

Health and Well-being

Draft AoLE

Statement detailing how the AoLE supports the four purposes

Health and well-being is about the physical, psychological, emotional and social aspects of our lives.

Health and Well-being is the key enabler of successful learning. Learners will gain knowledge and understanding about how their social, cultural and physical contexts, mind and physical state affect their health, well-being and readiness to learn throughout their lives. They will engage critically with a range of information to support their decision making and their developing values and identities. Developing social and team working skills helps them to become **ambitious, capable learners** and prepares them for the workplace.

Learners will have opportunities to engage creatively with challenging ideas relating to emotions and relationships. They will develop the skills to talk about these and become **enterprising, creative contributors**. Physical and other activity will provide learners with contexts for playing a range of roles in teams.

They will learn how to make positive choices and how these affect their own and others' health and well-being. They will learn to interact with different social, cultural and physical contexts. They will learn how to engage with these responsibly, appreciating the importance of contributing positively and respecting others. They will consider the social and ethical issues that impact on the health and well-being of others, becoming **ethical, informed citizens**.

Learners will learn what influences their health and well-being, including healthy eating, physical activity and misuse of substances, and how to make the right decisions. They will develop the skills and dispositions that enable them to become **healthy, confident individuals**. They will learn the importance of resilience, self-regulation, seeking support and developing positive relationships.

WMS 1: Developing physical health and well-being has lifelong benefits

Physical health and well-being has a range of effects on emotional and mental health and well-being, as well as its physical effects. Physical development is closely linked to cognitive development during the early years, for example, in supporting speech and language development.

Understanding the factors that affect physical health and well-being, such as nutrition, hydration, physical activity, protection from infection, sleep and recovery helps learners to develop positive, informed behaviours. These behaviours support learners to care for and respect their bodies and support their self-worth, overall mood and energy levels.

Developing physical health and well-being enhances learners' confidence and motivation, physical competence, knowledge and understanding so that they lead healthy and active lifestyles. If learners enjoy regular physical activity and are provided with positive and informative experiences in respect of their physical health, they will develop the dispositions and motivation to lead lifestyles which support their physical health and well-being as adults.

Learners' physical health and well-being is also influenced by how they view their body, identify with it and their confidence within it.

Knowledge, Skills and Experiences

Knowledge- Learners need to know:	PS	Rationale
How physical growth and development influences physical health and well-being.	All	Learners will experience physical growth and development throughout their lives, therefore understanding these processes will support learners to make better life choices.
How their physical health and well-being is influenced by a range of factors, both in the short and long term: Nutrition, hydration, sleep, personal care and hygiene, physical activity and substances.	All	By recognising care for physical health and well-being has short term and long term implications they will be better supported to develop positive, long term and sustainable behaviours. Whilst these can be considered discrete areas of content, they are interlinked/interdependent. Knowledge of these key areas supports learners to develop behaviours which support being healthy, confident individuals.
The importance of sustainable, balanced and positive behaviours to support physical health and well-being (including a balanced diet and sustainable exercise)	All	Learners' behaviours need to be sustainable and part of their everyday routines in order to support physical health and well-being. Learners need to be aware of and avoid misconceptions, fads/extremes that are not sustainable
That positive physical health and well-being supports mental and emotional well-being.	All	What we do physically affects our mental health. In the short term chemical changes that occur through exercise/being outdoors can create enhanced/improved mental states. In the long term, sustained physical activity will contribute to the achievement of goals/targets linked to physical development, that can, in turn improve self-esteem/confidence and therefore overall health and well-being
The role and importance of the body in a person's identity.	?	The body forms an important part of a learners' identity. How a learner views and perceives their body informs this as well as impacting on their health and well-being. This includes gender, body confidence and body image.

