and attitudes which allow learners to be independent, to have healthy relationships, to know their rights and the rights of others, 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.

Knowledge and understanding drawn from across learning in the statements of what matters can support learners to develop confidence and independence.

Health and Well-being

Integral Skills

Planning and organising

Learning in this Area specifically seeks to provide learners with opportunities to build an awareness of, and to develop skills in, decision-making and goal-setting. Drawing on learning in this Area provides opportunities for learners to understand and explore how decision-making affects them and others, to understand and develop the skills to make collective decisions, and to critically evaluate factors and implications of decision-making. Learning in health and well-being should provide learners with the opportunities to plan and set short-term and long-term goals and to take steps to achieve these. Learning should also support learners to plan and implement sustainable, balanced and positive behaviours to support physical health and well-being. Learners should be encouraged to develop an understanding of emotions, behaviours and *social influences*, skills essential to building strong relationships.





Health and Well-being

Cross curricular links

Links across Areas help to ensure we fully embed holistic learning. There are many links between this Area and other Areas.

Expressive Arts

The Health and Well-being Area of Learning and Experience provides opportunities for creative movement and dance as a physical activity and can enable learners to develop *gross* and *fine motor movements* to support participation in the arts' disciplines. Involvement in the expressive arts can enable learners to develop a sense of self, build confidence, and explore different forms of communication and relationships, which can support mental health and emotional well-being.

Humanities

These two Areas link together to deepen learners' knowledge and understanding of *identity*, communities, societies, social norms and *values*, and *social influences*. They support understanding of citizenship, rights, respect and equality. The Health and Well-being Area of Learning and Experience supports learners' understanding of how individual and collective decision-making can support ethical and sustainable responses to challenges and opportunities that are faced by humanity.



Health and Well-being

Cross curricular links

Languages, Literacy and Communication

These two Areas link together to provide learners with the skills to effectively communicate which in turn provide a foundation for developing healthy relationships. Physical and cognitive development will impact on the acquisition of speech and language and the development of *fine motor movements*, such as handwriting. Literacy skills allow learners to explore texts related to health and well-being. Reading and writing for pleasure also provides opportunities to improve the learner's sense of well-being.

Mathematics and Numeracy

The Health and Well-being Area of Learning and Experience provides learners with the knowledge and understanding of the process of decision-making, including the implications of decisions and consideration of risk. Numeracy provides an important context in which to explore and support positive decision-making, particularly in respect of financial decisions. The Health and Well-being Area of Learning and Experience also provides opportunity to explore the role of numeracy in purchasing and preparing food to support nutrition and its role in measuring distance, weight and time.

Health and Well-being

Cross curricular links

Science and Technology

These Areas are inherently linked. Knowledge and understanding of biology, physical development, biological and sexual relationships and the link between physical and emotional health are fundamental to learning in the Health and Well-being Area of Learning and Experience. Learning how the brain works can help learners understand their thoughts, feelings and emotions. How lifestyle choices can impact the human body (including diet, drug use and exercise) can be considered, as well as the science behind hormones, sexual reproduction and human development in support of relationships and sexuality education (RSE). Technology is important to the health and well-being of learners, including supporting the preparation of healthy diets.

Understanding how digital media works and how to use the online world safely and responsibly, exploring relationships in an online context and understanding social norms and influences in respect of technology all support stronger decision-making in relation to online safety, online bullying and promoting positive online behaviours.



Health and Well-being

Descriptions of learning

▼ Healthy relationships are fundamental to our well-being.

Progression step 1

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

I can communicate my needs and feelings in my relationships.

I can get along with others with and without support.

I am beginning to recognise safe and unsafe behaviour in relationships.

I am beginning to recognise that I have the right to be treated fairly and respectfully.

Progression step 2

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

I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.

I can make friends and try to resolve disagreements, seeking support when needed.

I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.

I can understand that everyone has rights and, with support, I can respect those rights.

Progression step 3

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

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

I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.

I can reflect on the characteristics of safe relationships and I can seek support when needed.

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

Health and Well-being

Cross-cutting themes

Local, national and international contexts in this Area

The drivers and influences of learners' health and well-being may vary depending on local context and these should be considered when designing your curriculum.

Learning should be informed by local, national and global trends, issues and factors which affect different aspects of learners' health and well-being.

The decision-making skills learners develop should enable them to understand and critically evaluate the impacts of their decisions locally, nationally and internationally in a wide range of contexts.

The social influences that inform learners' may be local, national or international. They may also vary locally. Developing an understanding of the norms, *values* and cultures of local communities, national communities and international communities will help inform a learner's *identity*.

Through developing and modelling *empathy*, learners should be supported to become active citizens who engage *pro-socially* with each of these different contexts.

