Version	Date
1	21/10/25
2	
3	
5	
5	





Moray Council

BGE HWB: RSPH, PCC, SM, RoA; MESPW

Learning, Teaching and Assessment Framework
Early to Fourth Levels Curriculum for Excellence

Moray Council Health & Wellbeing Learning, Teaching & Assessment Framework

Contents

Using the Moray Health and Wellbeing Learning, Teaching and Assessment Framework 7

What are the main purposes of learning in health and wellbeing? 8

What does the health and wellbeing framework mean for practitioners? 8

What features are required to effectively promote health and wellbeing? 9

What are broad features of assessment in health and wellbeing? 10

Health and Wellbeing-Responsibility for All 10

Partnership working 11

Personal support for children and young people 12

Ensuring Positive Impact in Health and wellbeing 12

Getting it right for every **child (GIRFEC)** 14

Rights 15

Scotland's Curriculum Framework 16

..... 16

The why of our curriculum - 18

The what of our curriculum 18

The How of Curriculum Making 20

What is learning for sustainability? 21

Interdisciplinary learning 22

Skills 4.0 Meta-Skills 23

Education Scotland's Moderation Hub 24

What could HWB look like across the 4 contexts in your school taking into account your context, design principles and rights? 26

Guidance 27

[Return to Contents Page]

Early Level 30
Early Level Annual Planner 31
Health & Wellbeing 35
Organiser Personal & Social Education 35
Mental & Emotional Wellbeing 35
Health & Wellbeing 38
Organiser Personal & Social Education 38
Social Wellbeing/Rights based Approach 38
Health & Wellbeing 40
Organiser Personal & Social Education 40
Physical Wellbeing 40
Health & Wellbeing 42
Organiser Personal & Social Education 42
Planning for Choices & Change 42
Health & Wellbeing 44
Organiser Personal & Social Education 44
Substance Misuse 44
Health & Wellbeing 46
Organiser Personal & Social Education 46
Relationships, Sexual health & Parenthood 46
Health & Wellbeing 49
Organiser Personal & Social Education 49
Relationships, Sexual health & Parenthood 49
FIRST LEVEL 53
First Level Year Planner 54

Return to Contents Page

Annual Progression Planner – First Level 56
Health & Wellbeing 58
Organiser Personal & Social Education 58
Mental & Emotional Wellbeing 58
Health & Wellbeing 61
Organiser Personal & Social Education 61
Social Wellbeing/Rights based Approach 61
Health & Wellbeing 64
Organiser Personal & Social Education 64
Physical Wellbeing 64
Health & Wellbeing 67
Organiser Personal & Social Education 67
Planning for Choices & Change 67
Health & Wellbeing 69
Organiser -Personal & Social Education Substance Misuse 69
Health & Wellbeing 71
Org**aniser- Personal & Social Education** Relationships, Sexual Health and Parenthood 71
Health & Wellbeing 73
Organiser- Personal & Social Education Relationships, Sexual Health and Parenthood 73
Second Level 78
SECOND LEVEL YEAR PLANNER 79
Annual Progression Planner – Second Level 81
Health & Wellbeing 83
Organiser Personal & Social Education 83
Mental & Emotional Wellbeing 83

Return to Contents Page

Health & Wellbeing 85
Organiser Personal & Social Education 85
Social Wellbeing/Rights based Approach 85
Health & Wellbeing 88
Organiser Personal & Social Education 88
Physical Wellbeing 88
Health & Wellbeing 91
Organiser Personal & Social Education 91
Planning for Choices & Change 91
Health & Wellbeing 94
Organiser Personal & Social Education Substance Misuse 94
Health & Wellbeing 98
Organiser Personal & Social Education Relationships, Sexual Health and Parenthood 98
Health & Wellbeing 101
Organiser Personal & Social Education 101
Relationships, sexual health and parenthood 101
Health & Wellbeing 103
Organiser Personal & Social Education 103
Relationships, sexual health and parenthood 103
THIRD & FOURTH LEVEL 106
Health & Wellbeing 109
Organiser Personal & Social Education 109
Mental & Emotional Wellbeing 109
Health & Wellbeing 111
Organiser Personal & Social Education 111

Return to Contents Page

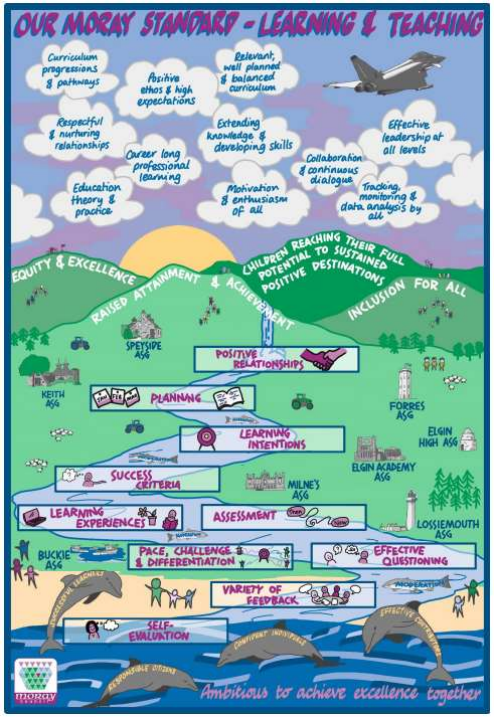
Social Wellbeing/Rights based Approach 111
Health & Wellbeing 113
Organiser Personal & Social Education 113
Physical Wellbeing 113
Health & Wellbeing 115
Organiser Personal & Social Education 115
Planning for Choices & Change 115
Health & Wellbeing 118
Organiser Personal & Social Education 118
Substance Misuse 118
Health & Wellbeing 124
Organiser Personal & Social Education 124
Relationships, sexual health and parenthood 124
Health & Wellbeing 128
Organiser Personal & Social Education 128
Relationships, sexual health and parenthood 128

Return to Contents Page

Using the Moray Health and Wellbeing Learning, Teaching and Assessment Framework

Rationale

Our Moray Standard for Learning and Teaching is our framework in making the river of learning flow. Curriculum progressions and pathways are essential in shaping our planning of learning, teaching and assessment. Schools and teachers are empowered to take the decisions needed to provide a coherent, flexible and enriched curriculum, meeting the needs of individual learners and reflecting the uniqueness of their communities.



<u>The Moray Council HWB Learning, Teaching and Assessment Framework</u> aims to support practitioners in planning for learning, teaching and assessment design across the Broad General Education (BGE), as outlined in **<u>The Moderation Cycle</u>**, creating natural progression from nursery to secondary, supporting teachers to plan a learner journey/pathway and have a shared understanding of progression. The framework draws together the **<u>Curriculum for Excellence (CfE) HWB Experiences and Outcomes (Es and Os),</u>** designed to drive planning for learning, teaching and assessment design, and the **<u>CfE Benchmarks for HWB</u>**, developed to provide clarity on the national standards expected within each curriculum area at every level.

Purpose-The framework is a tool to provide **guidance** for learning progression across the BGE through early, first, second, third fourth levels. The **Moray Assessment and Moderation 2019** P7 states "When staff are engaged in discussion about the learning at the planning stage and throughout the development of the learning experience, a shared understanding of standards and expectations evolves." The framework is designed to support this process.

The framework may be used in conjunction with school planning, tracking and assessment approaches informed by:

- <u>The Moray Toolkit</u>
- The <u>Moray Raising Attainment for All</u>
- <u>Our Moray Standard- Learning, Teaching and Assessment</u>
- <u>Moray Assessment and Moderation 2019</u>
- <u>Tracking Progress and Achievement</u>



Return to Contents Page

The framework/progression is designed to:



- Inform teacher judgements about an individual learner's progression through health and wellbeing.
- Assist in the moderation of health and wellbeing for consistency and a shared understanding of progression.
- Support assessment design based on make, do, say, write.
- Plan next steps in teaching and learning.
- Ensure smooth curricular transitions.
- Provide a developmentally appropriate curriculum.
- Encourage pace and challenge while accounting for breadth and depth, support application of skills and knowledge in order to achieve the Benchmarks.
- Form a basis for schools to "map" their curriculum building on the uniqueness of their context.

What are the main purposes of learning in health and wellbeing? Health and Wellbeing Principles and Practices



Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children. It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries

What does the health and wellbeing framework mean for practitioners?

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Each individual practitioner must be aware of his or her roles and responsibilities. The **SHANARRI Wellbeing Indicators Wheel** below illustrates this shared vision and common goal.

Return to Contents Page

What features are required to effectively promote health and wellbeing?

Effective learning through health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

Leadership which:

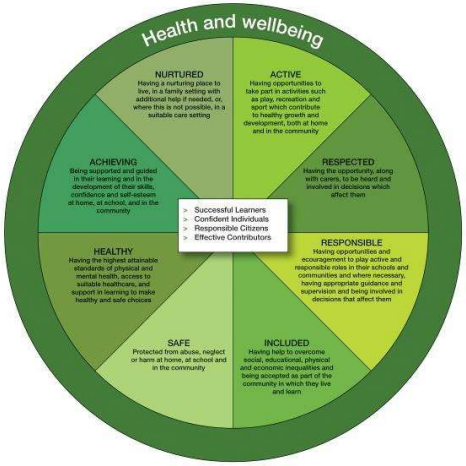
- establishes a shared vision of health and wellbeing for all
- is open, collaborative and responsive
- engages and works with parents and carers and all stakeholders to provide children and young people with coherent and positive experiences which promote and protect their health
- promotes the health of all within the school community and develops arrangements to support their mental, social, emotional and physical wellbeing
- responds sensitively and appropriately if a critical incident takes place within the school community and has contingency plans in place to enable this to happen.