Skills- Learners need to be able to:	PS	Rationale
Identify and use strategies to support their physical health and well-being	All	Learners need to understand that physical health and well-being is made up of a number of varying contributing factors and that a wide variety of different strategies may be needed to support overall health and well-being. Life will throw up a number of changes to a learner's circumstances; they need to be able to draw upon strategies relevant to circumstance. Being able to manage change in moderation/context is key.
Make a range of meals that can form part of a healthy, balanced diet	All	This will empower learners to take control and have autonomy over key aspects of their lifestyle, increasing the likelihood of improved/sustained health and well-being
Develop their competence and confidence in a range of activities which support physical health and well-being	All	Learners need to be supported in the acquisition of movement skills in a range of physical activities; improved competence will result in improved confidence and motivation over time (confidence/competence inextricably linked). This increase in confidence is key to learners forming a positive association with physical activities, therefore increasing the likelihood of a lifelong commitment to health promoting behaviours.

Experiences- Learners need to experience:	PS	Rationale
A range of ongoing opportunities to be physically active	All	Learners need regular exposure to physical activity in a range of environments (indoor/outdoor/different surfaces/heights etc.). Learners need to draw an intrinsic sense of satisfaction (enjoyment) from engaging in activities that positively impact their health and well-being. This positive association will increase the likelihood of sustained engagement with health promoting behaviours
Opportunities to develop and carry out their own strategies to support their physical health	All	For learners to take ownership and to value their own health and well-being, they need to be empowered with a sense of autonomy/self-control. Learners need to feel empowered to take individual responsibility and to make decisions that meet their motivational needs.
Preparing and eating a range of foods that can support a healthy diet	All	Positive food relationships are key. If learners can experience regular opportunities to plan and prepare nutritious meals for themselves and others, it increases the likelihood of developing a healthy relationship with food

Achievement Outcomes for the What Matters Statement	
	WM1: Developing physical health and well-being has lifelong benefits
Progression Step 1	<p>I enjoy taking part in active play and I move in different ways when I play on my own and alongside others. I keep trying when it gets difficult.</p> <p>I am getting better at controlling large and small movements. I do this through active play and everyday tasks in different environments. I respond to movement instruction and can move in space safely. I enjoy exploring various foods and drinks using my senses.</p> <p>I am aware of physical and emotional changes when active. I am aware of what I am good at. I am aware that I need food, water and sleep to stay healthy and I know the difference between healthy and unhealthy food and drink. I follow everyday routines to keep myself clean with help.</p>
Progression Step 2	<p>I enjoy and choose to take part in different physical activities and play, individually with a partner and in small groups. I maintain concentration when faced with challenges during focus tasks and unstructured play activities. I confidently seek activities and equipment to suit my needs.</p> <p>I am using and improving basic movement skills in familiar and changing situations. I am developing my ability to respond creatively to instructions when working on my own and with others. I enjoy grouping and preparing food that I know is good for me.</p> <p>I describe the physical and emotional changes when active. I reflect on my own and others' performance describing strengths and areas of improvement. I understand that I need food, water, sleep and rest to grow and thrive. I am aware that my body and emotions will change as a result of puberty. I am taking more responsibility for my personal care and I am beginning to recognise behaviours that can harm my health.</p>
Progression Step 3	<p>I enjoy and actively engage in a variety of physical activities. I remain motivated and can concentrate when I take part in a variety of practical activities. I value the contribution of others and I use a range of strategies to overcome challenges.</p> <p>I am safely developing and applying a range of skills in familiar and changing situations. I make creative use of space to move in response to a variety of stimuli. I experiment with a range of roles and responsibilities. I plan and prepare basic, nutritious balanced meals.</p> <p>I explain the physical and emotional changes that occur when active. I can work on my own and with others to plan, monitor and evaluate performance, setting myself relevant targets. I appreciate the importance of a balanced diet, sleep and rest on my developing body and mind. I understand the impact of puberty on my body and emotions. I recognize that it is important to maintain personal hygiene and understand that some behaviours can harm my health.</p>
Progression Step 4	<p>I am enthusiastic and committed to physical activity. I engage with others and enjoy the range of opportunities provided. I recognise and value the power of effort. I am able to transfer a range of skills in familiar, unfamiliar and changing contexts and environments. I develop more complex skills within a variety of roles and responsibilities within a range of activities. I plan and prepare a variety of nutritious and balanced meals.</p> <p>I analyse the physical and emotional changes that occur when active. Working collaboratively, I plan, evaluate and refine performance in a range of activities. I value the importance of a balanced diet, sleep and rest. I understand that certain substances can bring about changes that can impact on my health. I know how to take precautions to help protect myself from disease, illness and infection. I am developing strategies to help me manage emotional changes associated with puberty. I apply an understanding of health harming behaviours to protect myself from risk.</p>
Progression Step 5	<p>I am self-motivated and actively seek to take part in regular physical activity. I value the power of sustained effort. I demonstrate an increasing control over my emotions to achieve success in challenging tasks at a level appropriate to me.</p> <p>I independently adapt and apply transferable skills across contexts in a range of activities and environments. I apply more sophisticated strategies to support my own progress and that of others in a wide range of activities. I apply a range of techniques to prepare nutritious, balanced meals by combining flavours and ingredients.</p> <p>I critically evaluate the physical and emotional changes that occur when active. I critically evaluate and independently select appropriate strategies for improvement for myself and others. I aspire to adopt a balanced health promoting lifestyle and protect myself from disease, illness and infection. I have a range of strategies to help me manage emotional changes associated with puberty. I value my health and the health of others, actively engaging in health promoting behaviours.</p>

