



# your body *matters*



**Introduction, policy context and using the pack**

**Nourishing Body & Mind for a Healthy Life**

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



## Introduction

Welcome to the Your Body Matters curriculum pack for primary schools. This pack supports the implementation of a whole school approach to food, nutrition, physical activity and sustainability. The pack aims to provide a coherent and progressive curriculum from P1-P7 for health and wellbeing in line with Curriculum for Excellence, specifically in relation to food and health, physical education, activity and sport and climate change and sustainability.

Improved health outcomes are inextricably linked to healthy lifestyle choices. Informing, encouraging and enabling positive behaviours in all pupils is essential to improving health outcomes and reducing health inequalities. In 2020, child poverty in Glasgow was significant with 1 in 3 families affected, equating to approximately 36,000 children (NHSGG&C 2021). In response to this, it is important to remember that not all children and families will reach the gold standard Scottish dietary targets of eating 5-a-day or 2 portions of fish per week. We can, however, encourage children to try new foods within the school environment through eating school meals that they may not have the opportunity to try out with school.

The World Health Organisation recognises that enabling all children and young people to eat a nutritious diet and maintain a healthy weight is one of the most important public health priorities of the 21st century. As a result, this agenda is being driven Nationally and locally within Scotland through policies such as 'The Obesity Route Map' (Scottish Government, 2011) and 'Healthy Eating, Active Living' (Scottish Government, 2008). The Your Body Matters Curriculum pack supports the agenda to maintain a healthy body weight in children (neither too low or too high) by promoting and enabling them to enjoy a healthy diet and regular physical activity.

The information included in this pack has been developed based on current guidance and policy for health and wellbeing of primary school-aged children in Greater Glasgow and Clyde. However, we recognise that children, classrooms and schools will all have differences within pupils. Practitioners should be mindful of this and adapt lessons and activities to meet these requirements.

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## Policy Context

### Scotland's Public Health Priorities:

The **Schools (Health Promotion and Nutrition) Scotland Act (2008)** builds on the work of **Health Promoting Schools (2004)** and **Hungry for Success (2002)**. The Act ensures schools continue to thrive as health promoting schools and place health promotion at the heart of a school's activities. The Act details the duties expected of Local Authorities, such as, promoting school meals and sustainable development guidance when providing food and drink and supporting the role of partner agencies in the implementation of the Act.

Under the Act, school improvement plans are expected to include health and wellbeing and are required to self-assess their progress as health promoting establishments through the development of integrated programmes. Quality improvement and performance management will be evidenced through a programme of self-assessment which is further monitored locally by Local Authority processes and nationally through HMIe inspection. In some cases a Health and Nutrition inspector (HNI) will be deployed in a sample of inspections to monitor progress of implementation of the Act, including implementation of the nutritional regulations. The self-assessment tool **'How good is our school, HGIOS 4 (2022)** is a suite of quality indicators that support staff in all sectors to look inwards, to scrutinise their work and evaluate what is working well for learners and what could be better. How good is our school (HGIOS) is a key aspect of the Scottish approach to school improvement. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels.

**Healthy Eating in schools: guidance (2020)** is statutory guidance supporting the implementation of the **Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020**. This guidance is intended to help those who are involved in providing food and drinks in schools to implement the regulations. It explains the nutritional requirements in the regulations and provides guidance on how to comply with them. The guidance also makes recommendations on other practical aspects not covered by those regulations and helps to support the achievement of the health promotion duty.

**A healthier future: Scotland's diet and healthy weight delivery plan (2018)** sets out how the Scottish Government will work with partners in the public and private sector to help people make healthier choices about food. The delivery plan outlines the key outcomes including Outcome 1: children have the best start in life- they eat well and have a healthy weight.

