

*please note where SRE lessons are said to be delivered by school nurse this is not always possible therefore class-teacher would have to cover the delivery of these sessions (or swap classes with PW or SW to deliver sessions for you)



HEALTH AND WELL-BEING WHAT MATTERS STATEMENTS: where they link with your topic or SRE lessons that should be delivered that term, you will see the shortened WM1. WM2. Etc

Please note this is where I can explicitly see a link with your topic/SRE sessions, but it is vital we remember the H W-B AoLE must be holistic and not seen as standalone it must intertwine through everything we do.

PUPILS MAYBE AT VARIOUS PROGRESSION STEPS AT VARIOUS TIMES THROUGHOUT THE SCHOOL YEAR: I have added the progression steps at the end of this document for ease of reading

WM1. Developing physical health and well-being has lifelong benefits.

WM2. How we process and respond to our experiences affects our mental health and emotional well-being.

WM3. Our decision-making impacts on the quality of our lives and the lives of others.

WM4. How we engage with social influences shapes who we are and affects our health and well-being.

WM5. Healthy relationships are fundamental to our well-being.

NQA areas: add to these throughout each term via Teams

- 1) food and fitness
- 2) mental and emotional health and well-being
- 3) Personal development and relationships
- 4) substance use and misuse
- 5) environment
- 6) safety
- 7) hygiene

Curriculum Mapping - Health and Well-being AoLE 2020
Nursery, Reception/Year 1/STF1

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
ILP	What happens when I fall asleep??	Do cows drink milk?	Will you read me a story?	Why are carrots orange?	Who lives in a rock pool?	Why do ladybirds have spots?
SRE (ABM SRE pack)	Rec: Hand washing lesson Yr1: oral hygiene	Rec: Hand washing lesson Yr1: oral hygiene			Rec: Hand washing lesson (school nurse delivery)	Rec: Hand washing lesson (school nurse delivery)
What matters statement	WM1. WM2. WM3. WM4. WM5.	WM1. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5.	WM1. WM3. WM5.	WM1. WM3. WM5.	WM1. WM3. WM5.
NQA focus area	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>	<u>food and fitness</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u>	<u>food and fitness</u> <u>Personal development and relationships</u>	<u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>Environment</u> <u>safety</u> <u>hygiene</u>
PE	Indoor: dance Outdoor: multiskills	Indoor: dance Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills

Reception/ Year 1 UNCRC: School Calendar of rights and values.	Money and Hazards UNCRC: A29	Keeping Safe UNCRC: A19	Right and Wrong UNCRC: A2	Care for the Environment UNCRC: 29	Feeling good and Celebrations UNCRC: A30	
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SEAL	New beginnings • Empathy • Self-awareness • Motivation • Social skills Getting on and falling out • Managing feelings • Empathy • Social skills	New Beginnings • Empathy • Self-awareness • Motivation • Social skills Getting on and falling out • Managing feelings • Empathy • Social skills	Going for goals! • Motivation • Self-awareness Good to be me • Self-awareness • - Managing feelings • Empathy	Going for goals! • Motivation • Self-awareness Good to be me • Self-awareness • - Managing feelings • Empathy	Relationships • Self-awareness • Managing feelings • - Empathy Changes • Motivation • Social skills • Managing feelings	Relationships • Self-awareness • Managing feelings • - Empathy Changes • Motivation • Social skills • Managing feelings
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Foundation Phase
Year1-2 & STF 2

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
ILP	Towers Tunnels and Turrets	Street detectives	Wriggle and Crawl	Scented garden	Land Ahoy	Beachcombers
SRE (ABM SRE pack)	Yr1: oral hygiene	Yr1: oral hygiene	Yr 2: myself as a baby	Yr 2: myself as a baby	Yr 2: appropriate and inappropriate touch	Yr 2: appropriate and inappropriate touch
What matters statement	WM1.	WM1. WM3.	WM1. WM3. WM4.	WM1. WM3. WM4.	WM1. WM2. WM4. WM5.	WM1. WM2. WM4. WM5.
NQA focus area	<u>3) Personal development and relationships</u> <u>substance use and misuse</u> <u>environment</u> <u>safety</u> <u>hygiene</u>	<u>3) Personal development and relationships</u> <u>substance use and misuse</u> <u>environment</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>3) Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>food and fitness</u> <u>mental and emotional health and well-being</u> <u>3) Personal development and relationships</u> <u>environment</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>3) Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>3) Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>
Spectrum Project	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year
PE	Indoor: dance	Indoor: dance	Indoor: gymnastics	Indoor: gymnastics	Indoor: Games/athleticS	Indoor: Games/athleticS