WMS 2: Our life experiences and how we respond to them impact on our *feelings thoughts and body*

Understanding the factors that promote, and impact upon, emotional and mental well-being helps learners navigate their way through life and the events/experiences that they will encounter. Developing the ability to independently focus attention on how they are perceiving, thinking and feeling provides learners with a firm foundation upon which to build their skills of self-awareness and empathy.

Self-awareness allows learners to be receptive and reflective which in turn allows them to adapt their behaviour and actions to different situations maximising the likelihood of positive outcomes. If learners have regular opportunities to explore how the perceptions, thoughts and feelings of individuals are intrinsically connected they develop their empathy and ability to act with compassion.

Knowledge, Skills and Experiences

<i>Knowledge- Learners need to know:</i>	<i>PS</i>	<i>Rationale</i>
That brain activity is at the core of our thoughts, feelings and actions	All	Having an understanding of the interconnection of the brain and body helps learners to understand and make sense of feelings and actions which can often appear to be very confusing. This understanding is vital for the skills to be developed and for the opportunities to be realised.
That there are different branches of support that can be accessed	All	This will serve to remove some of the stigma surrounding the matter of seeking support

<i>Skills- Learners need to be able to:</i>	<i>PS</i>	<i>Rationale</i>
Recognise and articulate what they are perceiving, thinking and feeling in order to develop their self-awareness	All	A developed sense of self awareness is important because when we have a better understanding of they are better able to identify all the elements that make them unique. This in turn promotes the ability to attune and connect with others supporting the development of healthy relationships
Reflect upon, and anticipate how, an experience/event affected/ may affect them	All	This is central to the development of self-awareness skill to self-development enabling learners to learn how to adopt a receptive rather than reactive response to events/experiences
Self-regulate	All	Having methods for self-regulation empowers learners teaching them that they can have agency over their thoughts, feelings and actions
Communicate how they are feeling and ask for help when needed	All	Remove perceived stigma; Provide opportunity to have conversations about meaning and purpose

<i>Experiences- Learners need to experience:</i>	<i>PS</i>	<i>Rationale</i>
Opportunities to turn an empathic feeling into an act of kindness and compassion	All	Having empathy/awareness of the emotional state of others is not enough in and of itself enough. Learners need opportunities to enact this. There is a close link between meaning and purpose and acts of kindness and well-being
Opportunities which promote reflection both individually and in a group within a supportive and protective environment	All	This will build relationships and strengthen connections between learners. It will help develop empathy and provide opportunities to see the commonalities and differences within a group
A range of positive and challenging experiences and responding to these	All	A broad curriculum where children are exposed to a rich range of experiences. They are exposed to experiences that will invoke a range of emotions, such as challenge, elation etc.