**Turning the tide through prevention: Public Health Strategy (2018-2028)**. This strategy concentrates on improving public health in NHS Greater Glasgow and Clyde. Strategic objectives such as "to ensure the best start for children with a focus on early years to promote healthy development, good health, wellbeing and quality of life through the life-course". Programme for action: "Apply a life-course approach, recognising the importance of early years and healthy ageing". Continue

investment in the implementation of the New Universal Pathway, Getting It Right for Every Child (GIRFEC) and Curriculum for Excellence to ensure that children and young people benefit from early interventions within maternity and healthy visiting services and school-based support”.

**Better Eating Better Learning – A New Context for School Food (2014)** is a refreshed guidance on school food and food education to build on the progress made since *Hungry for Success* in 2002. School food and food education present significant opportunities to rise to the health, environment and educational challenges that Scotland faces. *Better Eating, Better Learning* sets these opportunities and challenges in a strategic context to show how, by working in partnership and building on progress to date, further improvements in school food and food education can be made. The guidance, which is accompanied by a self-evaluation tool, covers: Food and Health; Food and Learning; School Food and Drink Provision; the Dining Experience; Sustainability through Food; Training and Support and; Communication and Engagement.

**Getting It Right for Every Child (GIRFEC) (2008)** sets out an approach that aims to improve outcomes for children and young people. It helps practitioners focus on what makes a positive difference for children and young people and how they can act to deliver these improvements. The wellbeing of children and young people is at the heart of GIRFEC. The approach encompasses eight areas of wellbeing in which children and young people need to progress to do well now and in the future. These eight areas are set in the context of the ‘four capacities’, which are at the heart of the Curriculum for Excellence.

**Curriculum for Excellence (2004)** has at its heart the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors. There are strong connections between effective, successful learning and health. The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting health and wellbeing across food and nutrition, physical activity, mental health and relationships education.

**Education Scotland’s Learning for Sustainability report (2016)** is a cross-curricular approach to creating coherent, rewarding and transformative learning experiences. It’s all about learners, educators, schools and their wider communities building a socially-just, sustainable and equitable society. It supports an effective whole-school and community approach by weaving together global citizenship, sustainable development education, and outdoor learning. It supports the development of knowledge, skills and values at the heart of the curriculum’s four capacities and provides a mechanism for promoting and working towards the **UN’s Sustainable Development Goals** - all in a wide range of education settings.

# Wellbeing



## A more active Scotland (2014): Scotland's 10-year physical activity implementation plan.

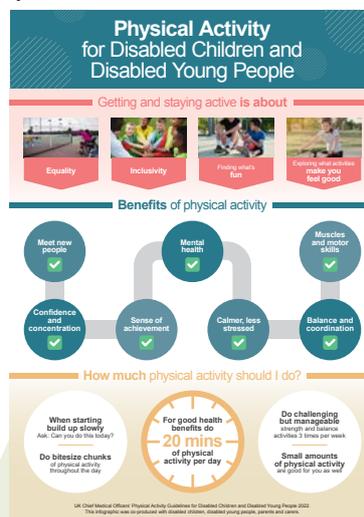
Scotland was one of the first countries to introduce a national physical activity strategy (Let's make Scotland More Active, 2003), and this is the country's first ever National Physical Activity Implementation Plan. This is Scotland's response to the Toronto Charter, and it seeks to adapt the key elements of the charter to the Scottish setting and link it directly to the Governments active legacy ambitions for the Commonwealth Games. The overarching vision is "The people of Scotland will enjoy more active and healthier lives", and the strategy details a series of actions which will describe how the overall commitments will be achieved.

## Physical activity guidelines: children and young people (5 to 18 years) (2019)

Produced by the UK Chief Medical Officers, this is guidance to help health professionals, policymakers and others working to promote physical activity, sport and exercise for health benefits. This infographic explains the physical activity needed for general health benefits for children and young people aged 5 to 18 years. This explains the type and amount of physical activity that children and young people should be doing to improve their health.



This infographic explains the physical activity needed for general health benefits for disabled children and disabled young people aged 5 to 18 years. This explains the type and amount of physical activity that disabled children and disabled young people should be doing to improve their health.