	Outdoor: multiskills	Outdoor: multiskills	Outdoor: multiskills	Outdoor: multiskills	Outdoor: multiskills	Outdoor: multiskills
Years 1-2/STF2 UNCRC: School Calendar of rights and values.	Me, groups and communities UNCRC A18 and A15.	UNCRC: A19	Right and wrong UNCRC: A29,	Well Being UNCRC: A2, A3	Cultural Identity UNCRC: A30,14,	

SEAL	New beginnings • Empathy • Self-awareness • Motivation • Social skills Getting on and falling out • Managing feelings • Empathy • Social skills	New Beginnings • Empathy • Self-awareness • Motivation • Social skills Getting on and falling out • Managing feelings • Empathy • Social skills	Going for goals! • Motivation • Self-awareness Good to be me • Self-awareness • - Managing feelings • Empathy	Going for goals! • Motivation • Self-awareness Good to be me • Self-awareness • - Managing feelings • Empathy	Relationships • Self-awareness • Managing feelings • - Empathy Changes • Motivation • Social skills • Managing feelings	Relationships • Self-awareness • Managing feelings • - Empathy Changes • Motivation • Social skills • Managing feelings
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Curriculum Mapping - Health and Well-being AoLE 2020

Year 3/4

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
ILP	Tremors	Scrumdiddlyumptious	Burps, Bottoms and Bile	Road Trip USA	Romans are coming!	Potions
SRE (ABM SRE pack)	Yr 3 lesson 1: what is good about me? Yr 4 lesson 1: my family, roles and stereotyping	Yr 3 lesson 1: what is good about me? Yr 4 lesson 1: my family, roles and stereotyping	Yr 3 lesson 2: friendship Yr 4 lesson 2: what is love, promises and commitment	Yr 3 lesson 2: friendship Yr 4 lesson 2: what is love, promises and commitment	Yr 3 lesson 3: looking after me, staying clean Yr 4 lesson 3: A new baby	Yr 3 lesson 3: looking after me, staying clean Yr 4 lesson 3: A new baby
What matters statement	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5..	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5..	WM1. WM2. WM3. WM4. WM5.
NQA focus area	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>food and fitness</u> <u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>substance use and misuse</u> <u>environment</u>	<u>food and fitness</u> <u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>substance use and misuse</u> <u>safety</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>substance use and misuse</u> <u>safety</u>

		<u>safety</u> <u>hygiene</u>	<u>hygiene</u>			<u>hygiene</u>
PE	Indoor: dance Outdoor: multiskills	Indoor: dance Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills
Year 3/4 UNCRC: School Calendar of rights and values	Active Citizenship UNCRC: A19, A12, A24, A29	Active Citizenship: Participation UNCRC: A15	Moral and Spiritual Development: Value and Customs UNCRC: A30	Health and emotional wellbeing: Healthy Living UNCRC: A24	Health and emotional wellbeing: Risk and Safety UNCRC: A19	Preparing for lifelong learning UNCRC: A29

SEAL	<u>New beginnings</u> • Empathy • Self-awareness • Motivation • Social skills <u>Getting on and falling out</u> • Managing feelings • Empathy • Social skills	<u>New Beginnings</u> • Empathy • Self-awareness • Motivation • Social skills <u>Getting on and falling out</u> • Managing feelings • Empathy • Social skills	<u>Going for goals!</u> • Motivation • Self-awareness <u>Good to be me</u> • Self-awareness • - Managing feelings • Empathy	<u>Going for goals!</u> • Motivation • Self-awareness <u>Good to be me</u> • Self-awareness • - Managing feelings • Empathy	<u>Relationships</u> • Self-awareness • Managing feelings • - Empathy <u>Changes</u> • Motivation • Social skills • Managing feelings	<u>Relationships</u> • Self-awareness • Managing feelings • - Empathy <u>Changes</u> • Motivation • Social skills • Managing feelings
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Curriculum Mapping - Health and Well-being AoLE 2020
Key Stage 2