Achievement Outcomes for the What Matters Statement

WM2: Our life experiences and how we respond to them impact on our <i>feelings thoughts and body</i>	
Progression Step 1	I am learning how to focus attention on my perceptions and thoughts. As a result, I am beginning to have the ability to notice how I am feeling and I can communicate this. I am beginning to have an awareness that we can demonstrate our feelings through our actions. I am learning our thoughts and feelings are not fixed and am starting to notice when they change. I am learning to pay attention to the feelings of others.
Progression Step 2	I can focus attention on my perceptions and thoughts which helps me to have an awareness of, and ability to communicate, how I am feeling. I am learning how to notice when I need help to manage my feelings through self-regulation before I act impulsively. I am beginning to understand how and why my thoughts, feelings and actions change in response to different experiences. I can pay attention to the feelings of others and am learning to think about why they may feel that way.
Progression Step 3	I recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness. As a result, I am developing my own ways of self-regulating and managing this with increasing independence and success. I understand how and why experiences impact on me and others. I am learning how to reflect on the way that past events and experiences have impacted upon my thoughts, feelings and actions. I am beginning to be able to anticipate how future events may make me and others feel
Progression Step 4	I use my ability to focus attention on my perceptions, thoughts and feelings in order to further develop my self awareness. I am learning to transfer these skills in order to be aware of, and care about, the feelings and thoughts of others. I use this increasing self- awareness to help me self-regulate. I can apply my capacity to reflect and learn from the past in order to anticipate and prepare myself for future experiences. I understand the value of being able to empathise with others and can see how it can lead to actions which are compassionate and kind.
Progression Step 5	<i>(as progression step 4)</i> I use my ability to focus attention on my perceptions, thoughts and feelings in order to further develop my self awareness. I am learning to transfer these skills in order to be aware of, and care about, the feelings and thoughts of others. I use this increasing self- awareness to help me self-regulate. I can apply my capacity to reflect and learn from the past in order to anticipate and prepare myself for future experiences. I understand the value of being able to empathise with others and can see how it can lead to actions which are compassionate and kind.

WMS 3: Our decision making impacts on the quality of our lives and others

Decisions and actions, individually and collectively, have a clear, direct impact on the health and well-being of individuals and society. Making informed decisions is central to promoting healthy life choices, personal safety and well-being. Learners need support to consider choices and to understand the risks and possible consequences of their decisions on themselves and others. This contributes directly to developing ethical, informed citizens. Understanding what influences decision making (including knowledge, understanding, attitudes, values, emotions and beliefs) supports learners to make positive, considered and informed decisions. Learners also need to develop skills necessary to enable specific decisions. Learners also learn to make decisions in groups, so developing their awareness of the role and importance of collective decisions.

Knowledge, Skills and Experiences

<i>Knowledge- Learners need to know:</i>	<i>PS</i>	<i>Rationale</i>
That there is a legal framework to regulate and support decisions and decisions may have legal consequences.	All	This provides learners with an awareness of specific implications of decisions.
How decisions can affect our physical health and well-being (see WM1)	All	Sustained positive decision making is key to supporting physical health and well-being.
How collective decisions are supported by a democratic process	All	Collective decisions inherently require a democratic element. This supports learners to consider When learners are making decisions in groups,
They can choose to work in a wide range of career opportunities.	All	This provides learners with awareness of a range of options to support decisions in career and learning pathways.
Where and how to seek support and information to support positive decision making and personal safety	All	Learners need to be able to access a range of information to support their decision making, particularly to support their safety and that of others.