These guidelines have been supported by the Scottish Government's commitment that "every school pupil in Scotland will benefit from at least two hours per week of physical education in primary school, and two periods in S1 to S4 by 2014". This will aim to influence the cultural context and societal value of physical activity for children, making lives more active and making physical activity more accessible to individuals.

## A Whole School Policy

It is intended that through this curriculum pack, which incorporates the Curriculum for Excellence experiences and outcomes for health and wellbeing, the guiding principle from Scotland's Getting it Right for Every Child (2008) and the guidelines from The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, schools will be able to establish a strong foundation for their own health and wellbeing policy. As all schools are health promoting and are now aiming to improve health, it is important that a whole school approach is adopted to ensure health and wellbeing is integrated into every aspect of life in school, reiterating the importance that the health promoting school has a major influence over the mental, emotional, social and physical health and wellbeing of children, young people and the wider school community.

Policy development should be based upon the national and local guidelines for promoting health and wellbeing and should be centred around the ethos and practices of the whole school. The following framework provides guidelines to support and develop the promotion of health and wellbeing through the whole school approach:

- **Curriculum, Learning and Teaching;** through the delivery of a full range of learning experiences within a varied curriculum, the impact of health and wellbeing will ultimately influence children's values, attitudes, behaviour and most importantly their overall health. The curriculum should cater for the needs of every child and should be continuously monitored and adapted to make sure these needs are always met. A cross curricular approach will encourage children to consider factors which influence their health and wellbeing and will in turn allow them to make well-informed decisions about their own personal lifestyle choices.
- **Extra-curricular activities and out of school hours learning;** providing or working with partners to provide opportunities for pupils to expand and cement their learning through cookery clubs, growing clubs, sports and activities.
- **Provision of food, drink and physical activity at school;** building a partnership between management, school caterers, coaches, other physical activity providers and teaching staff that will support provision of healthy food, drink and activity across all areas of work in the school, that will encourage uptake of healthy choices and that will consistently reinforce key messages.
- **Provision of environments that support healthy diet and activity habits;** ensuring that the environments for dining and activity are conducive to meeting the needs of the school population who use them and that they allow opportunities for pupils to learn associated social skills.
- **Advertisement, sponsorship and promotion;** ensuring that the advertisements, sponsorships and promotions used within school, including those that support school activities, are consistent with the messages delivered across all other areas.

- Events and lettings; ensuring that all events and lettings on the school premises support and provide consistency to the messages delivered within school hours, and that the messages delivered are balanced.

## Whole School Action on Food and Health and Physical Education, Activity and Sport

To create an effective whole school approach to diet and activity, it is necessary to assess the health and wellbeing needs of the school community, to audit the current programmes and to determine the gaps that may exist between these programmes in relation to meeting the needs of the school community. It is important that schools use available public health data, in partnership and in line with local priorities to ensure health needs are met and resources are used effectively.

Many more programmes and activities can be developed and integrated into a school's health improvement plan to promote and enable healthier diets and activity. Some of these are described below. However, these are only descriptors and are intended only to stimulate thought and discussion, there are many more programmes and activities that could be developed. Likewise, schools must ensure that all programmes and resources are up-to-date and meet with quality requirements in terms of the learning experiences and outcomes. It is up to each individual school steering group to consult and involve all those concerned to ensure the programmes that are developed are interesting, fun and above all, they meet the needs of the school community.

Keeping health improvement alive and interesting in the school environment can be challenging and it is important to engage as many partners as possible to make the work and its maintenance interesting, stimulating and sustainable. The introduction of Curriculum for Excellence supported by partners provides an opportunity for schools to plan health and wellbeing in ways that are innovative, stimulating, flexible, sustainable and inclusive. Health improvement can provide opportunities for thinking outside the box, to engage the interest of those groups who are disengaged, disfranchised or excluded. Involving children, young people and the wider school community (parents, health professionals and local businesses) can help to build a strong sense of ownership and pride, not only in relation to the programmes that are implemented but in relation to a whole school approach.