Partnership working which:

- engages the active support of parents and carers
- reinforces work across transitions and cluster planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression.

Learning and teaching which:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions, including developing enterprise and employability skills.



SHANARRI Wellbeing Indicators Wheel

"Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions."

Health and Wellbeing Principles and Practices P4

Return to Contents Page

What are broad features of assessment in health and wellbeing?

As important aspects of health and wellbeing are the **responsibility of all staff** in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, **everyone should be clear about their areas of responsibility and their roles in assessment**. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will **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.** Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- **applying** their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing **depth of understanding** of their own and others' motivations, attitudes, beliefs and behaviours
- **extending** the range of their relationships within and outwith the school

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts. As with all aspects of Curriculum for Excellence, **assessment practices should be seen from the perspective of the learner**. Learners should be engaged in all aspects of assessment processes and be afforded an element of personalisation and choice in showing that they have achieved intended outcomes.

Health and Wellbeing-Responsibility for All -curriculum for excellence: responsibility of all practitioners

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Building the Curriculum 1

Children and young people should **feel happy, safe, respected and included** in the school environment and **all staff** should be **proactive** in promoting **positive behaviour** in the classroom, **playground** and the **wider school community**. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

The **responsibilities of all** include **each practitioner's role** in

- **establishing open, positive, supportive relationships across the school community**, where children and **young people will feel that they are listened to**, and where they **feel secure in their ability to discuss sensitive aspects of their lives**;
- **promoting a climate in which children and young people feel safe and secure**;
- **modelling behaviour which promotes health and wellbeing** and **encouraging it in others**;
- **using learning and teaching methodologies which promote effective learning**;
- **being sensitive and responsive to the wellbeing of each child and young person**.

Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Health and wellbeing is structured into six organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Those in blue are the responsibility of all.
(Physical activity and sport at early and first levels.)

Return to Contents Page

"Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community."
Health and Wellbeing Responsibilities of All Principles and Practice Paper P2

The continuing and ongoing changes and challenges in the world around us and the resulting complexities of our young people's lives impacts the learning and teaching approaches and methods we use. This requires practitioners to think of innovative, enterprising and creative ways of working to support the learning and health and wellbeing connections.

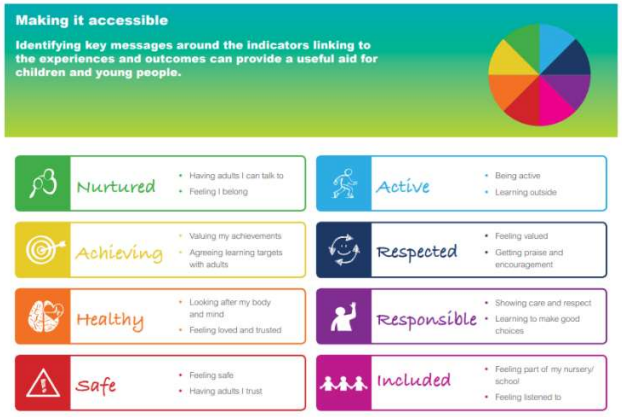
Involving the whole learning community in the planning, implementation and evaluation of **health and wellbeing: responsibility of all will** help develop a shared rationale and set priorities based on the needs of the learner. Making the links… making it work document supports this process.



Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches.
Partners can make complementary contributions through their specialist expertise and knowledge.
Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.



Return to Contents Page

Personal support for children and young people

The health and wellbeing of every child and young person is greatly enhanced through the **individual support and pastoral care** which they receive through **having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices**. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

Ensuring Positive Impact in Health and wellbeing

> "Centres, schools and communities should continue to work jointly with their partners and stakeholders, in order to create the culture, systems and practice that will tackle health inequalities in Scotland today and in the future, and lead to better outcomes for all of our children and young people."
>
> Health and Wellbeing: responsibility of all 3-18 (2013) Impact Report Page 1

The report aims to support our professional dialogue and the ways in which we can improve the health and wellbeing outcomes for children and young people in Moray. Alongside this, Our Moray Supporting All Learners Strategy incorporates the **key elements** that improve outcomes in health and wellbeing in schools:

- the **culture and ethos** which is necessary to build and sustain supportive and **high-quality relationships**; facilitating **learners' voice and engagement** -**see Moray's Principles of Nurture**
- the **systems, supports and processes** which are in place to develop and sustain a **strong and shared focus** on creating **a supportive and nurturing ethos**. There is a **clear goal, which is understood by all**, to improve the outcomes and life chances for all children and young people
- **Career long professional learning** – to develop and put into **practice understood and agreed universal strategies**, productive **partnerships**, **leadership** and a sense of teamwork which creates positive and productive environments for learning and teaching.
- **Continuous self-evaluation** and looking inwards, outwards and forwards

Informed by the Health and Wellbeing: responsibility of all 3-18 (2013) Impact Report, our Moray Health and Wellbeing Learning, Teaching and Assessment Framework will support planning and assessing high quality leaner experiences in health and wellbeing across learning in Moray schools. The Health and wellbeing Impact Report (2013) identified five themes which emerged from inspection evidence. These themes are identified as central to how centres, schools and communities are working together on the aspects of health and wellbeing that are the **responsibility of all**.

Return to Contents Page

We may use key questions under the identified themes, detailed in the table below, to identify strengths and areas of development in health and wellbeing. Professional dialogue has a key role to play as this will be required to develop the themes in the wide variety of settings throughout Moray, emphasising the importance of agreement at school level.

The key themes	Key Questions	Evidence
Partnership	How well are children and young people being supported in their health and wellbeing development as a result of effective partnership working?	
Leadership	How well are children and young people being supported in their health and wellbeing development as a result of effective leadership?	
Learners' voice and engagement;	How well are children and young people being supported in their health and wellbeing development through direct involvement and leadership of their own learning?	
Career-long professional learning;	How well are children and young people being supported in their health and wellbeing development as a result of teachers' professional learning?	
Self-evaluation and looking ahead.	How well are children and young people being supported in their health and wellbeing development as a result of self-evaluation and planning approaches?	

Return to Contents Page

Getting it right for every **child (GIRFEC)**

Getting it right for every child (GIRFEC) is the national approach to reforming children's services to improve outcomes for all children and young people. It overarches all other policies for children, young people and families. GIRFEC is important for everyone who works with children, young people and families, as well as those who work with adults who look after children. It provides the strategic policy framework supporting other key policies and guidance, including Curriculum for Excellence. GIRFEC requires every practitioner to apply a UNCRC approach in day-to-day practice by putting children at the centre. A blank version of the poster below may support settings to make meaningful links in health and wellbeing- responsibility of all- and GIRFEC wellbeing indicators whilst grouping experiences and outcomes under the wellbeing indicators.



Return to Contents Page

Rights-The UNCRC is the most widely ratified human rights treaty in the world and sets out the specific rights that all children have to help fulfil their potential, including rights relating to health and education, leisure and play, fair and equal treatment, protection from exploitation and the right to be heard. The Ken Muir Report, Child at the Centre, reinforced rights. **How do we take account of rights when planning learning, teaching and assessment? How does our curriculum develop Article 29- the personality, talents and abilities of CYP, respect for other's rights and the environment? As well as Article 12-You have the right to an opinion and for it to be listened to and taken seriously. How do you involve learners' views in planning learning, teaching and assessment and for genuine learner participation in their learning?**

[UNCRC Thinglink]