<i>Skills- Learners need to be able to:</i>	<i>PS</i>	<i>Rationale</i>
Make informed decisions drawing from a range of information and experiences	All	Learners' decisions are improved by incorporating a range of information and past experiences of themselves and others
Engage critically with information when making decisions	All	Reasoned decisions require learners to weigh up and critically engage with different sources of information and evidence
Make decisions as part of a group	All	Decisions are often made in groups and learners need the skills to support this
Identify and reflect on the effects of decisions in order to evaluate them and improve future decision making	All	Learners need to draw critically on past experiences of themselves and others in making decisions
Identify and manage risks in making decisions	All	Identifying risks in a given situation allows learners to change their behaviour where appropriate to mitigate. This also supports learners to take measured risks rather than being risk averse.
Make decisions which support their health and well-being and that of others when using technology	All	Decisions involving what and how technology is used can significantly impact on learners' health and well-being and that of others.
Make financial decisions which support their health and well-being	All	Financial decision making has a significant impact on health and well-being.
Make reasoned, sustainable and informed decisions about their learning and career pathways	All	Future learning and careers involve highly significant decisions for learners which will have a long term impact on their health and well-being
Take responsibility for their actions, where appropriate	All	As learners develop, they will have increasing responsibility for the decisions they make. Taking responsibility supports ethical, informed decision making.
Engage with ethical considerations and the impacts on others when making decisions	All	When making decisions, learners need to consider the impact of the effect of their decisions on others. They also need to consider the wider ethical implications of their decisions.
Make safe decisions when travelling on and near roads	All	Safety around roads is a particularly significant component of safe decisions for learners.
Keep safe in and around water	All	Safety in and around water is a particularly significant component of safe decisions for learners.
Take steps to support their health and well-being and that of others in an emergency	All	Learners need to be able to take basic actions in emergencies to protect themselves and help others.

<i>Experiences- Learners need to experience:</i>	<i>PS</i>	<i>Rationale</i>
Participating in and contributing to collective decisions	All	Decisions are often made in groups and learners need experiences of doing this.
Taking measured risks in a safe environment	All	Learners need experience of managing risk and become familiar with taking measured risks
The negative consequences of decisions and responding to them	All	Learners need experience of reflecting on and responding to negative outcomes, developing reflection and resilience.
Making decisions outside their comfort zone	All	Learners need experience of making decisions in unfamiliar circumstances. This supports the development of decision making as a transferrable skill and supports learners to engage with unfamiliar environments.

Achievement Outcomes for the What Matters Statement

WM3: Our decision making impacts on the quality of our lives and others	
Progression Step 1	I can make decisions based on what I like and dislike. I am aware that my decisions can impact on me and others. I am aware of safe and unsafe actions. With support, I am able to explain why I made a decision. I can contribute to group decisions. I can explore different roles through play and choose activities based on my interests. Through play, I know I need money to buy things.
Progression Step 2	I am able to identify different choices available to me. With support, I can use my knowledge to make decisions. I can identify safe and unsafe actions and make decisions based on these. I know that my decisions can impact on me and others both now and in the future. I can take part in group decisions and understand why some decisions need to be made as a group. I can identify my own skills and abilities. I am aware of different kinds of work. I recognise the importance of using money responsibly.
Progression Step 3	I am able to use a range of information and past experiences to make and explain decisions. With support, I am able to identify and assess risks in familiar contexts. I understand that decisions can be influenced by a range of factors. I understand that decisions can have wide implications at personal, local, national and global levels including legal and ethical. I am beginning to recognise the relevance of my learning, skills and interests to my future life. I am able to set short and long-term personal goals and I can explain how I will achieve these. I can use basic principles of budgeting when using money and recognise that financial decisions have implications in the short and long-term.
Progression Step 4	I am able to use information from a variety of sources in order to make decisions which impact positively on myself and others. I am able to consider relevant factors critically when making decisions. I can identify the ethical implications of decisions and support and justify my decisions with evidence. I am able to anticipate risks and mitigate them. I am able to find relevant information regarding learning and career pathways that I am interested in and I am able to use this information to set and achieve my goals. I understand that money can be used and invested in different ways and there are risks involved.
Progression Step 5	I am able to research, examine and evaluate a range of evidence to make pro-social, reasoned and sustained decisions and explain these based on evidence and my values. I understand the different factors which may influence my decisions. I am able to make decisions which account for the ethical implications and implications on others. I understand what skills and learning are required for my preferred possible career and learning pathways and am taking steps to supporting these. I understand that as a responsible adult I have to manage my money effectively.