When it comes to planning for health and wellbeing. Schools must strive to make the planning and development processes as inclusive as possible and although 'thinking out of the box' can be challenging it is also a great way to engage the interest of those groups who are usually disengaged, disenfranchised or excluded. Involving children, young people and the wider school community (parents, health professionals and local businesses) can help to build a strong sense of ownership and pride, not only in relation to the programmes that are implemented but in relation to the school as a whole.

## Provision of healthy food and drink

<b>Healthy catering</b>	<p>The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 outlines nutritional guidelines for food and drink in schools that must be adhered to. Implementation of the Act means all children will have access to nutritious and balanced meals during the school day. The Act also applies to school food outlets if they are operated by the Local Authority or by another person or organisation on their behalf, e.g., community cafes, after school club providing snacks or meals.</p> <p>Schools have a pivotal role in supporting healthier dietary choices from an early age. The food and drink options provided serve as an example of positive dietary choices for wider society.</p> <p>Healthy eating in Schools (Scotland) Regulations 2020 aim to help all those involved in provision of food and drink across the school day to provide tasty, balanced and nutritious options which will help support the growth and development of children and young people and help them make informed food and drink choices as they grow older.</p>
<b>Healthy tuck shops</b>	<p>Healthy tuck shops are required to comply with the Schools Health Promotion and Nutrition Act (2007) and the standards in the Healthy Eating in schools (Scotland) regulation (2020). There are a wide variety of food products available compliant with the Act that are lower in fat/sugar/salt than traditional tuck shop produce and make great alternatives. Any changes to the tuck shop should be made in consultation with the children and young people.</p>
<b>Healthy breakfast clubs</b>	<p>Breakfast is referred to as the most important meal of the day and children who have breakfast are often more calm, alert and ready to learn. Providing a healthy breakfast club on the school premises gives children access to a healthy breakfast as well as a stable, sociable environment in which to enjoy their food. It is also useful to incorporate some form of activity to ensure children are meeting physical activity guidelines. Clubs will help to sustain attendance and interest. The food served during breakfast club must comply with the Healthy Eating in schools (Scotland) regulations (2020).</p>

<p><b>Water provision</b></p>	<p>It is important for development and brain function to maintain an adequate level of body hydration. Providing easy access to water throughout the day not only encourages children to maintain hydration but also to adopt healthy drinking habits and to reduce the oral health risks of sugary soft drinks between meals. Hydrated children will feel refreshed and stimulated within the classroom. Water provision in the classroom/corridor/dining hall involves an element of trust. It is essential to trust the children in the use of water bottles to make maintaining adequate hydration a habit-forming behaviour.</p>
<p><b>Healthy Snacks/ Lunchboxes</b></p>	<p>Not all children will access food and drink made available throughout the school day and will opt to bring their own. Food and drink brought into the school by children is not covered by the Schools Health Promotion and Nutrition Act (2007) and the Healthy Eating in schools (Scotland) regulation (2020). However, schools must strive to ensure that parents are supportive of the standards and the efforts of the school to encourage healthy eating habits in children. Schools can help by providing parents with information and guidelines on appropriate playtime snacks and lunches that are compliant with the standards.</p>
<p><b>Enterprise Activities</b></p>	<p>In schools there are often other contexts where food and drinks are provided or sold out with lunch e.g., enterprise activities, prizes and rewards. Eating for health can be explored across the curriculum and through many activities outside the classroom, offering a wealth of opportunities for active pupil participation. It is a natural focus for work on enterprise and citizenship. Where enterprise projects involve food and drink, pupils should take account of the nutritional regulations. Likewise, prizes and rewards should comply with the regulations.</p>



Provision of physical activity equipment and opportunities	
<b>Playground games</b>	<p>Providing children with the equipment required to play traditional playground games allows them to develop structured and unstructured play within the playground.</p> <p>Upper school children can be trained in using the equipment and games, becoming buddies to encourage the other children to participate. Playground games provide children with the opportunities to partake in physical activities and develop their social interaction skills with their peers. Children should also be encouraged to develop their own games within the playground environment which will encourage all children to take part.</p>
<b>Physical Education</b>	<p>Physical Education (PE) is an important part of the curriculum, especially in a time when the nation is becoming increasingly sedentary. For many children PE provides opportunities to discover the movement of their bodies in a structured learning environment. PE is designed and planned to progressively develop the skills and abilities of children at each school stage, encouraging children to naturally build upon the skills that they learn out with the PE environment.</p>