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
ILP	Misty Mountain Sierra	Blue Abyss	Pharaohs	Stargazers	Scream machine	Allotment
SRE (ABM SRE pack)	Yr 4 lesson 1: my family, roles and stereotyping Yr 5 lesson 1: What is puberty?	Yr 4 lesson 1: my family, roles and stereotyping Yr 5 lesson 1: What is puberty?	Yr 4 lesson 2: what is love, promises and commitment Yr 5 lesson 2: puberty and conception- school nurse delivery	Yr 4 lesson 2: what is love, promises and commitment Yr 5 lesson 2: puberty and conception- school nurse delivery	Yr 4 lesson 3: A new baby Yr 5 lesson 3: emotional changes during puberty.	Yr 4 lesson 3: A new baby Yr 5 lesson 3: emotional changes during puberty.
Year 4/5 What matters statement	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5..	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5..	WM1. WM2. WM3. WM4. WM5.
NQA focus areas	<u>mental and emotional health and well-being</u> <u>Personal</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u>	<u>food and fitness</u> <u>mental and emotional health and well-being</u>

	<u>development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>safety</u> <u>hygiene</u>	<u>safety</u> <u>hygiene</u>	<u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>
Spectrum Project	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year	*3 sessions booked throughout year
PE	Indoor: dance Outdoor: multiskills	Indoor: dance Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills
Years 4/5 UNCRC: School Calendar of rights and values	Sustainable development and global Citizenship: Fairtrade UNCRC: A29, A24, A27	Active Citizenship: Working Together UNCRC: A12, A13	Sustainable development and global Citizenship: Topical problems, events and media UNCRC: A29	Moral and Spiritual Development: Positive Contribution UNCRC: A30, A14, A7.	Sustainable development and global Citizenship UNCRC: A29	Active Citizenship: Empathy UNCRC: A2

SEAL	<u>New beginnings</u> • Empathy • Self-awareness • Motivation • Social skills	<u>New Beginnings</u> • Empathy • Self-awareness • Motivation • Social skills	<u>Going for goals!</u> • Motivation • Self-awareness <u>Good to be me</u> • Self-awareness •	<u>Going for goals!</u> • Motivation • Self-awareness <u>Good to be me</u> • Self-awareness •	<u>Relationships</u> • Self-awareness • Managing feelings • Empathy <u>Changes</u>	<u>Relationships</u> • Self-awareness • Managing feelings • Empathy <u>Changes</u>
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	<i>Getting on and falling out</i> • Managing feelings • Empathy • Social skills	<i>Getting on and falling out</i> • Managing feelings • Empathy • Social skills	Managing feelings • Empathy	Managing feelings • Empathy	• Motivation • Social skills • Managing feelings	• Motivation • Social skills • Managing feelings
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Curriculum Mapping - Health and Well-being AoLE 2020

Upper Key Stage 2

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
ILP	A child's war	Darwin's Delights	Blood heart	Tomorrows World	Beast creator	Hola Mexico
SRE (ABM SRE pack)	Yr 5 lesson 1: What is puberty? Yr 6 lesson 1: puberty and conception recap	Yr 5 lesson 1: What is puberty? Yr 6 lesson 1: puberty and conception recap	Yr 5 lesson 2: puberty and conception- school nurse delivery Yr 6 lesson 2: conception to birth	Yr 5 lesson 2: puberty and conception- school nurse delivery Yr 6 lesson 2: conception to birth	Yr 5 lesson 3: emotional changes during puberty.	Yr 5 lesson 3: emotional changes during puberty.
Year 5/6 What matters statement	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5..	WM1. WM2. WM3. WM4. WM5.	WM1. WM2. WM3. WM4. WM5..	WM1. WM2. WM3. WM4. WM5.