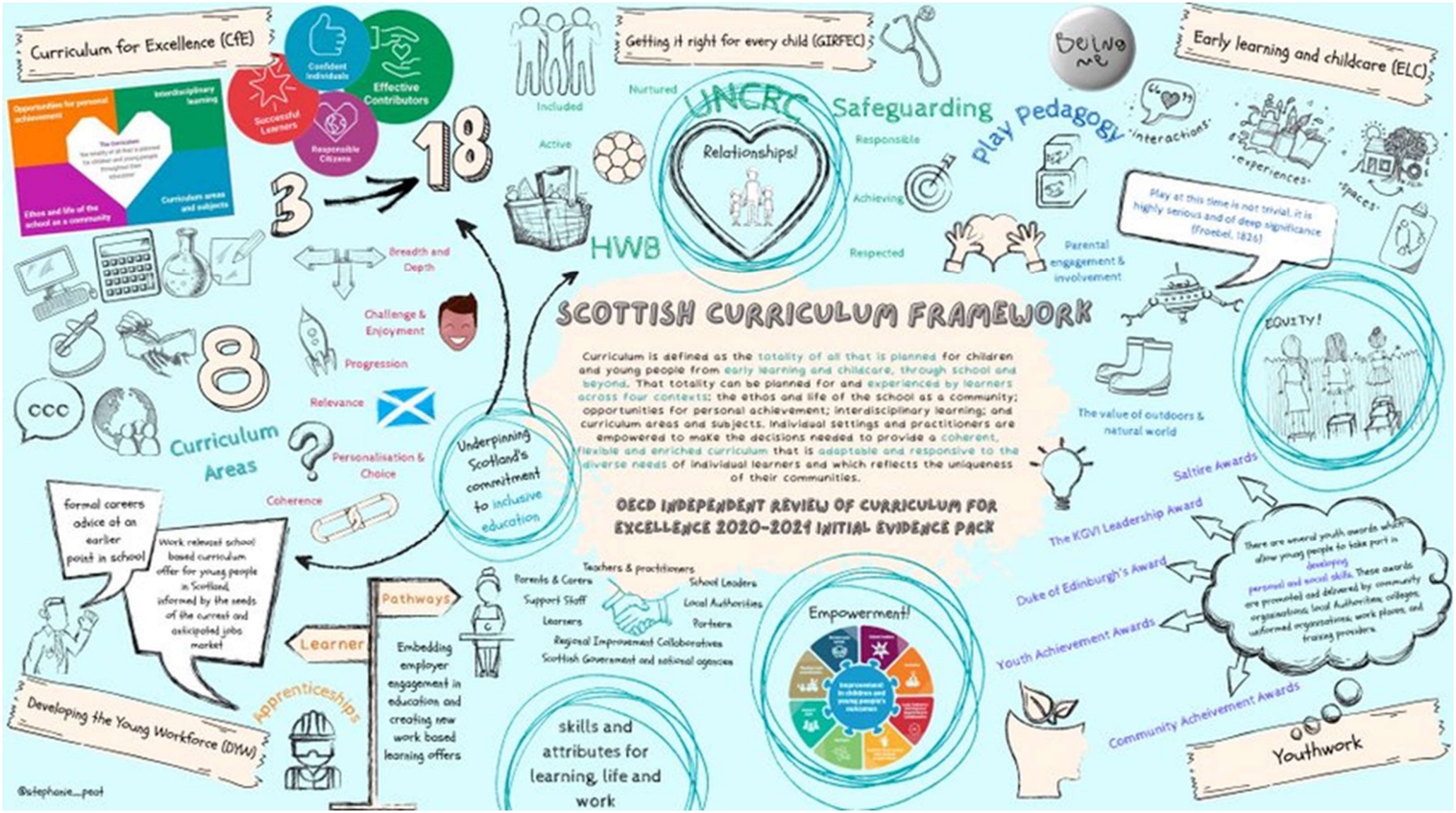




UNCRC: The Foundation of Getting it Right for Every Child

[Return to Contents Page]

Scotland's Curriculum Framework



[Return to Contents Page](#)

Scotland's Curriculum Framework

why	what	how
		
	+ entitlements	

Return to Contents Page

The why of our curriculum -Curriculum for Excellence allows for both professional autonomy and responsibility when planning and making the curriculum. School staff should work together to decide how they design their curriculum based on the **rights** and **needs of their learners**, Scotland's Curriculum, the **uniqueness of their school community** reflected in their **Curriculum Rationale** and how planned learning experiences develop the capabilities and attributes of the **four capacities.**



Scotland's curriculum places learners at the heart of education. At its centre are **four fundamental capacities**. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world.

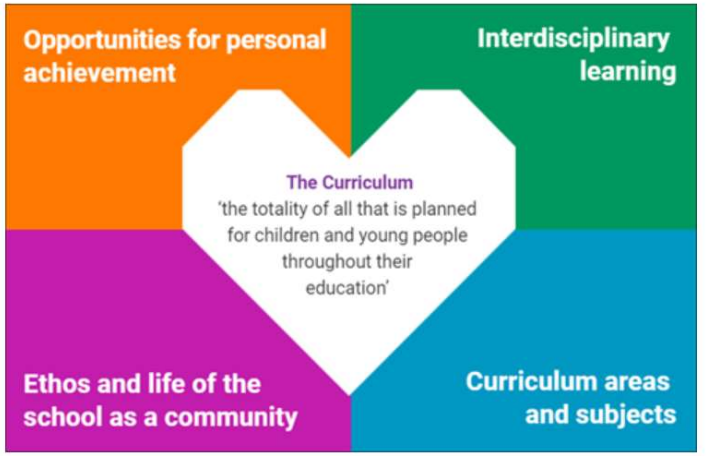
The what of our curriculum-P14 Building the Curriculum 3

"Teachers should be empowered to use the flexibility that CfE provides to organise learning for children and young people in ways that best meets learners' needs. Schools should be working in a collegiate way to make key decisions."

Scotland's Curriculum: https://scotlandscurriculum.scot/ provides guidance and encourages practitioners to engage with the core principles of CfE and continue to be creative and innovative in the development of their curriculum.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

Schools should decide how the curriculum is made across the 4 contexts for learning and **consider** what aspects may be best **taught discretely or as multidisciplinary/IDL**. Schools and teachers are empowered to take the decisions needed to provide a coherent, flexible and enriched curriculum taking account of the **7 design principles** and their **unique context.** This may look different in each school based on the unique context and **needs of learners**, reflecting the vision and values of the school.



Return to Contents Page

What?







Rights

Article 29 -You have the right to education which develops your **personality, respect for other's rights** and the **environment.**

Article 12-You have the right to an opinion and for it to be listened to

Entitlements

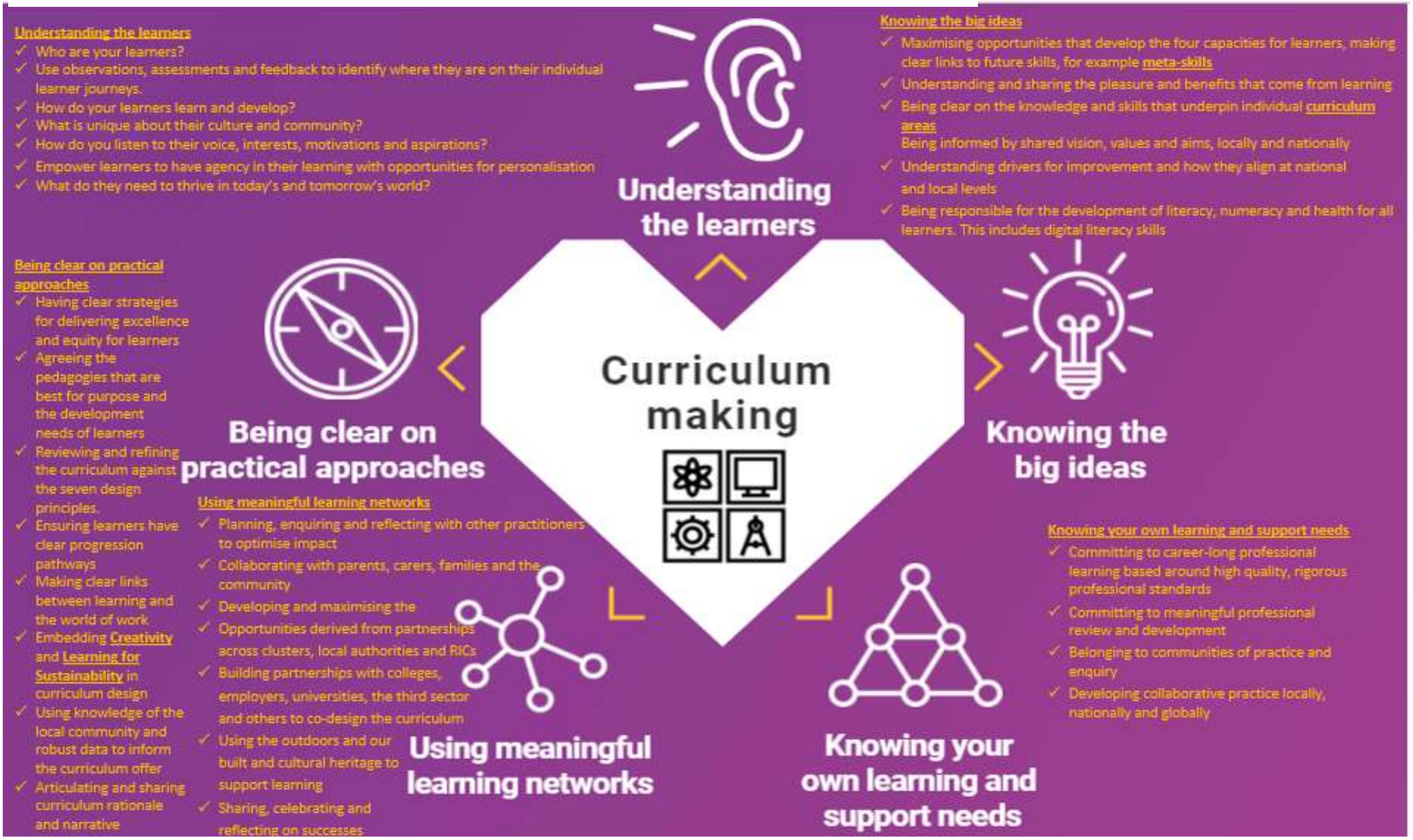
- a curriculum that is **coherent** from 3 to 18
- a **broad general education** (from early years to S3)
- a senior phase (S4-S6) where he or she can obtain qualifications
- opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
- **personal support** to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
- support in moving into positive and sustained destinations beyond school
- **Learning for Sustainability**- weaves together **global citizenship, sustainable development education, outdoor learning and children's rights** to create coherent, rewarding and transformative learning. experiences.

