

Table 4: Scotland – Curriculum for Excellence: Health and Wellbeing

Curriculum for Excellence Level	Early	First	Second
School Stage	Pre-school - c.P1	c.P2 - c.P4	c.P5 – c.P7
<p>Mental and emotional wellbeing</p> <p>I am aware of and able to express my feelings and am developing the ability to talk about them.</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</p> <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> <p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</p>	<p>HWB 0-01a</p> <p>HWB 0-02a</p> <p>HWB 0-03a</p> <p>HWB 0-04a</p> <p>HWB 0-06a</p>	<p>HWB 1-01a</p> <p>HWB 1-02a</p> <p>HWB 1-03a</p> <p>HWB 1-04a</p> <p>HWB 1-06a</p>	<p>HWB 2-01a</p> <p>HWB 2-02a</p> <p>HWB 2-03a</p> <p>HWB 2-04a</p> <p>HWB 2-06a</p>
<p>Social wellbeing</p> <p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p>	<p>HWB 0-11a</p>	<p>HWB 1-11a</p>	<p>HWB 2-11a</p>
<p>Physical wellbeing</p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p>	<p>HWB 0-15a</p> <p>HWB 0-16a</p>	<p>HWB 1-15a</p> <p>HWB 1-16a</p>	<p>HWB 2-15a</p> <p>HWB 1-16a</p>
<p>Physical activity and health</p> <p>I know that being active is a healthy way to be.</p> <p>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.</p> <p>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.</p> <p>I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing.</p>	<p>HWB 0-27a</p> <p>HWB 0-28a</p>	<p>HWB 1-27a</p> <p>HWB 1-28a</p>	

Table 4: Scotland – Curriculum for Excellence: Health and Wellbeing (continued)

Curriculum for Excellence Level	Early	First	Second
School Stage	Pre-school - c.P1	c.P2 - c.P4	c.P5 – c.P7
<p>Physical activity and health (continued)</p> <p>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</p> <p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</p>			<p>HWB 2-27a</p> <p>HWB 2-28a</p>
<p>Planning for choices and stages</p> <p>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</p> <p>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</p> <p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p>	<p>HWB 0-19a</p>	<p>HWB 1-19a</p>	<p>HWB 2-19a</p>

Table 5: England – The National Curriculum

School stage	Key Stage 1	Key Stage 2
Age	5 – 7 years	7 – 11 years
Year groups	1 to 3	3 to 6

Pupils will have the opportunity to learn:

what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.

about change and loss and the associated feelings (including moving home, losing toys, pets or friends).

about the process of growing from young to old and how people's needs change.

about growing and changing and new opportunities and responsibilities that increasing independence may bring.

the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.

about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.

about the ways that pupils can help the people who look after them to more easily protect them.

Building on Key Stage 1, pupils should have the opportunities to learn:

what positively and negatively affects their physical, mental and emotional health (including the media).

how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

what is meant by the term 'habit' and why habits can be hard to change.

strategies for keeping physically and emotionally safe including the responsible use of ICT and mobile phones.

about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

Table 6: Wales – PSE Framework – Health and Emotional Well-being 2018

School stage	Foundation Phase	Key Stage 2
Age	3 – 7 years	7 – 11 years
<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> express and communicate different feelings and emotions – their own and those of others. develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work. be aware of the needs of others. take responsibility for their own actions. value family and friends and show care and consideration. value the learning, success and achievements of themselves and other people. value and contribute to their own well-being and to the well-being of others. be aware of their own feelings and develop the ability to express them in an appropriate way. understand the relationship between feelings and actions and that other people have feelings. understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings. develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies. ask for assistance when needed. 	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> develop respect for themselves and others. value families and friends as a source of mutual support. take increasing responsibility for keeping the mind and body safe and healthy. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. feel positive about themselves and be sensitive towards the feelings of others. take increasing responsibility for their learning. work cooperatively to solve problems. make and maintain friendships and other relationships. empathise with others' experiences and feelings. manage different emotions and develop strategies to resolve conflict (and deal with bullying). ask for personal support and advice. <p>and to understand:</p> <ul style="list-style-type: none"> the benefits of families and friends and the issues that can arise. the features and physical and emotional benefits of a healthy lifestyle e.g. food and fitness. the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth. the range of their own and others' feelings and emotions. 	