NQA focus areas	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>	<u>food and fitness</u> <u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>substance use and misuse</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>Environment</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>	<u>mental and emotional health and well-being</u> <u>Personal development and relationships</u> <u>safety</u> <u>hygiene</u>
PE	Indoor: dance Outdoor: multiskills	Indoor: dance Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: gymnastics Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills	Indoor: Games/athleticS Outdoor: multiskills
Years 5/6 UNCRC: School Calendar of rights and values	Active Citizenship UNCRC: A19, A12, A24, A29	Health and emotional wellbeing: Medicine and Drugs UNCRC: A24, 19, A27	Moral and Spiritual Development: Understanding Differences UNCRC: A29,30, A2	Health and emotional well being: Puberty Personal Hygiene UNCRC: A24	Health and emotional wellbeing: Healthy Lifestyles UNCRC: A24	Active Citizenship: Collaboration Preparing for lifelong learning: Financial Education UNCRC: A28

SEAL	<u>New beginnings</u> • Empathy • Self-awareness • Motivation	<u>New Beginnings</u> • Empathy • Self-awareness • Motivation	<u>Going for goals!</u> • Motivation • Self-awareness	<u>Going for goals!</u> • Motivation • Self-awareness	<u>Relationships</u> • Self-awareness • Managing feelings • Empathy	<u>Relationships</u> • Self-awareness • Managing feelings • Empathy
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	• Social skills Getting on and falling out • Managing feelings • Empathy • Social skills	• Social skills Getting on and falling out • Managing feelings • Empathy • Social skills	Good to be me • Self-awareness • - Managing feelings • Empathy	Good to be me • Self-awareness • - Managing feelings • Empathy	Changes • Motivation • Social skills • Managing feelings	Changes • Motivation • Social skills • Managing feelings
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Descriptions of learning

Developing physical health and well-being has lifelong benefits.

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
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 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 independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.
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 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 adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of 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 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 evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.
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.	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.	I can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep myself and others safe. I can safely intervene, using learnt techniques, when others' physical health is at risk.

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	Progression step 4	Progression step 5
I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this. I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.	I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.	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 can self-regulate my emotions in a healthy way using strategies that I have developed.	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 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 notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions.	I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings	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. I can ask for help when I need it from people I trust.	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. I can identify people and groups who can help me with my mental health and emotional well-being.	I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised. I can identify when to seek help based on a good understanding of my mental health and emotional well-being.

	I can reflect on my experiences.	I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions. I can anticipate how future events may make me and others feel.	I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.
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 pay attention to the feelings of others and I am learning to think about why they may feel that way.	I can empathise with others. I can understand how and why experiences affect me and others.	I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.	I can empathise with others which helps me to be compassionate and kind towards myself and others.

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

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
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 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 set appropriate goals, plan a course of action and overcome challenges to achieve them.

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 can consider relevant factors and implications when making decisions individually and collectively.	I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.
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.	I can anticipate, assess and manage risks.	I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.

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	Progression step 4	Progression step 5
I can recognise and follow rules and norms in the groups and situations in which I take part.	I can recognise and follow the rules and norms of different groups and situations in which I take part.	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 have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.	I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.

I can show care and respect for others.	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.	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.	I can interact pro-socially in different groups and situations, adapting my behaviours accordingly. I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.	I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups. I can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences. I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.
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Healthy relationships are fundamental to our well-being.

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
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 show a developing awareness of the complex nature of relationships.	I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.

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 communicate my needs and feelings, and respect those of others.	I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.
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 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 make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts. I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.
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 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 take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others 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.	I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.	I can advocate the rights of myself and others.

How can settings and schools create and promote a culture where talking about mental health and emotional well-being is encouraged? What experiences, knowledge and skills will support learners to respond to their experiences? How can an understanding of the brain support this?

Learners need to understand the links between mental health and emotional well-being, how mental health and emotional well-being affects them and that our mental health can change over time.

Schools should ensure that their whole-school ethos and support systems enable learners to openly talk not only about their mental health, feelings, thoughts and emotions but also those of others.

Settings and schools should ensure that learners have a deep appreciation of the importance of positive relationships and the benefits of seeking help. Settings and schools should provide opportunities for learners to explore the factors that impact on their mental health and well-being. These may include, but are not limited to, the importance of regular exercise, the effect of a balanced diet, how to respond to stress, and the impact of environments, including the online world.