Out of School-Hours Learning	
<b>Healthy cookery clubs</b>	<p>Healthy cooking clubs are a great way to introduce children to some skills which are completely different from the normal classroom environment. These clubs are also an excellent way to interact with parents/carers, allowing them to become actively involved in their child's learning. They provide opportunities for families to experience new foods and develop their skills together in the hope that these skills will be transferred to home life.</p>
<b>Sports and games clubs</b>	<p>Extra-curricular clubs that focus on singular sports and/or games provide an opportunity for children to develop and nurture their skills and knowledge of a sport/ game that interests them. As well as helping develop their motor skills, clubs provide a safe space in which children can enhance their social and team or group skills, an invaluable asset to their future.</p>

Classroom delivery	
<b>Curriculum for Excellence Health and Wellbeing Experiences and outcomes</b>	<p>The main purpose of health and wellbeing within Curriculum for Excellence is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.</p> <p>Promoting health across the curriculum will help support children and young people's development as successful learners, confident individuals, responsible citizens and effective contributors. There should be flexibility which allows teams and individual teachers to make innovative provision which addresses current circumstances and meets pupils changing needs. The messages given to children in the health and wellbeing curriculum should be integrated and consistent throughout other areas of curriculum delivery and other programmes delivered in the school as part of a health promoting whole school approach.</p>
<b>Growing programmes</b>	<p>Growing clubs are another excellent way to provide children with an experience they might not otherwise have, helping to develop their understanding of food, the food chain and growth and development, as well as the processes of life. Growing will certainly achieve many curricular objectives but can also be used as fun out of school hours activity to involve and engage partners in the wider community (including parents/carers).</p>

Active travel to school	
<b>Safe and active routes to school</b>	<p>Safe and active routes to school should be identified through work with partners, especially with parents/carers. Since travel to and from school takes place out of school hours, it is important that ownership for provision of these opportunities lies with parents/carers with support from the school. Schools may find it difficult to engage and interest parents in maintaining and sustaining active routes campaigns – but it can help to 'think out of the box'! Provision of and facilitating children's access and use of safe and active routes encourages them to build up healthy safe behaviours and to adopt active living habits.</p>

## Using the Pack: Information for Teachers

The “Your Body Matters” is a P1-P7 curriculum pack that provides a broad ranging and encompassing resource for teachers to deliver an integrated and progressive health and wellbeing curriculum in relation to food and health, food waste and sustainability, physical education, activity and sport and topics that are or can be associated with these. There are also elements of the pack that are conducive to interdisciplinary learning projects, whilst some topics may link to other curriculum resources such as those that deal with emotional literacy and relationships. Teachers may want to take this into consideration when planning lessons.

The pack is a flexible resource that can be adapted and delivered to suit the needs of children. Teachers may opt to split lessons into two or more lessons depending on the needs and abilities of their class. Each lesson plan offers suggested websites that provide additional information and access to resources if required.

The resource pack includes the following:

- Online and printable teacher notes, lesson plans, activities and accompanying resources
- Handwashing Poster
- Eatwell Guide Model Poster
- Oral Health Poster
- Plough to Plate Cards
- Food Cards
- Meal Cards
- Parent handout templates

The pack can be used alongside the PEPASS (Physical Education, Physical Activity and School Sport) resources. Active school co-ordinators in your school may also provide support with these activities. The PEPASS website includes: Primary Activity Resources for Staff and Parents, Primary Curriculum Resources, ASL Curriculum Resources, as well as links to events and additional resources to support physical activity and education. You can access the website using the following link: <https://blogs.glowscotland.org.uk/gc/pepassglasgow/>

There may be some elements of the pack that you would like to investigate further with your class, to expand the children's learning about a certain topic or issue, or perhaps you would like to create a stronger link to another area of the curriculum. We recommend that as a first port of call you visit the Education Scotland Website: <https://education.gov.scot/education-scotland/> which provides links to a range of nutrition and physical activity resources. The following resources are suggested additional sources of information and activities that may help you to achieve extended learning for your class.