7 Design Principles

Depth: As learners progress, they develop and apply increased knowledge and thinking skills, make connections in their learning, explore and achieve more advanced levels of understanding.
Breadth: Learning opportunities are planned across the totality of the curriculum in a range of contexts.
Progression: Building on what children know already, there is continuous progression in learning from 3-18.
Challenge and enjoyment: Learning is challenging, engaging and motivating, enabling children to be engaged, take responsibility, solve problems and lead and develop further their passion for learning, encouraging high aspirations and ambition.
Relevance: Learners understand the purpose of the learning and relevance-why am I learning this? How does this learning relate to my life now and in the future? Learning connects with the children's needs and interests, reflecting children's lives, the world they live in, their interests and culture.
Coherence: The curriculum is organised across the four contexts for learning and progressively sequenced. Teachers work collaboratively and are clear what is to be taught, (planning content and skills), how it will be taught (pedagogy) informing how it will be assessed.
Personalisation and choice: The curriculum responds to individual needs and levels of support. Opportunities to increasing personal choice are available. Learning is planned with learners.

Return to Contents Page

The How of Curriculum Making



[Return to Contents Page](#)

What is learning for sustainability? Learning for sustainability (LfS) is an approach to learning, life and work. It enables learners, educators, schools and their wider communities to build a **socially-just, sustainable and equitable society**. An effective whole school and community approach to **LfS weaves together global citizenship, sustainable development education, outdoor learning and children's rights** to create coherent, rewarding and transformative learning experiences. **Whole school & community approach to learning for sustainability (LfS)** P1

LfS is an important component of Curriculum for Excellence, **an entitlement for learners** and a core part of teachers' professional standards. It supports the development of knowledge, skills and the 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.

The 'Vision 2030+' report recommended that:



- All learners should have an entitlement to Learning for Sustainability
- In line with the GTCS Professional Standards, every practitioner, school and education leader should demonstrate Learning for Sustainability in their practice
- Every school should have a 'whole school' approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels
- All school buildings, grounds and policies should support Learning for Sustainability
- A strategic national approach to support for Learning for Sustainability should be established
- **Learning for Sustainability Resources**
- **"Target 2030" A movement for people, planet and prosperity Scotland's Learning for Sustainability Action Plan 2023-2030**
- **Learning for Sustainability Action Plan**



Return to Contents Page

Interdisciplinary learning – John Muir, the Scottish-born conservationist, once said, “When we try to pick out anything by itself, we find it hitched to everything else in the Universe.” Great learning in LfS is about understanding how interconnected everything is. It is inherently interdisciplinary. Great learning in LfS helps learners understand that, as consumers, we are connected to people, societies and economies around the world. It provides learners with the opportunities to draw on their learning within the disciplines and to apply it in new ways to find creative solutions. Climate change, for instance, requires more than just knowledge of science; it requires a deep understanding of human behaviour, technology, society and the global economy. Opening Great Learning. Learning for Sustainability P11 Northern Alliance thinglink

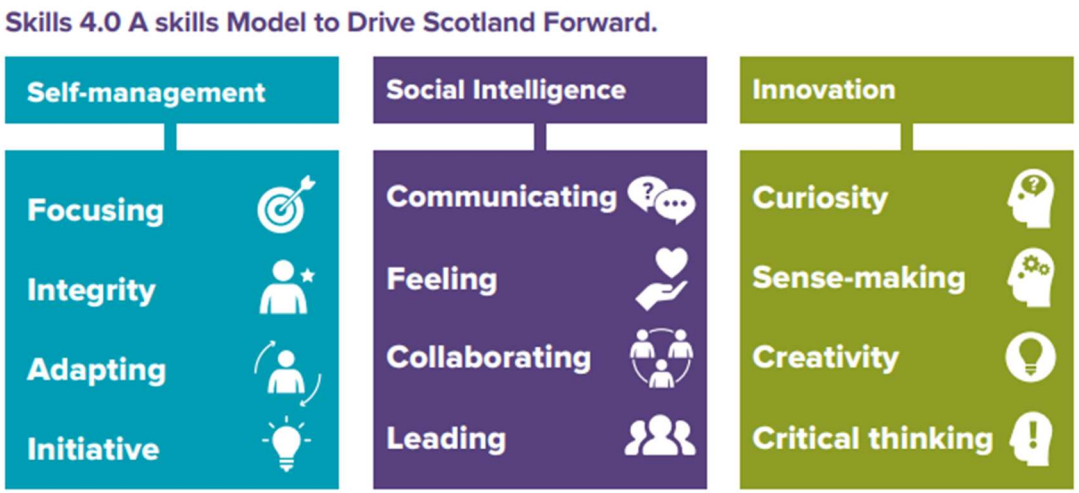


Return to Contents Page

Skills 4.0 Meta-Skills

In planning learning, teaching and assessment how do you plan for the genuine development of skills 4.0? What opportunities already exist across the 4 contexts of learning? What pedagogies do you employ which develop skills for breadth and depth, challenge in and application of learning?

Building the Curriculum 3 P27 "Progression in learning will depend on learners having adequate opportunities to use higher order learning activities and develop breadth of learning through practice and application across a range of contexts, rather than on rapid movement through levels." Consideration should be given to the development of **skills.**



Skills Development Scotland have published support materials for practitioners. The Metaskills toolkit contains a suite of resources that will support practitioners embed skills in a manageable and sustainable way. Guide to meta-skills across the curriculum explores the main drivers and policies which underline the importance of skills and the concept of meta-skills within education.

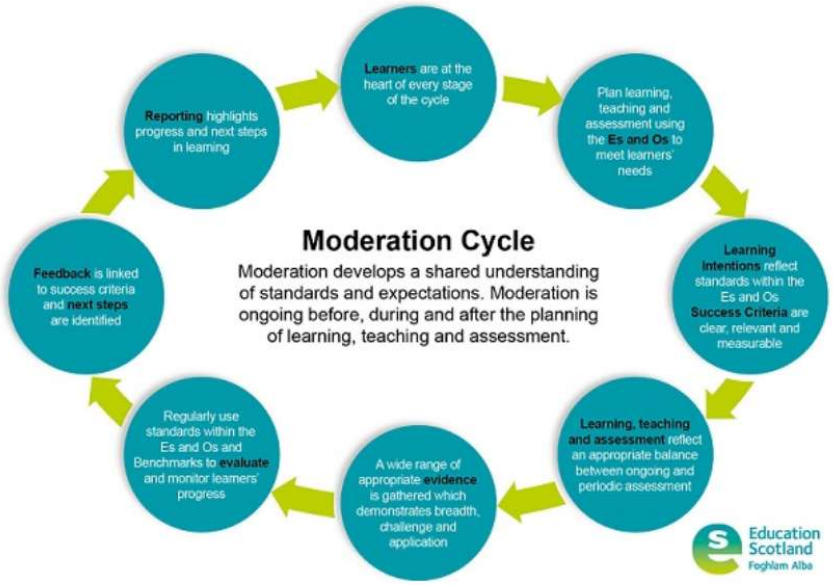
Skills 4.0 – A skills model to drive Scotland's future' illustrates the meta-skills model and outlines why developing these will provide a strong foundation on which humans can prepare themselves for a future that is rapidly changing and increasingly unpredictable. Skills 4.0 Progression Framework and Guide to Metaskills Toolkit's purpose is to illustrate and exemplify what meta-skills look like, feel like and sound like at each CfE level and so to support practitioners planning.

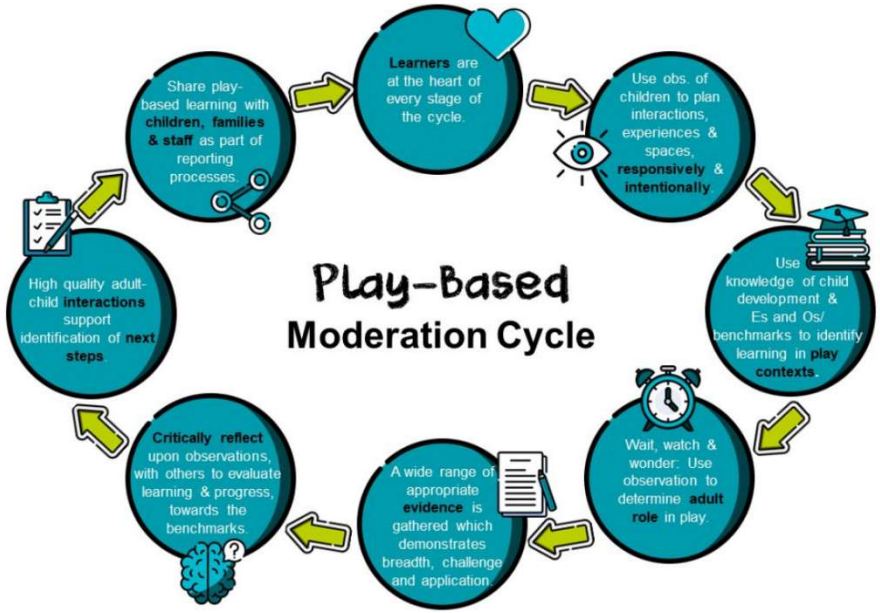
Embedding Skills workshop video considers why skills development is so important and looks at some of the challenges and practical approaches to making skills more visible, building a common skills language, and sustainably embedding skills across the curriculum.
Embedding skills audit tool.