WMS 4: How we interact with and within different contexts shapes our identity, health and well-being

Identity, health and well-being is shaped by our interactions with surrounding social, cultural and physical contexts. In turn, how people interact with and within their contexts influences their own health and well-being and that of others.

Individuals' identity and values are informed by their contexts and is fundamental to supporting their health and well-being.

Understanding the links across the health and well-being of individuals, society and a range of different contexts supports learners to contribute positively to their immediate and wider contexts. This equips them to navigate the potential dangers of some contexts, including virtual ones. Engaging positively with and within a range of contexts supports learners' readiness to learn. This includes preparing to engage with different contexts including careers and the world of work.

By understanding how people's identities and values are formed in their surrounding contexts, learners are supported to develop these positively in themselves, acknowledge the differences in others and to recognise and respond to how society presents a range of norms and ideals which influence health and well-being.

Knowledge, Skills and Experiences

<i>Knowledge- Learners need to know:</i>	<i>PS</i>	<i>Rationale</i>
There are different social, cultural and physical contexts. Different contexts can have differing norms and values.	All	Understanding that there are different contexts supports learners to respect the differing values of others, recognise rules and norms of behaviours and develop awareness of the risks associated with some contexts.
Our values, rights and identities are shaped within our social, cultural and physical contexts	All	They understand that their values and behaviours are often shaped by the expectations and rules of the different contexts they are part of which supports the development of their own values.

<i>Skills- Learners need to be able to:</i>	<i>PS</i>	<i>Rationale</i>
Recognise the norms of different contexts.	All	To be aware of the conventions of behaviour for a range of contexts. This supports learners to interact positively with different contexts confidently while also supporting them to recognise harmful norms.
Engage critically with the different contexts they interact with.	All	By learning to identify, compare and contrast their values and identities with those of others, learners are supported to recognise and respect the values of other as well as recognise and where appropriate, challenge harmful norms and behaviours.
Develop awareness of their own identity and values.	All	Recognising and understanding their own identity and values supports their sense of meaning and purpose, and in turn, their health and well-being.

<i>Experiences- Learners need to experience:</i>	<i>PS</i>	<i>Rationale</i>
A range of different cultures and be exposed to the values which are attached to those cultures / contexts also includes digital, school, advertising, packaging, peer pressure	All	To understand and experience the values of different cultures / contexts.
Engaging regularly with the outdoor physical environment	All	Outdoor activity has an important positive impact on health and well-being.
Unfamiliar contexts and responding to these	All	To support learners appreciation of a variety of contexts and to develop their confidence in interacting with them.