Careers and work-related experiences in this Area

A strong sense of well-being begins with learners expressing their likes and dislikes based on their interests and experiences. Taking responsibility for their own well-being starts with learners understanding and communicating their emotions. As they progress, learners should develop an awareness of a range of different experiences and work-related roles relevant to their learning, skills and interests.



Health and Well-being

Cross-cutting themes

Through developing resilience and adaptability, learners will be able to make informed decisions about their career pathway which can also influence their well-being. Learners can develop an understanding of the need to explore and acquire experiences, knowledge and skills relevant to their ambitions. Accessing impartial and unbiased advice is important to inform learners' decision-making.

As the learner matures, positive behaviours of time management and punctuality should be seen in the context of their own learning as important attributes for success in the world of work. Developing professional behaviours can contribute to improved well-being by supporting positive working relationships.

Through a broad range of authentic experiences, learners develop an understanding of the importance employers place on a diverse and inclusive workforce. Learning about stereotypes and being able to challenge them enhances awareness of the learner's rights in the world of work.

Human rights education and diversity in this Area

Understanding and valuing diversity is intrinsic to delivering learning in this Area and to developing knowledge and understanding of rights.

Learning in this Area specifically looks to provide opportunity for learners to develop knowledge and understanding of rights – individual rights, the rights of others, the impacts of rights on themselves and others, and the need to respect the rights of others. It also advocates learners being given the opportunity to experience exercising of their rights.

Learning across the statements of what matters in this Area provides opportunities to develop a detailed understanding of the diverse nature of people and to develop the skill and understanding to interact accordingly with people of different backgrounds and cultures. Learning enables opportunities to explore diversity of *values*, identities, behaviours and physical characteristics, and provides opportunities for learners to develop the characteristics to understand and respect diversity. It also provides opportunities for learners to understand that there are different social groups, situations and cultures and that these have different rules, social norms and *attitudes*, and opportunities for learners to understand how these differences influence values and behaviours.

Health and Well-being

Cross-cutting themes

Relationships and sexuality education in this Area

Health and well-being is of course central to RSE. The Area provides an important platform for learning about healthy relationships; how social norms and influences shape our perceptions of relationships and sexuality; the implications of relationships and sexuality on our physical health and mental and emotional well-being; as well as decision making in the context of relationships and sex. This supports learners to develop personal skills and strategies that enable them to become healthy and well throughout their lives.

The Area also gives learners opportunities to consider how issues relating to RSE connect to wider issues around health and well-being: how relationships and sexuality are influenced by wider health and well-being and likewise, how relationships and sexuality impact on our wider health and well-being.

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Our Domains



Relationships

This domain will 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. By engaging with this domain children will be taught to embrace diversity and inclusion, which will empower them to engage in their world with curiosity, confidence and kindness.

Emotional Literacy

Through this domain we will nurture learners' emotional literacy. They will learn to self regulate; become resilient; develop social skills and have the ability to express their emotions. By engaging in this domain learners will develop positive, informed behaviours that encourage them both to care for their mental health and that of others.

Making Choices

By engaging in this domain, learners understand the factors that affect physical health. This includes health-promoting behaviours such as, balanced diet; personal care and hygiene; sleep; and protection from infection. Through this domain, learners will be taught how to keep themselves and others safe, and where to seek help if needed. This domain will teach children where our food comes from, and how the food choices we make impact ourselves and others.

My Body

Through this domain, learners will understand the factors that affect physical and sexual health. Learners will develop the confidence and competence to excel in a range of physical activities. Learners will be physically active for sustained periods of time and engage in a range of physical activities. Through this domain, learners will be taught about the human lifecycle and how the human body changes over time. This thread will help learners become more aware of the diversity human body types.

Health and Well-being

Area of Learning and Experience: Health and Well-Being

Thread: Relationships

Why should we study this domain?

This domain will help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health 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. Through this domain, learners will also be taught to embrace diversity and inclusion, which will empower them to engage in their world with curiosity, confidence and kindness. Learners will be encouraged to talk openly and positively about differences, to help them better understand themselves and those around them. This domain will teach children to empathise with people who are different from them. They will develop skills to allow them to consider various subjects from multiple points of view, exploring ways of responding effectively. Learners will engage with social influences within their own and other cultures, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

Links to other aspects of Curriculum for Wales

- **Humanities** – *World Beliefs* and *Societies* threads.
- **Language, Literacy and Communication** - providing a foundation for developing healthy relationships through effective communication skills.
- **Cross Cutting Themes:**
 - Careers and work-related experiences – *Supporting positive working relationships*
 - Human rights education and diversity – *Understanding and valuing diversity*
 - RSE – *Relationships and Identity*

Additional Notes

There are two main threads within this domain:

- Relationships
- Valuing Differences

The Four Purposes

Ambitious, capable learners who:

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- undertake research and evaluate critically what they find

Enterprising, creative contributors who:

- lead and play different roles in teams effectively and responsibly
- give of their energy and skills so that other people will benefit

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society

Healthy, confident individuals who:

- form positive relationships based upon trust and mutual respect
- have the skills and knowledge to manage everyday life as independently as they can

Health and Well-being

Progression Step 1

Area of Learning and Experience: Health and Well-Being

Thread: Relationships

Knowledge and Skills

Relationships

To be able identify members of our family and who our friends are.
To identify who keeps me safe and looks after me at home and in school.
To be able to recognise my qualities as a person and a friend.
To be able to recognise the qualities of a good friend and the importance of friendship.
To know that there are different types of families.
To understand appropriate ways of physical contact and know my own boundaries, for example, which parts of our body should be kept private.
To be able to talk about what bullying is.
To use kind words and show kindness to others.
To know what to do if someone is unkind.
To be able to say sorry.
To get along with others with and without adult intervention/ support.
To communicate needs and feelings.
To know who to go to for support and comfort in various situations.

Valuing Differences

To be able to say ways in which people are similar as well as different.
To be able to say why things sometimes seem unfair, even if they are not to me.
To be able to show kindness towards others.
To be respectful of those who are different to me.
To understand why it is important to listening to people who think differently to me.
To be able to name and suggest strategies to someone who feels left out.
To understand that I belong to different groups and communities, i.e. school, family.
To celebrate our bodies and describe what we like about ourselves.

Vocabulary

Friend, family,
kind/unkind, safe,
happy, sad, proud,
teacher, home, school,
help, share, love.

Similarities,
assumptions,
differences, unique,
bully, male, female,
individuality, fairness,
belonging.

Experiences and Characteristics

- Opportunities to compare families, such as sharing family photos or talking about home

Relevant descriptions of learning

I can communicate my needs and feelings in my relationships.
I can get along with others with and without support.
I am beginning to recognise safe and unsafe behaviour in relationships.
I am beginning to recognise that I have the right to be treated fairly and respectfully.
I have an awareness of the feelings of others.
I am aware of when others are kind to me and when I am kind to others.
I can take part in group decisions.
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.

Health and Well-being

Progression Step 2

Area of Learning and Experience: Health and Well-Being

Thread: Relationships

Knowledge and Skills

Relationships

To know what makes a good friend and be able to demonstrate these skills e.g. kindness, listening, sharing, helping.
To know some of the ways in which disagreements can be resolved and begin using these to help resolve disagreements with friends.
To be able to distinguish between bullying and disagreements.
To communicate needs and feelings within a relationship and recognise that of others too.
To recognise and appreciate relationships that go beyond friends and families, such as coaches, teachers and people who help us.
To know the dangers of forming some relationships, such as online and in the wider community, for example 'stranger danger'.
To have an awareness of the diversity within families, and how they differ from our own.
To understand that sometimes it is good to keep a secret and sometimes it is not.
To know who keeps me safe in my home, school and community and to communicate when I might feel unsafe.
To understand how my needs and rights are shared by children around the world, and to make comparisons of our lives to theirs.
To understand there are many forms of physical contact and that some of this is acceptable and some is not.

Valuing Differences

To be able to give examples of different community groups and what is good about having different groups.
To be able to use respectful language and communication skills when discussing with others.
To give examples in our classroom where respect and tolerance have helped to make it a happier, safer place.
To give examples of discriminatory behaviours, e.g. racism and the right to be free from these harmful behaviours.
To be able to suggest ways to deal with bullying, discrimination and prejudice.
To know how differences sometimes cause conflict but can also be something to celebrate.
To understand why it's important to challenge stereotypes that might be applied to me or others.
To understand that there is great diversity locally and across the world which affects people's choices.
To be kind and use kind words to my friends.
To recognise that everyone's bodies are unique and how we can celebrate those differences - compliments and promoting body image.

Vocabulary

Hurt, trust, boundaries, secrets, belong, pain, community, relationship, no, argument, rights, safe/unsafe

Community, tolerance, respect, qualities, bullying, influence, appearance, bystander, deliberate, witness, impression, exclude, judgment, solution, body image.

Experiences and Characteristics

Exposure to books and images that celebrate diversity

My family, roles and stereotyping. (Blue Abyss)

Road trip USA: Expressing opinions; Stereotypes and discrimination

Morriston and Me: Growth mindset culture/Class charter/Pupil voice board Support clouds/safety clouds (rules that make our class safe environment to share our thoughts and who to go to e.g. trusted adult, friends, parents etc.)