- Food for Thought: <https://education.gov.scot/improvement/learning-resources/food-for-thought-support-resources>
- Food and Health Skills Resource Support: The focus of this resource is the curriculum area of health and wellbeing, in particular the Food and Health and Technologies experiences and outcomes. <https://education.gov.scot/improvement/learning-resources/food-and-health-skills-support-resource/>

## Assessment

Assessment is an integral part of learning and teaching. Staff using Your Body Matters should follow the assessment principles set out in:

- Building the Curriculum 5
- Curriculum for Excellence (CFE) Health and Wellbeing Principles and Practice
- Assessing Progress in Health and Wellbeing: guidance from Education Scotland

As staff plan to deliver lessons from Your Body Matters, which are written using CFE Experiences and Outcomes, CFE benchmarks should be referred to. The guidance shared in the benchmarks support the process of assessment and moderation. These can also support the staff member to ensure the lesson is appropriate to meet the needs of their learners.

Benchmarks set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know, be able to do and to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Benchmarks are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

The introduction of Benchmarks for all other areas of the curriculum needs to be proportionate and manageable. Teachers and other practitioners should be given time to engage in professional discussion to become familiar with the Benchmarks and start to use them in line with their school improvement plans.

Please refer to the following benchmarks; Health and wellbeing (Food and Health), Personal and social education and Physical Education by visiting: <https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/><sup>1</sup>.

Important aspects of health and wellbeing are the responsibility of all staff, everyone should be clear about their areas of responsibility and their roles in assessment. It is for all staff to be clear about their areas of responsibility and their roles in assessment with regards to health and wellbeing. In health and wellbeing, assessment must take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It should focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom, and, as appropriate, through specific assessment tasks. From early years through to the senior stages, children and young people's progress will be in how well they are developing and applying their knowledge, understanding and skills. It is important that children and young people can reflect on their own learning. In doing so children and young people should have a supportive relationship with a key member of staff who knows them well and with whom they can have regular dialogue.

# Matching the Your Body Matters pack to Curriculum for Excellence

## Mental and emotional wellbeing

Early	First	Second
<p><b>Lesson 1.3</b></p>	<p><b>Lesson 2.4</b></p>	<p><b>Lesson 6.4</b></p>
<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a</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. HWB 0-02a</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. HWB 1-02a</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. HWB 2-02a</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. HWB 0-03a</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. HWB 1-03a</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. HWB 2-03a</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 HWB 0-04a</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. HWB 1-04a</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. HWB 2-04a</p>
<p><b>Lesson 1.3</b></p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a</p>	<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 1-05a</p>	<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a</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. HWB 0-06a</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. HWB 1-06a</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. HWB 2-06a</p>

<b>Lesson 2.2(2)</b>	
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07a
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support HWB 0-08a	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support HWB 1-08a
<b>Social wellbeing</b>	
<b>Early</b>	
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 0-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a
I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 1-10a
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 0-11a	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 1-11a
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 1-12a
<b>Second</b>	
<b>Lesson 7.1</b>	
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a
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	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
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	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
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a

<p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p>HWB 0-13a</p>	<p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p>HWB 1-13a</p>	<p><b>Lesson 5.4(1) / 5.4(2) / Lesson 6.4</b></p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p>HWB 2-13a</p>
<p>I value the opportunities I am given to make friends and be part of a group in a range of situations</p> <p>HWB 0-14a</p>	<p><b>Lesson 2.1</b></p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations</p> <p>HWB 1-14a</p>	<p><b>Lesson 6.2</b></p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p>HWB 2-14a</p>

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