Achievement Outcomes for the What Matters Statement	
	WM4: How we interact with and within different contexts shapes our identity, health and well-being
Progression Step 1	<i>I explore different social, cultural and physical contexts. I begin to understand and follow social norms, rules and behavioural expectations. I begin to show care and respect in different contexts, recognising individual differences. I understand that my surroundings can impact on who I am, how I feel: my identity and values.</i>
Progression Step 2	<i>I am developing my understanding of the characteristics of social, cultural and physical contexts and use this to inform my interactions and behaviours based on the norms and rules. I understand the positive and negative implications these have on my health and well-being. I show respect, care and concern for others, recognising that everyone is different. I am aware that my identity is developing by engaging with and belonging to a range of social and cultural contexts.)</i>
Progression Step 3	<i>I understand the different characteristics and expectations of my social, cultural and physical contexts. I recognise how my interactions with these can impact on my health and well-being and that of others. I engage with and reflect on the needs, views and beliefs of other people. I respect, protect and, at times, challenge the behaviours and/or values of others I understand that my values, attitudes and identify are formed by my experiences within my contexts.</i>
Progression Step 4	<i>I understand that my engagement with the diversity of the people, personalities, characteristics and challenges that comprise different contexts impacts on my health and well-being. I understand the behavioural expectations of myself and others within different contexts. I engage with and reflect on the needs, views and beliefs of other people. I respect, protect and, at times, challenge the behaviours and/or values of others. I recognise that I can become an agent for change and I begin to develop the skills needed to do this. I am engaging with a variety of concepts that support my development and understand how these components make up my identity.</i>
Progression Step 5	<i>Within the context of my health and well-being I reflect on the interconnected nature of different social, cultural and physical contexts, and on my engagement with and within them. I engage with and reflect on the needs, views and beliefs of other people. I respect, protect and, at times, challenge the behaviours and/or values of others. I take steps to work towards resolution, mediation and/or education to address identified issues I develop, shape and sometimes change my social values and behaviours and understand the link between this process and my developing identity</i>

WMS 5: Relationships connect us with each other

Relationships are a defining feature of being human. Healthy relationships are a vital component of maintaining a healthy body and mind. They contribute to our identity and emotional well-being. They create stability and make us feel included allowing us to thrive. If we feel lonely or isolated, we run the risk of suffering with poor mental and physical health. Throughout our lives we are likely to experience and develop a diverse range of personal relationships. These may include, but not be confined to, family, friends, romantic, sexual, professional and spiritual relationships. Each of these relationships elicit responses that help us to grow and learn about ourselves and others. Understanding how relationships are formed, developed and maintained enables us to develop the skills and attitudes which allow us to create healthy relationships of our own. These relationships often support us through difficult and stressful situations in life and help us to become healthy, confident individuals. Knowing our rights, how to manage conflict, to recognise unhealthy relationships, to be safe, and when and how to seek support for ourselves and others is also fundamental to health and well-being.

Knowledge, Skills and Experiences

Knowledge- Learners need to know:	PS	Rationale
How relationships impact on their well-being and the well-being of others (needs linking with AOs)	All	Relationships are fundamental to well-being and can positively and negatively impact on this.
That there are a range of different types of relationships and how these relationships are different (including friendship, parental, familial, teacher/learner, romantic, sexual [PS3+] and professional [PS4+])	All (but see KSE)	Learners will encounter a range of different relationships in a lifetime. Recognising and respecting the differences between these, learners will be supported to interact with these positively and confidently.
That there are differences within types of relationships and no two relationships are the same.	All	There is no standard model of relationships. Each relationship is unique and will vary from person to person.
The importance of respect, equity and recognising people's rights in developing positive, healthy and safe relationships	All	This supports learners in developing caring and respectful relationships and to avoid escalation of conflict that compromises safety.
Where and how to seek support and information to support positive relationships and personal safety	All	Access to information and support helps learners to develop positive relationships as well as ensuring access to help in unsafe situations.
How relationships and personal identity are interconnected	All	Learners need
The importance of privacy, consent and the nature of sexual attention in relationships.	All	This information is of the utmost importance in ensuring learners are aware of what may constitute an unhealthy or abusive relationship