Return to Contents Page

Education Scotland's Moderation Hub-the Learning, Teaching and Assessment cycle give us direction and structure in planning the curriculum. Curricular progression frameworks can be useful for **sharing standards at the planning stage** and to **identify next steps in learning** and to **support continuity of learning** at **transition points.** Effective moderation is where teachers work together to plan learning, teaching and assessment, to review evidence of learners' progress and achievement, and to plan next steps in learning.



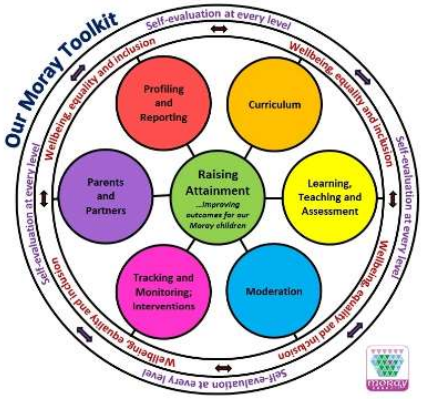


Play based moderation cycle courtesy of Charlotte Bowes

[Moray Moderation Sway]



[Our Moray Toolkit Resources]



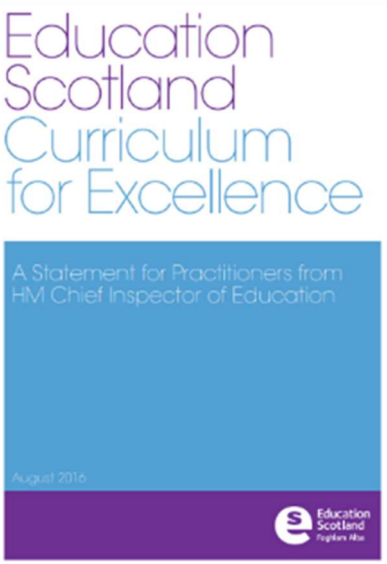
[Return to Contents Page]

“The two key resources which teachers should use to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks”**

P4 “**The purpose of the Benchmarks** is to set out very **clear statements** about what **children and young people need to learn to achieve each level of the curriculum**. Benchmarks streamline and embed a wide range of existing assessment guidance… into one key resource to support teachers’ professional judgement.

P6 **“The Benchmarks are designed to support teacher professional judgement of both, progress towards, and achievement of, a level.”**



Benchmarks Frequently Asked Questions

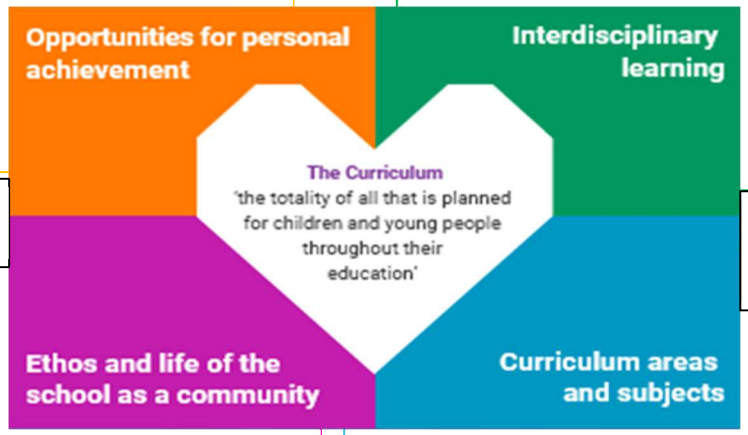
As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world:

“All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with **smooth and well-paced progression through the experiences and outcomes**, **particularly across transitions**, for example from pre-school to primary or from secondary school to college. **Those planning the curriculum have a responsibility to plan, in partnership with others involved in learning,** how they will jointly enable children to **move smoothly between establishments, building on prior learning and achievement** in a manner appropriate to the **learning needs of the individual**”

Building the Curriculum 3 P17

Return to Contents Page

What could HWB look like across the 4 contexts in your school taking into account your context, design principles and rights? Use the template below to populate ideas.



Article 12-You have the right to an opinion and for it to be listened to.

Article 29 -You have the right to education, which develops your **personality, talents, abilities, rights, respect for other's rights** and the

Guidance

The frameworks assist practitioners in creating a learner journey starting at the experiences and outcomes and ending at the achievement of the accompanying Benchmarks for that outcome.

- The experience and outcomes have been categorised into primary and secondary organisers according to the practitioner input.
- In order to reflect an individual learner's journey through the primary school each experience and outcome is split to show the development of that skill from the beginning of the Benchmark through to achievement of the Benchmark. In the resource links section, there are useful links and professional learning for practitioners.

Reading the document.

The frameworks include three progression columns with the **exception of early which has two progression columns**. These columns show standard progression for each stage of the primary school for the typical learner. It should be noted that not all learners in a class will be working in the same column. The document is designed to be read:

- **Horizontally**: to chart a learner's journey through depth, challenge and application, whether that journey be linear or non-linear. **It is not intended that every "I can "statement be covered**. **Teachers should use their professional judgement based on assessment evidence** of how much and how well learners have performed based on a high **success rate of 80% as detailed in Rosenshine's Principles of Instruction contained in the Moray Standard**.
- **Vertically:** To plan moderation of learning, teaching and assessment, taking account of the breadth of the curricular area, and to build on previous experiences. In addition, this supports the planning for coherent interdisciplinary learning experiences by ensuring that pupils have the necessary skills to access all areas of the curriculum. It also helps teachers to plan application of skills in new and unfamiliar settings.

Return to Contents Page

Primary Organiser:

This signposts the over-arching curricular topic.

Secondary Organiser:

This signposts the curricular sub-topics to reflect how DCC teaching staff have unpacked the experiences and outcomes.

Appendix 1: General Layout

Benchmarks:

The benchmarks define the end of a pathway. It is not necessary to achieve all benchmarks to achieve a level but there should be no major gaps. Pupils can progress to the next level and any unmet benchmarks should be revisited.

SECOND LEVEL			LITERACY AND ENGLISH			
Experiences and outcomes			Progression			Benchmarks
Organiser – Listening and Talking	Tools for listening and talking		2.1	2.2	2.3	
		When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a	**When engaging with others I can/am able to:** • Begin to contribute my ideas & opinions when I am listening. • With support, show that I value the views of others by sharing my viewpoint respectfully. • With support, begin to develop my thinking by asking questions which clarify or build on what others are saying. e.g. using Voice21 Talking Roles • With support demonstrate my attention & willingness to take part in discussion using eye contact & body language. • Use eye contact & body language appropriately when talking to an audience. • Speak at an appropriate volume & pace to communicate things I have learned. • With support, choose & use different features of language to help me engage or influence my listeners or audience. when I speak or present for different purposes across my learning	**When engaging with others I can/am able to:** • Contribute increasingly relevant ideas, information & opinions to develop a group discussion • Show that I value the views of others by sharing my viewpoint respectfully. • Develop my thinking by asking questions which clarify or build on what others are saying e.g. can re-tell what was said. • Demonstrate my attention & willingness to take part in discussion using appropriate eye contact & body language. e.g. using Voice21 Oracy Framework • Talk about & explore how eye contact & body language helps a speaker to interest & engage their audience. • Speak at an appropriate volume & pace, beginning to use tone & emphasis to communicate things I have learned. • Begin to independently choose & use different features of language to help me engage or influence my listeners or audience. when I speak or present for different purposes across my learning	**When engaging with others I can/am able to:** • Contribute relevant information, ideas & opinions when engaging in different group discussion situations. • Show that I value the contributions & views of others by sharing & justifying my viewpoint respectfully. • Develop my thinking by asking questions which clarify or build on what others are saying e.g. can re-tell & paraphrase • Demonstrate my attention & willingness to take part in discussion using my non-verbal skills & by re-telling or paraphrasing what others have said. • Recognise appropriate volume, pace, tone & emphasis when listening to others & use these tools when talking or presenting • Begin to give appropriate & constructive feedback to others about their non-verbal communication • Choose & use different features of language to help me engage or influence my listeners or audience. when I speak or present for different purposes across my learning	• ***Contributes a number of relevant ideas, information and opinions when engaging with others.*** • ***Shows respect for the views of others and offers own viewpoint.*** • ***Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.*** • ***Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.*** • Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.
		I can recognise how the features of spoken language can help in communication and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2 03a				

Experiences and Outcomes:

Experiences and outcomes should be bundled to ensure coverage across the year.

Progression Columns:

The central columns detail 'I can' statements that exemplify a learner's progress towards the level. These can be followed linear and non-linear, horizontally and vertically. Progression should be built on previous learning.

Appendix 2: Reading the Document

Learners progress along a pathway for each learning area or skills set. This journey can be linear or non-linear, depending on the individual.

Learning, teaching and assessment moderation should ensure breadth, accounting for all organisers and 'I can' statements.