Table 6: Northern Ireland Curriculum – Progression in Personal Development and Mutual Understanding

Key stage	Foundation	Key Stage 1	Key Stage 2
Years	1 and 2	3 and 4	6 to 8
Strand 1: Personal Understanding and Health			
We are learning to:	We are learning to:	We are learning to:	
Theme 1: Self Awareness			
<p>Explore who we are.</p> <p>Recognise what we can do.</p>	<p>Feel positive about ourselves, and develop an understanding of our self-esteem and confidence.</p> <p>Become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals.</p>	<p>Develop our self-awareness, self-respect and self-esteem.</p> <p>Identify our current strengths and weaknesses.</p> <p>Face problems, trying to resolve and learn from them.</p> <p>Recognise how responsibilities change as we become older and more independent.</p> <p>Explore and examine what influences our views, feelings and behaviour.</p> <p>Know how the body grows and develops.</p> <p>Be aware of the physical and emotional changes that take place during puberty.</p>	
Theme 2: Feelings and Emotions			
<p>Begin to recognise how we feel.</p> <p>Develop ways of expressing how we feel.</p> <p>Know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings.</p> <p>Realise what makes our friends feel happy or sad.</p> <p>Recognise how other people feel when they are happy, sad, angry or lonely.</p> <p>Focus attention, concentrate and remember by taking part in a variety of activities that reflect the way we learn.</p>	<p>Recognise, name and manage our feelings, and realise they are a natural, important and healthy part of being human.</p> <p>Recognise and manage the effects of strong feelings such as anger, sadness or loss.</p>	<p>Examine and explore our own and others' feelings and emotions.</p> <p>Know how to recognise, express and manage feelings in a safe and positive way.</p> <p>Recognise that feelings may change at times of change and loss.</p>	

Table 6: Northern Ireland Curriculum – Progression in Personal Development and Mutual Understanding (continued)

Key stage	Foundation	Key Stage 1	Key Stage 2
Years	1 and 2	3 and 4	Key Stage 1
Strand 1: Personal Understanding and Health (continued)			
We are learning to:			We are learning to:
Theme 3: Learning to Learn			
Explore appropriate personal safety strategies.	Recognise how we can develop and improve our learning.	Develop our self-awareness, self-respect and self-esteem.	
Theme 4: Health, Growth and Change			
Be aware of how to care for our bodies in order to keep healthy and well. Realise that growth and change are part of the process of life and are unique to each individual.	Recognise and value the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene. Have respect for our own bodies and those of others. Be aware of the stages of human growth and development.	Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene. Recognise what shapes positive mental health. Know how the body grows and develops. Be aware of the physical and emotional changes that take place during puberty. Recognise how responsibilities change as we become older and more independent.	
Theme 4a: Safety			
Explore appropriate personal safety strategies.	Know what to do or whom to seek help from when feeling unsafe.	Know where, when and how to seek help.	
Strand 2: Mutual Understanding in the Local and Wider Community			
Theme 5: Relationships			
Find out about our own families. Talk about what families do together. Recognise how we relate to adults and to other children. Identify who our friends are.	Understand that we can take on some responsibility in our family and friendship groups.	Recognise the benefits of our friends and families. Explore and examine what influences our views, feelings and behaviour.	

Table 6: Northern Ireland Curriculum – Progression in Personal Development and Mutual Understanding (continued)

Key stage	Foundation	Key Stage 1	Key Stage 2
Years	1 and 2	3 and 4	Key Stage 1
Strand 2: Mutual Understanding in the Local and Wider Community (continued)			
We are learning to:	We are learning to:	We are learning to:	
Theme 5: Relationships (continued)			
Explore what we do together. Know how to treat others.			Consider the challenges that can arise at home, in school, between friends and how they can be avoided, lessened and resolved.
Theme 7: Managing Conflict			
Take responsibility for what we say and do.	Identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved.		Understand ways in which conflict can be caused by words, gestures, symbols or actions.