Skills- Learners need to be able to:	PS	Rationale
Recognise and respect others' views, values and rights in developing and maintaining relationships	All	Supports learners to respect and value others. A cohesive community depends on the ability of all to respect, value others and act appropriately.
Form, develop and maintain healthy relationships in a range of contexts	All	A person's health and well-being is enhanced through the safe and respectful relationships they have formed.
Identify and respond constructively and appropriately to conflict in relationships	All	Managing conflict is an important aspect of relationships.
Recognise the characteristics of unhealthy or harmful relationships and seek help to respond to these	All	To avoid and deal with potentially harmful situations is key to maintaining healthy relationships.
Communicate to others effectively	All	To ensure clarity, understanding and acquire appropriate support and be heard.
Recognise and respond to the needs, and feelings of others.	All	To ensure relationships are reciprocal and that we can demonstrate insight empathy and compassion and consider the advice and support we offer.
Recognise unwanted attention and respond appropriately.	All	To ensure that we know how to take control of a situation that may harm us or others.

Experiences- Learners need to experience:	PS	Rationale
Opportunities to form and develop relationships with different people in different contexts	All	Having healthy relationships with different people sustains you and ensures your needs are met. To have an awareness of different relationships and knowing the need to adapt your behaviours to different contexts.
Participate in a variety of roles in groups.	All	Contributes your sense of belonging and give you opportunities to lead and be led.
Opportunities to develop meaningful connections with other living things	All	Developing relationships with other living things gives us opportunities to learn about responsibilities and care towards others and how to respond to their needs. This is important in helping us to develop interpersonal skills and knowing that there are different types of relationships. This is not limited to humans; experiences of developing connections with other living things is as important to developing empathy and well-being.
Opportunities to explore a wider range of relationships including fictional and non-fictional scenarios	All	We need to explore relationships within a wider context outside of our everyday experiences

Achievement Outcomes for the What Matters Statement

	WM5: Relationships connect us with each other
Progression Step 1	<p>I know who looks after me and who my family and friends are. I can get along with others with and without support. I know what makes me feel uncomfortable and I can recognise kind and unkind behaviour. I can communicate in relationships. I can behave kindly towards others. I know that I have the right to be treated fairly and respectfully</p>
Progression Step 2	<p>I know there are different types of relationships. I recognise the relationships I have with others I make friends and can resolve disagreements. I can recognise how other people are feeling. I understand the importance of respect and feeling safe in my relationships. I use what I know about what makes me and others comfortable to inform my behaviour. I can communicate when I do not feel safe or respected and can listen to others. I know we all have rights and with support I can respect these.</p>
Progression Step 3	<p>I understand that there are differences within types of relationships and that relationships change over time. I am aware that my relationships form part of my identity and belonging. I continue to make and maintain the relationships that matter to me. I can recognise and anticipate other people's feelings. I am able to identify conflict and take steps to resolve it. I recognise safe and unsafe situations in relationships and can seek support where needed. I can show respect to others in my relationships. I can communicate my needs and feelings and respond to those of others. I am able to respect others' rights and understand how these impact on myself and others.</p>
Progression Step 4	<p>I understand the expectations, requirements and healthy behaviour in a range of relationships. I understand that there is an interaction between my relationships and my identity. I form and maintain purposeful relationships with a wider circle of people. I understand other people's feelings and adapt my behaviour in response to this. I appreciate other people's points of view and use this to help resolve conflict. I can identify where my safety or the safety of someone else is threatened in a relationship and know how to respond to this. I can challenge harmful behaviours. I understand the value of compassion, respect and equity in developing healthy relationships. I can communicate my needs and feelings and respect those of others in different types of relationships. I exercise my own rights and respect those of others. I know how we can use rights to improve lives. I understand rights may be limited. I recognise that rights can be infringed and can identify this.</p>
Progression Step 5	<p>I understand the complex nature of relationships in a range of contexts and how they are influenced by a range of factors. I understand how people's relationships inform their identity and their identity informs their relationships. I am able to make meaningful connections with others and value my relationships in a range of contexts. I am able to develop, maintain and deepen my relationships. I recognise the characteristics of healthy relationships and can respond appropriately to unhealthy or harmful characteristics or behaviours. I can build relationships based on compassion, positive communication, respect and equity. I am able to advocate the rights of myself and others.</p>