Organiser - Forces, Electricity and Waves

Forces

EXPERIENCES AND OUTCOMES	PROGRESSION 1.1	1.2	1.3	BENCHMARKS
By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. **SCN 1-07a**	I can/am able to: • I can identify when I use pushing and pulling forces when playing with toys or other objects. • I can sort toys and objects accordingly to pushes and pulls. • I can describe how a force can make an object move faster or slower, change its direction, or change its shape.	I can/am able to: • I can explain that pushing harder or pulling harder increases the force. • I can explore how pushes and pulls can move objects. • I can recognise that a push or pull changes the speed of an object. • I can explain how twisting, turning, bending and stretching are forces which can cause change of shape e.g. elastic band. • I can describe how the movement of an object is affected by the size of the force or the size of the object.	I can/am able to: • I can predict how a force can change an object's shape e.g. play dough. • I can explain that different sizes of forces produce different changes in speed and/or direction e.g. hitting a ball • I can explain that different sizes of forces stop a moving object. • I can explain that if forces are equal (balanced) there is no movement • I can explain that the size of force required to move an object depends on the size, shape and mass of the object.	Predicts and then investigates how a force can make an object change speed, direction or shape, and uses vocabulary such as pushing, pulling, stretching, squashing and twisting to describe forces. Investigates balanced forces and explains that if a push and pull are equal in strength and opposite in direction then there is no change in movement.
	Key Words and Phrases magnet, magnetic, non-magnetic, push, pull, force, attract, repel, pole, strength.			
By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. **SCN 1-08a**	I can/am able to: • I can observe magnets attracting magnetic materials. • I can use a magnet to identify magnetic and non-magnetic materials. • I can identify that this attraction indicates a force.	I can/am able to: • I can demonstrate that magnets have north and south poles. • I can explain that not all metals are magnetic and can give examples.	I can/am able to: • I can describe how magnets exert a force that can attract or repel. • I can explain that this force does not require contact between the magnet and the metal.	Reports in writing, visually, orally how magnets exert a non-contact force on each other and attract certain materials. Demonstrates through practical activities that like

Key Vocabulary/Phrases

Some of the frameworks contain key vocabulary that should be taught with the experience and outcome.

Early Level
Has two columns, E.1 which exemplifies a typical learner at the beginning of P1 and E.2 at the end of P1.

First Level
Has three columns, 1.1 which exemplifies a typical learner in P2, 1.2 P3 and 1.3 P4.

Second Level
Has three columns, 2.1 which exemplifies a typical learner in P5, 2.2 P6 and 2.3 P7.

Early Level

Return to Contents Page

Early Level Annual Planner

A three year rolling programme as suggested by https://healthyschools.scot/ may be the solution to allow for work across the different locations of Early Level. It will still take 3 years to complete all the E/Os in a level, but all children in nursery or P1 will be working with the same set of E/Os for a full year before moving on to the next column. This also helps to create a collegiate approach where Early Years staff can plan their learning, teaching and assessment together.

		Column A	Column B	Column C
September	**Safe**	**Food and Health** ***HWB 0-15a*** **HWB 0-33a**	**Healthy Lifestyles** ***HWB 0-17a*** **HWB 0-20a** **HWB 0-38a** **HWB 0-42a**	**P.E.P.A.S** ***HWB 0-16a*** ***HWB 0-18a*** **HWB 0-21a**
October	**Healthy**	**P.E.P.A.S** **HWB 0-27a** **HWB 0-28a**	**Food and Health** **HWB 0-30a** **HWB 0-32a**	**Healthy Lifestyles** ***HWB 0-6a*** ***HWB 0-11a*** ***HWB 0-19a*** ***HWB0-48a***
November	**Achieving**	**Healthy Lifestyles** ***HWB 0-10a*** ***HWB 0-12a***	**P.E.P.A.S** **HWB 0-22a** **HWB 0-24a**	**Food and Health** **HWB 0-30a**
December	**Nurtured**	**Food and Health** ***HWB 0-32a*** ***HWB 0-50a*** **HWB 0-51a**	**Healthy Lifestyles** ***HWB 0-03a*** ***HWB 0-05a*** ***HWB 0-44b*** ***HWB 0-45a***	**P.E.P.A.S** ***HWB 0-14a*** **HWB 0-25a**
January	**Active**	**P.E.P.A.S** ***HWB 0-11a*** ***HWB 0-15a*** **HWB 0-27a**	**Food and Health** **HWB 0-30a**	**Healthy Lifestyles** ***HWB 0-15a*** ***HWB 0-18a*** **HWB 0-27a**

Return to Contents Page

February	**Respected**	**Healthy Lifestyles** ***HWB 0-01a*** ***HWB 0-02a*** ***HWB 0-07a*** ***HWB 0-49a***	**P.E.P.A.S** ***HWB 0-04a*** ***HWB 0-09a*** **HWB 0-23a** ***HWB 0-45b***	**Food and Health** **HWB 0-29a** **HWB 0-35a**
March	**Responsible**	**Food and Health** **HWB 0-35a**	**Healthy Lifestyles** ***HWB 0-09a*** ***HWB 0-12a*** ***HWB 0-13a***	**P.E.P.A.S** ***HWB 0-16a*** **HWB 0-23a**
May	**Included**	**P.E.P.A.S** ***HWB 0-10a*** **HWB 0-23a**	**Food and Health** ***HWB 0-14a*** **HWB 0-29a**	**Healthy Lifestyles** ***HWB 0-08a*** ***HWB 0-44a*** **HWB 0-47a** **HWB 0-47b**
June		Consolidation and/or discrete aspects of learning		

Return to Contents Page

Month	Wellbeing Indicator	Column A	Column B	Column C
September	**Safe**	**Food and Health. Suggested Learning –** **Begin to recognise the importance of cleanliness, hygiene and safety within everyday routines** ***HWB 0-15a*** **HWB 0-33a**	**Healthy Lifestyles. Suggested Learning –** **Understand the importance of being safe & secure.** **Recognise that unsafe behaviour can be harmful to wellbeing** ***HWB 0-17a*** **HWB 0-20a** **HWB 0-38a HWB 0-42a**	**P.E.P.A.S. Suggested Learning –** **Consider safety when moving, learning & playing with others** ***HWB 0-16a HWB 0-18a*** **HWB 0-21a**
October	**Healthy**	**P.E.P.A.S. Suggested Learning –** **Recognise there is a positive link between activity & health** **HWB 0-27a HWB 0-28a**	**Food and Health. Suggested Learning –** **Begin to understand we need to eat different foods to stay healthy.** **HWB 0-30a HWB 0-32a**	**Healthy Lifestyles, Suggested Learning –** **Begin to recognise what is needed to stay healthy** ***HWB 0-6a HWB 0-11a*** ***HWB 0-19a HWB0-48a***
November	**Achieving**	**Healthy Lifestyles. Suggested Learning –** **Develop a sense of their own skills, interests, abilities and targets** ***HWB 0-10a HWB 0-12a***	**P.E.P.A.S. Suggested Learning –** **Explore and practice different ways of moving the body** **Begin to reflect on own & others performance** **HWB 0-22a HWB 0-24a**	**Food and Health. Suggested Learning –** **Develop confidence in talking about, preparing and trying new food and drink** **HWB 0-30a**
December	**Nurtured**	**Food and Health. Suggested Learning –** **Know that people & living things need different amounts of food & drink to grow and be healthy** ***HWB 0-32a HWB 0-50a*** **HWB 0-51a**	**Healthy Lifestyles. Suggested Learning –** **Know that family and friends are important to wellbeing** **Begin to understand what is required to form good friendships.** **Know who can help them when they are worried & upset** ***HWB 0-03a HWB 0-05a*** ***HWB 0-44b HWB 0-45a***	**P.E.P.A.S. Suggested Learning –** **Recognise that taking part in activity can be fun & make friends** **Know how to be physically active both inside and outside the classroom** ***HWB 0-14a*** **HWB 0-25a**
January	**Active**	**P.E.P.A.S Suggested Learning –** **Consider their own levels of activity & set simple, achievable goals with support** ***HWB 0-11a HWB 0-15a*** **HWB 0-27a**	**Food and Health. Suggested Learning –** **Know that energy comes from food** **Understand the importance of eating a healthy breakfast.** **HWB 0-30a**	**Healthy Lifestyles, Suggested Learning –** **Understand what it means to be active.** **Know that being active every day is good for your health,** ***HWB 0-15a HWB 0-18a*** **HWB 0-27a**

Return to Contents Page

February	**Respected**	**Healthy Lifestyles. Suggested Learning –** **Begin to recognise own & others feelings** **Know how to ask for help when needed.** ***HWB 0-01a HWB 0-02a*** ***HWB 0-07a HWB 0-49a***	**P.E.P.A.S. Suggested Learning –** **Begin to demonstrate consideration for others needs and feelings while participating in activities** ***HWB 0-04a HWB 0-09a*** **HWB 0-23a *HWB 0-45b***	**Food and Health. Suggested Learning –** **Know and respect that people have different rules about the food and drink they have.** **HWB 0-29a HWB 0-35a**
March	**Responsible**	**Food and Health. Suggested Learning –** **Begin to show and understanding of where our food comes from.** **HWB 0-35a**	**Healthy Lifestyles. Suggested Learning –** **Begin to recognise own rights, rules & responsibilities both in school & at home** **Know they have a role to play in contributing to the wellbeing of their school & community.** ***HWB 0-09a HWB 0-12a*** ***HWB 0-13a***	**P.E.P.A.S, Suggested Learning –** **Begin to recognise the need to be responsible within a range of indoor & outdoor activities.** ***HWB 0-16a* HWB 0-23a**
May	**Included**	**P.E.P.A.S. Suggested Learning –** **Understand that everyone has an important role to play when working together.**	**Food and Health. Suggested Learning –** **Experience the fun and enjoyment of eating together with friends and in small groups.**	**Healthy Lifestyles. Suggested Learning –** **Understand that everybody is special & unique** ***HWB 0-08a HWB 0-44a***
June		**Consolidation and/or discrete aspects of learning**		