Empowerment, Safety and Respect Citizenship activities. P4C to address different themes, e.g. love, hate, diversity. - Allotment – Year 4/5

Relevant descriptions of learning

I can recognise that there are different types of relationships beyond my family and friends.
I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.
I can make friends and try to resolve disagreements, seeking support when needed.
I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.
I can understand that everyone has rights and, with support, I can respect those rights.
I can pay attention to the feelings of others and I am learning to think about why they may feel that way.
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 and follow the rules and norms of different groups and situations in which I take part.
I can change how I interact and behave in different situations with support.
I can recognise that there are similarities and differences between people's values and attitudes.

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Progression Step 3

Area of Learning and Experience: Health and Well-Being

Thread: Relationships

Knowledge and Skills

Relationships

To be able to identify what makes a healthy relationship is (e.g., mutual respect, trust, care and love) and unhealthy relationship (e.g. threats, pressure, feelings of unsafe and jealousy, etc.).
To know the steps to take to overcome adversity, and to know how to find help when faced with elements of an unhealthy relationship, such as peer pressure, stereotyping (sexism) and grooming.
To value and respect that there are differences in relationships and families e.g., family, friends, teachers, etc. and same-sex relationships, extended, cultural norms and blended families.
To understand the dangers associated with forming relationships online.
To be able to recognise how relationships can change over time e.g., friendship, family dynamics.
To know how to form and maintain friendships, e.g., finding shared interests, showing love and appreciation, and recognising my qualities and the qualities of others.
To value and respect diversity within the community and society.
To understand that there are different types of loss that cause people to grieve and experience stages of bereavement.
To understand there is diversity within relationships and sexuality, e.g., LGBTQ+.
To understand the rights of others and our own, and the importance of seeking/giving permission.
To be able to recognise when it is important to ask for help if feeling unsafe in a relationship.
To communicate my needs and feelings and respond to those of others.
To understand how people develop feelings for others both emotionally and physically.

Valuing Differences

To know how it can feel to be excluded or treated badly by being different in some way.
To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
To be able to respond effectively to those who are different to themselves.
To be able to describe how empathy can help people be more tolerant and understanding of those who are different from them.
To be able to empathise with people who have been, and currently are, subjected to injustice, including through racism.
To know that there are some cultural practices which are against British law and universal human rights.
To be able to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
To understand and challenge stereotypes.
To understand that choices we make as individuals, a community and a nation impact internationally.
To understand that poverty might have different meanings to different people in different circumstances.
To recognise that social media and influencers can affect how we feel about our body and other people's bodies - body image, and digitally altering media, such as image filters.

Vocabulary

Peer pressure, trust, adversity, conflict, stereotypes, sexism, boyfriend/girlfriend, honesty, mutual respect, equality, threats, types of families, belonging, bereavement/ grief/loss, divorce, grooming, LGBTQ+, inclusivity, consent/permission, puberty, sexuality, gender, safety, respect, same-sex.

Prejudice, diversity discrimination, poverty, decisions, impact, respect, culture, ethnicity, race, diversity, tolerance, community, human rights, homophobic, racism, rumour, citizen, perception

Experiences and Characteristics

- Links with external agencies e.g. Spectrum, NSPCC, Barnardos.
- Personal Development and Relationships and Safety: Anti-Bullying Week (and activities). (Blue Abyss)
- Mental Health - 'The Power of Positivity': 10 things I like about me (for Mental Health Week). Stargazers

Relevant descriptions of learning

I can understand that there are differences within types of relationships and that relationships change over time.
I can communicate my needs and feelings, and respond to those of others.
I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.
I can reflect on the characteristics of safe relationships and I can seek support when needed.
I can respect the rights of others and I understand how these impact on myself and others.
I can empathise with others
I can understand how and why experiences affect me and others
I can anticipate how future events may make me and others feel
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 of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.
I can interact pro-socially in different groups and situations
I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.



Health and Well-being

RSE code

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

This section of the Curriculum for Wales framework contains:

- the RSE Code: this sets out the mandatory learning at developmentally appropriate phases
- the supporting statutory guidance: this provides support in developing RSE in a curriculum both as essential learning in its own right and also as a cross-cutting element in all Areas

The section below makes clear what is part of the mandatory Code and what is statutory guidance. A link to schools' and settings' legal duties on RSE can be found in the [legislative summary](#) section of this framework guidance.

Health and Well-being

RSE code

RSE in the curriculum focuses on three broad strands:

- **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Health and Well-being RSE code

Relationships and identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

This strand also recognises how rights can support and underpin equitable, respectful relationships, as well as a fair and inclusive society.

[curriculum-
for-wales-
relationships
-sexuality-
education-
code.pdf
\(gov.wales\)](#)

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect,

Empowerment, safety and respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. Ability to interact with others in a way that is fair.	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships. Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are

Sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
The learning supports:		
The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life.	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being. Recognising the process of pregnancy and birth.	Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed. The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood.

Health and Well-being

Placemat of ideas

