

Statement of What Matters:

Developing physical health and well-being has lifelong benefits.

Descriptions of Learning:

Progression Step 1

- I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor movements and fine motor movements in different environments, moving safely in response to instructions.
- I am beginning to make connections between my diet and my physical health and well-being.
- I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.
- I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.

Progression Step 2

- I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.
- I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.
- I can describe the way in which physical and emotional changes are connected in different contexts.
- I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

Progression Step 3

- I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.
- I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.
- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.
- I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.

Progression Step 4

- I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.
- I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being. I can plan and prepare a variety of nutritious meals.
- I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.
- I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to

and/or manage these in order to actively reduce the risk of harm to myself and to others.

Progression Step 5

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

Statement of What Matters:

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

Descriptions of Learning:

Progression Step 1

- I have an awareness of my perceptions and thoughts.
- I can focus my attention and am aware of being able to do this.

- I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.
- I can notice and communicate how I am feeling.
- I am beginning to have an awareness of how feelings are communicated through actions.
- I have an awareness of the feelings of others.
- I am aware of when others are kind to me and when I am kind to others.

Progression Step 2

- I can, with support, focus attention on my perceptions and thoughts.
- I can understand how and why my thoughts, feelings and actions change in response to different experiences.
- I can notice and communicate my feelings.
- I am beginning to notice when I need help to manage my feelings.
- I can reflect on my experiences.
- I can pay attention to the feelings of others and I am learning to think about why they may feel that way.

Progression Step 3

- I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.
- I can self-regulate my emotions in a healthy way using strategies that I have developed.
- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.
- I can ask for help when I need it from people I trust.
- I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.
- I can anticipate how future events may make me and others feel.

- I can empathise with others.
- I can understand how and why experiences affect me and others.

Progression Step 4

- I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.
- I can identify different strategies to self-regulate my emotions in response to a range of experiences.
- I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.
- I can identify people and groups who can help me with my mental health and emotional well-being.
- I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.
- I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.

Progression Step 5

- I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy way and to connect with others.
- I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.
- I can identify when to seek help based on a good understanding of my mental health and emotional well-being.
- I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.

- I can empathise with others which helps me to be compassionate and kind towards myself and others.

Statement of What Matters:

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

Descriptions of Learning:

Progression Step 1

- I can make decisions based on what I like and dislike.
- I have developed an awareness that my decisions can affect me and others.
- I can take part in group decisions.
- I have an understanding that things can be safe or unsafe.

Progression Step 2

- I can make decisions based on what I know.
- I can recognise that my decisions can impact on me and others, both now and in the future.
- I can take part in group decisions and I understand why some decisions need to be made as a group.
- I can identify and assess risks.

Progression Step 3

- I can make considered decisions, taking into account available information, including past experiences.
- I can set appropriate goals.
- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
- I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.
- I can identify and assess risks, and I can take steps to reduce them.

Progression Step 4

- I can research, examine and evaluate a range of evidence to make considered and informed decisions.
- I can set appropriate goals and plan a course of action to achieve them.
- I can consider relevant factors and implications when making decisions individually and collectively.
- I can anticipate, assess and manage risks.

Progression Step 5

- I can set appropriate goals, plan a course of action and overcome challenges to achieve them.
- I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.

Statement of What Matters:

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

Descriptions of Learning:

Progression Step 1

- I can recognise and follow rules and norms in the groups and situations in which I take part.
- I can show care and respect for others.

Progression Step 2

- I can recognise and follow the rules and norms of different groups and situations in which I take part.
- I can change how I interact and behave in different situations with support.

- I can recognise that there are similarities and differences between people's values and attitudes.

Progression Step 3

- I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.
- I can interact pro-socially in different groups and situations.
- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.

Progression Step 4

- I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.
- I can interact pro-socially in different groups and situations, adapting my behaviours accordingly.
- I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.

Progression Step 5

- I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.
- I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.
- I can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences.
- I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.

Statement of What Matters:

Healthy relationships are fundamental to our well-being.

Descriptions of Learning:

Progression Step 1

- I can identify who looks after me and who my family and friends are.
- I can communicate my needs and feelings in my relationships.
- I can get along with others with and without support.
- I am beginning to recognise safe and unsafe behaviour in relationships.
- I am beginning to recognise that I have the right to be treated fairly and respectfully.

Progression Step 2

- I can recognise that there are different types of relationships beyond my family and friends.
- I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.
- I can make friends and try to resolve disagreements, seeking support when needed.
- I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.
- I can understand that everyone has rights and, with support, I can respect those rights.

Progression Step 3

- I can understand that there are differences within types of relationships and that relationships change over time.
- I can communicate my needs and feelings, and respond to those of others.
- I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.

- I can reflect on the characteristics of safe relationships and I can seek support when needed.
- I can respect the rights of others and I understand how these impact on myself and others.

Progression Step 4

- I can show a developing awareness of the complex nature of relationships.
- I can communicate my needs and feelings, and respect those of others.
- I can form and maintain healthy relationships with a wider circle of people.
- I can respect other people's points of view and use this to help resolve conflict.
- I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this.
- I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.

Progression Step 5

- I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.
- I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.
- I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.
- I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.

- I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.
- I can advocate the rights of myself and others.