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Mental & Emotional Wellbeing	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	PROGRESSIONS 0.2	BENCHMARKS
		I am aware of and able to express my feelings and am developing the ability to talk about them.* **HWB 0-01a	I can/am able to: • Talk about different types of feelings both positive and big emotions using social stories • Talk about events that can affect my feelings	I can/am able to: • Express appropriate feelings and emotions using materials to support me • Use expressive arts to describe feelings and emotions • Take part in discussions	***ROA- Responsibility of All-no Benchmarks**
		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	• Begin to identify events and things that affect now I feel. • Talk to an adult about my feelings and emotions	• Talk about a range of emotions in different situations	
		*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a**	Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		
		*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**	• With support, identify people to talk to for help/support • With support, find strategies to be able to manage behaviour/feelings • With support use vocabulary to ask for help when needed	• With support, talk about some of the factors that affect the behaviour of others • With support, express that the way I feel can affect the way I behave • With support, say what help is available for me and others	
		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	• With support talk about some of the factors that can affect feelings/emotions • Say that change may affect them	• Say/ talk about some of the factors that affect the behaviour of others • Recognise that reactions are often related to emotions	

Return to Contents Page

		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 *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**	• Demonstrate awareness of others' feelings • Talk about what caring, sharing, fairness and love means • Care and show respect for myself and others	• Demonstrate that friendship, caring, sharing, fairness, equality and love are important in building positive relationships • Suggest ways of dealing with a situation where someone is doing something that annoys me.	
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		
		*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**	• Show awareness of others' feelings	• Use appropriate behaviour to make everyone feel included and valued • Begin to co-operate and share with others • Can recognise how other people are feeling, when someone is happy, sad etc. • Know that it is important to get along with others • Learn to listen to others	

Return to Contents Page

			Useful Links **Professionals | respectme** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **I am Me Scotland** **https://rshp.scot/** RSHP Lessons: RSHP Early Consent Messages **RSHP Playing Together and being Kind** **https://healthyschools.scot/** **Zone of Regulation & Emotion Coaching through EP Service** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education Anti-racist curriculum **John Muir Resources and lesson plans** **GTCS CLPL** **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Social Wellbeing/Rights based Approach	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	 0.2	BENCHMARKS
		*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**	I can/am able to: • Show awareness of my rights	I can/am able to: • Show respect for the right of others	***ROA- Responsibility of All-no Benchmarks**
		*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**	• Show awareness of the impact I have on making my setting/school a welcoming place • Contribute ideas within my setting/school and wider community	• Be aware of my skills, interests, abilities and targets • Show understanding that other people's needs can be different to mine	
		*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**	• Identify strengths and set goals for improvements	• Value and reflect on the comments of others, both positive and areas for improvements • Learn to support others in their learning	
		*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**	• Develop my self-worth and confidence when representing my setting/class/school and wider community	• Begin to know the importance of contributing to the local community • Value myself and my contribution to society	

Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.

Return to Contents Page

		*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a**	• Know my opinions are valued and can bring about change	• Show what I can offer to make change happen, i.e. time, views, talents	
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		
		*I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a**	• Show awareness of roles and skills required to maintain friendships	• Show awareness of the roles, rules and skills required for successful team/group work • Show awareness of why a group/friendship might not be successful	
		See also 44a7 44b	**Useful Links** **Professionals | respectme** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **I am Me Scotland** **https://rshp.scot/** **https://healthyschools.scot/** **Rights Respecting Schools** **Respect Me** **Zone of Regulation & Emotion Coaching through EP Service** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education Anti-racist curriculum **Career Education Standard** **John Muir Resources and lesson plans** **GTCS CLPL** **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard**		

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Physical Wellbeing	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	 0.2	BENCHMARKS
		*I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 0-15a**	I can/am able to: • Show awareness that diet and exercise can maintain and improve my wellbeing and health • Show awareness that the body can move in space	I can/am able to: • Show awareness that the body needs to stay fit and healthy • Begin to develop a positive attitude towards participating in physical activity	***ROA- Responsibility of All-no Benchmarks** **See also Physical Activity Framework**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		
		I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible*. **HWB 0-16a **I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.* **HWB 0-17a**	• Show awareness of safe behaviour when approached by adults • Show awareness of hygiene • Show awareness of road safety • Show awareness of how to participate safely in physical activities • Show awareness of dangerous substances • Show awareness of safe and unsafe places to play • Show awareness of what to do in an emergency • Know how to wash my hands • Know the Water Safety Code; Stop, Think and Spot the dangers, stay together and stay close. In an emergency call 999 • Understand that, while water can be fun, I need to stay safe around it • Know to always stay close to an adult when near water.	• Show awareness of safe behaviour when approached by adults • Show awareness of the transmission of disease and infection, e.g. flu, colds, etc • Know how to cross the road safely • Describe the difference between a safe and unsafe place to play • Show awareness of internet safety • Develop skills to make informed choices throughout my life • Show awareness of how to contact the emergency services • Know the importance of proper handwashing • Know the Water Safety Code; Stop, Think and Spot the dangers, stay together and stay close. In an emergency call 999 • Understand that some things float and some things sink • Understand that there are many different types of water (rivers, canals, the sea, lochs, swimming pools) and there are different risks in each • Have a better understanding of the people who	

Return to Contents Page

		I know and can demonstrate how to travel safely.* **HWB 0-18a	• Show awareness of how to stay safe when cycling • Show awareness of how to stay safe when walking in a variety of places • Show awareness of safe walking routes	help us • With an adult, show awareness of how to access public transport safely • Demonstrate basic safe travel practice e.g. seatbelt etc.	
			Useful Links **Professionals | respectme** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms Food Standard Agency Resources **Happy Hands** **Germ Outbreak** **I am Me Scotland** **https://rshp.scot/** **https://healthyschools.scot/** **Roadstars** **Bikeability** **Zone of Regulation & Emotion Coaching through EP Service** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education Anti-racist curriculum **Career Education Standard** **John Muir Resources and lesson plans** **GTCS CLPL** **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Planning for Choices & Change	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	 0.2	BENCHMARKS
		*In everyday activity and play, I **explore** and **make choices** to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a**	I can/am able to: • Choose activities I would like to take part in and select appropriate materials/ equipment • Share with others what I enjoy doing and things I would like to find out about • Talk to others about what I have learned/ found out as I play, explore and ask questions • Have good ideas and can begin to share them with others • Help others as we play and explore	I can/am able to: • Take part in a variety of play activities of my choice, independently selecting the equipment/ materials I need • Take an active part in planning for my learning through sharing my ideas • Explain what I have learned /found out as I go about my daily activities and share this with others • Take part in activities which encourage me to ask/answer questions, solve problems, and work with a partner	***ROA- Responsibility of All-no Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		
		Expectations and Aspirations Relevance of learning to future choices I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 0-20a**	• Discuss adults I know have jobs and they go to work • Role play different job roles • Believe I can do any job.	• Be aware of the workplaces and people who help me in different ways. • Identify the people, jobs and workplaces within my school and local community. • Be aware that adults I know have jobs that they go to and why they need to go and work. • Believe I can do any job.	**Benchmarks** Shares aspirations and goals for the future. Talks about own learning, strengths and next steps. Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. Communicates with others about different jobs in the community.

Return to Contents Page

			Useful Links **Professionals | respectme** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **I am Me Scotland** **https://rshp.scot/** **https://healthyschools.scot/** **My World of Work** **Zone of Regulation & Emotion Coaching through EP Service** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education Anti-racist curriculum **Career Education Standard** **John Muir Resources and lesson plans** **GTCS CLPL** **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland** Anti-racist curriculum	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Substance Misuse	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	 0.2	BENCHMARKS
		Use of substances I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. **HWB 0-38a**	I can/am able to: • Show and talk about things that are safe and unsafe to eat/touch/drink or go in my mouth • Talk about why medicines are helpful to me • Talk about why some medicines are not good for me • Show some examples of harmful substances	I can/am able to: • Identify and sort giving a reason why some things are safe/unsafe to eat/touch/drink or go in my mouth • Explain what substances will hurt me • Explain why medicines can be good for you or not good for you e.g. somebody else's medicine • Explain what I need to do to keep myself safe with medicines and substances • Demonstrate how to keep myself safe by not touching or drinking unknown fluids even if they look familiar	Identifies which substances may be helpful and which may be harmful in given situations
		Action in unsafe situations I can show ways of getting help in unsafe situations and emergencies. **HWB 0-42a**	• Talk about and demonstrate through play the people who can help me and keep me safe. • Tell adult if I feel unwell/ unsafe (including 'stranger danger') or if there is an emergency • Talk about and show through play who the emergency services are and how they can help me. • Match emergency services and their vehicles	• Identify an adult, both at home and in school, who will help me safe if in an unsafe situation e.g. risky rubbish like broken glass etc • Demonstrate communicating to an adult if I feel unwell/ unsafe (including stranger danger') or if there is an emergency • Talk about situations when they would need to call 999 • Make a situation safe through a variety of play scenarios • With support share how I would contact the emergency services on a phone	Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. Names the emergency services.

