

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

Curriculum for Excellence level	Second	Third/Fourth	
School Stage	c.P5 – c.P7	c.S1 – S3	
Mental and emotional wellbeing			
I am aware of and able to express my feelings and am developing the ability to talk about them	HWB 2-01a	HWB 3-01a	HWB 4-01a
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	HWB 2-02a	HWB 3-02a	HWB 4-02a
I understand that there are people I can talk to and that 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	HWB 2-03a	HWB 3-03a	HWB 4-03a
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 behavior and the way others behave	HWB 2-04a	HWB 3-04a	HWB 4-04a
I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships	HWB 2-06a	HWB 3-06a	HWB 4-06a
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss	HWB 2-07a	HWB 3-07a	HWB 4-07a
Social wellbeing			
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	HWB 2-11a	HWB 3-11a	HWB 4-11a
Physical wellbeing			
I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health	HWB 2-15a	HWB 3-15a	HWB 4-15a
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm where possible	HWB 2-16a	HWB 3-16a	HWB 4-16a
Physical activity and health			
I can explain why I need to be active on a daily basis and maintain good health and try to achieve a good balance of sleep, rest and physical activity	HWB 2-27a	HWB 3-27a	
I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing	HWB 2-28a	HWB 3-28a	
I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices			HWB 4-28a
Planning for choices and changes			
I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of My current learning and future opportunities. This is helping me to make informed choices about my life and learning		HWB 3-19a	

Source: Curriculum for Excellence: Health and Wellbeing - Experiences and Outcomes

Table 5: England -The National Curriculum

Key Stage	Key Stage 2	Key Stage 3	Key Stage 4
Area of Learning	Personal, Social and Health Education	Personal, Social, Health and Economic Education	
	Knowledge, Skills and Understanding	Personal Wellbeing	
	<p>Key Concept - Developing confidence and responsibility and making the most of their abilities</p> <p>To talk and write about their opinions, and explain their views on issues that affect themselves and society</p> <p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p>	<p>Key Concept - Personal identities</p> <p>Understanding that identity is affected by a range of factors, including a positive sense of self</p> <p>Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem</p> <p>Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p>	
	<p>Key Concept - Developing a healthy, safer lifestyle</p> <p>What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p>About the body changes as they approach puberty</p>	<p>Key Concept - Healthy lifestyles</p> <p>Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices</p> <p>Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened</p>	
	<p>Key Concept - Developing good relationships and respecting the differences between people</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</p> <p>Where individuals, families and groups can get help and support</p>	<p>Key Concept - Risk</p> <p>Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations</p> <p>Appreciating that pressure can be used positively or negatively to influence others in situations involving risk</p> <p>Developing the confidence to try new ideas and face challenges safely, individually and in groups.</p>	

Table 6: Wales – Personal and Social Education Framework for 7 – 19 year olds in Wales: Health and Emotional Wellbeing

7 - 14		14- -19	
Key Stage 2	Key Stage 3	Key stage 4	Post - 16
Learners should be given the opportunity to:			
<p>Take increasing responsibility for keeping the mind and body safe and healthy</p> <p>Feel positive about themselves and be sensitive towards the feelings of others</p>	<p>Display a responsible attitude towards keeping the mind and body safe and healthy</p> <p>Develop positive attitudes towards themselves and others</p>	<p>Accept personal responsibility for keeping the mind and body safe and healthy</p> <p>Develop a responsible attitude towards personal relationships</p>	<p>Accept responsibility for all aspects of personal and social development and wellbeing</p> <p>Act as positive role models for younger students</p>
and to understand:			
<p>The features and physical and emotional benefits of a healthy lifestyle e.g. food and fitness</p> <p>The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth</p> <p>The range of their own and others' feelings and emotions</p>	<p>The relationship between diet, exercise, and good health and wellbeing</p> <p>The range of emotions they experience and how to develop strategies for coping with negative feelings</p> <p>The benefits of accessing different sources of information, support and advice</p>	<p>The short and longer-term consequences when making decisions about personal health</p> <p>The factors that affect mental health and the ways in which emotional wellbeing can be fostered</p> <p>How to access professional health advice and personal support with confidence</p>	<p>How to critically evaluate personal lifestyle choices in the context of physical health and emotional wellbeing, considering the short and long-term consequences of such decisions</p> <p>The life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations</p>

Table 7: Northern Ireland Curriculum - Personal Development

Key Stage	Key Stage 2	Key Stage 3	Key Stage 4
Area of Learning	Personal Development and Mutual Understanding	Learning for Life and Work	
Strand	Health, Growth and Change	Personal Development	Personal Development
	<p>Key Concept - Pupils should be enabled to develop knowledge, understanding and skills in developing how to sustain their health, growth and wellbeing</p> <p>Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene</p> <p>Recognise what shapes positive mental health</p> <p>Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed</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> <p>Recognise how responsibilities change as they become older and more independent</p>	<p>Key Concept - Personal Health - provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life</p> <p>Explore the concept of health as the development of a whole person</p> <p>Investigate the influences on physical and emotional/mental personal health e.g. regular physical activity, diet, stress, life/work balance</p> <p>Develop understanding about, and strategies to manage the effects of change on body, mind and behaviour e.g. puberty, mood swings, body image</p>	<p>Key Concept - Self Awareness - provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life</p> <p>Explore and express a sense of self e.g. temperament, feelings and emotions, personal responsibility, personal needs, aspirations</p> <p>Investigate the influences on a young person e.g. peer pressure, media, social and cultural trends, fears, anxieties and motivations</p> <p>Explore the different ways to develop self-esteem e.g. enhanced self-awareness, setting achievable targets and developing resilience</p> <p>Develop skills and strategies to improve own learning e.g. self-management, time management, attitudes and motivation towards learning</p>

Source: Northern Ireland Curriculum