Return to Contents Page

			Useful Links **Professionals | respectme** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **https://healthyschools.scot/** **Zone of Regulation & Emotion Coaching through EP Service** **Highland Substance Awareness Toolkit** Lessons: **What do I do to keep myself healthy?** **What goes onto my body?** **Who can help me to keep healthy and safe?** **Emergency Services** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, Sexual health & Parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	 0.2	BENCHMARKS
		Relationships *I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB 0-44a**	I can/am able to: • Develop friendships • Show you and name my friends • Find a friend to play with • Tell you what I like and dislike • Play alongside others • Play co-operatively with others. • Learn about manners • Listen to and share my ideas when playing	I can/am able to: • Answer questions about my friends • Give examples of the likes and dislikes of my friends • Decide who to play with by common interests • Explain my choice of friends by their special qualities • Demonstrate manners such as listening to others • Communicate some of my feelings effectively • Understand the need for personal space	***ROA- Responsibility of All-no Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		
		*I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0-44b**	• Identify my 'friends' and share what makes them my friend • When I am worried I can find someone special at home and in school who I can talk to	• Recognise that friends are important, and we need them • Know where I can get support and help if I am upset • Understand that friendships may change	
		I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 0-45a**	• Name people who care for and look after us • Give examples of how different people care for me • Talk about my family/people I live with. • Communicate some of my feelings effectively	• Know that care can be different and come from different people • Identify and sort into groups other people who care for and look after us • Know that other families can be different to mine • Understand that not everyone lives with their family • Learning to respect how people's lives are different • Discuss and give reasons about who may look after and care for us	**Benchmarks** Identifies people who can help, for example, teachers, family members. Recognises that care can come from a variety of different people. Identifies that families may be made up of different people.

Return to Contents Page

		*I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 0-45b**	• Find a space for myself • Understand the needs for personal space • Recognise when a sign and/or a symbol and/or a gesture tells me something • Recognise when someone is talking to me	• Be aware of others' feelings • Understand that families are made up of lots of different people who care for us • Know that I have a right to be cared for in certain ways and why this is important • Learn that adults have different roles to play in helping us such as parent, carer, teacher, doctor • Identify my own and others personal space • Recognise and respond to most signs and/or symbols and/or gestures appropriately • Recognise and respond to verbal communication appropriately • Learn how to use positive verbal and body language	
			Useful Links **Professionals | respectme** **https://rshp.scot/** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **RSHP Lessons:** RSHP Our Family RSHP People Who Look After Me **RSHP Friends and Friendships** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education Anti-racist curriculum **Career Education Standard** **GTCS CLPL**		

Return to Contents Page

			National Health and Wellbeing PLC **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, Sexual health & Parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS 0.1	 0.2	BENCHMARKS
		Physical changes I recognise that we have similarities and differences but are all unique. **HWB 0-47a**	I can/am able to: • Sort, match and compare by appearance • Find similarities and differences between myself and others • Know that there are parts of our body that are the same as others and parts that are different such as colour of hair, eyes, skin, height, size and weight	I can/am able to: • Explain how I am the same or different from others • Explain that we all possess non-physical similarities and differences that make us unique • Know that all of us have differences which make us unique	Identifies body differences and similarities.
		Sexual health and sexuality I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b**	• Tell others that I was a baby and that I've grown • Tell others that babies grow • Point to some named body parts • Know my body changes as I grow • Be aware that there are differences between boys and girls	• Describe how my body has grown since I was a baby • Explain that all external body parts have names • Locate and name simple body parts (e.g. penis, testicles, vulva, nipples) • Explain the basic difference between male and female • Know that some parts of my body are private • Know why keeping clean is important and how to take responsibility for some of this.	Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.
		I am learning what I can do to look after my body and who can help me. **HWB 0-48a**	• Show a few ways to look after my body through play • Tell you different ways that I can look after my body • List others that help me look after my body • Demonstrate basic ways to look after my body i.e., hand washing, toothbrushing	• Explain different ways to look after my body • Know the importance of personal hygiene • Understand that parents, teacher, nurse, doctor and dentist have roles in offering help or advice • Know who I can talk to if I am worried about respect for my body • Explain how to keep some parts of my body private and hygienic	Demonstrates modesty and privacy through, for example, closing toilet doors. Manages personal space with respect towards self and others.

Return to Contents Page

			• Begin to show through daily routines that I am becoming aware of the need for privacy and hygiene • Begin to talk about what actions are right and wrong to show that I am aware of how to respect my body • Understand everyone needs personal space	• Recognise that people should ask before they hug or kiss me and that I should ask before I hug or kiss other people • Understand I should respect other people's personal space and that other people should respect my personal space	
		I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **HWB 0-49a**	• Seek help if I am worried about respect for my body • From participating in the Talk PANTS programme, I am beginning to know that some parts of my body are private	• Know that I have a right to be cared for in certain ways and why this is important • Begin to understand that my body and mind both need to be looked after • Know who can help me and keep me safe and who I can talk to if I am worried. • Know that there are parts of my body which are private (E.g. NSPCC pants rule) • Understand that my body is mine and can say no if I feel uncomfortable or unhappy when someone touches me	Demonstrates an understanding of the concept, 'my body belongs to me'. Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust.
		I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 0-50a**	• Listen to stories about life cycles • Identify living things in my learning environment. • Tell others that plants and/or animals change as they grow • Tell you something that a plant/animal needs to grow • Show that I know how to look after a plant, animal or other living thing • Order basic life cycles • Through play experiences show that all living things need care	• Give examples of how a plant and/or animal has changed as it has grown • Identify what a plant/animal needs to grow • Demonstrate that I can nurture a living thing as it grows • Answer simple questions about life cycles • Understand and can show that living things need care • Understand that different living things have different needs • Understand and order the life cycles of some plants and animals • Begin to learn what is the same and what is different about life cycles • Understand that some animals rely on a parent/carer for food	Gives examples of where living things come from, for example, plants from seeds, fish from eggs. Explains that living things need food, water and care to grow and survive.

Return to Contents Page

		Role of Parent/Carer I am able to show an awareness of the tasks required to look after a baby. **HWB 0-51a**	• Identify items required to care for a baby – nappies, baby clothes, blankets, pram, cot etc • Show through play experiences what a baby needs – feeding, changing nappies, sleep, love etc	• Begin to relate some of this learning to myself and discuss • Develop an understanding of nurture and why it is important for babies and for me • Talk about what a baby needs and share real life examples from my experiences • Understand that all humans are part of a life cycle with different stages • Know, understand and can discuss some of a baby's basic needs such as feeding, changing, washing, cuddling and sleeping • Demonstrate some basic skills needed to look after a baby	Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **RSHP My Body** **RSHP My Body Belongs to Me** **RSHP Unique, Similar and Different** **RSHP Personal Space and Privacy** **RSHP When I Feel Sad or Upset** **RSHP Looking After Plants and Animals** **RSHP Looking After a Baby** **NSPCC PANTS Lessons** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW Promoting Race Equality & Anti Racist Education		

Return to Contents Page

			Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland**	

Return to Contents Page

FIRST LEVEL

Return to Contents Page

First Level Year Planner

A three year rolling programme as suggested by https://healthyschools.scot/ may be the solution to allow for composite classes. It will still take 3 years to complete all the E/Os in a level but all children in P2, P3 and P4 will be working with the same set of E/Os in one column for a full year before moving on to the next column. This also helps to create a collegiate approach when staff are planning learning and assessment.

		Column A	Column B	Column C
September	**Safe**	**Food and Health** *HWB 1-15a* HWB 1-33a	**Healthy Lifestyles** *HWB 1-16a* *HWB 1-17a* HWB 1-20a HWB 1-42a	**P.E.P.A.S** *HWB 1-16a* *HWB 1-18a* HWB 1- 21a
October	**Healthy**	**P.E.P.A.S** *HWB 1-15a* HWB 1-27a *HWB 1-38a*	**Food and Health** HWB 1-30a	**Healthy Lifestyles** *HWB 1-38a* *HWB 1-47b* *HWB 1-48a*
November	**Achieving**	**Healthy Lifestyles** *HWB 1-10a* *HWB 1-11a* *HWB 1-12a* *HWB 1-19a*	**P.E.P.A.S** HWB 1-22a HWB 1-24a	**Food and Health** *HWB 1-20a* HWB 1-30b
December	**Nurtured**	**Food and Health** HWB 1-32a *HWB 1-50a* *HWB 1-51a*	**Healthy Lifestyles** *HWB 1-03a* *HWB 1-05a* HWB 1-44b *HWB 1-45a*	**P.E.P.A.S** HWB 1-25a
January	**Active**	**P.E.P.A.S** *HWB 1-11a* HWB 1-28a	**Food and Health** HWB 1-28a HWB 1-30a	**Healthy Lifestyles** *HWB 1-11a* *HWB 1-15a*

Return to Contents Page

February	**Respected**	**Healthy Lifestyles** *HWB 1- 01a* *HWB 1-02a* *HWB 1-07a* *HWB 1-49a*	**P.E.P.A.S** *HWB 1-04a* *HWB 1- 09a* HWB 1-23a *HWB 1-45b*	**Food and Health** *HWB 1-09a* HWB 1-29a
March	**Responsible**	**Food and Health** HWB 1-35a HWB 1-37a	**Healthy Lifestyles** *HWB 1-06a* *HWB 1-12a* *HWB 1-13a*	**P.E.P.A.S** HWB 1- 23a HWB 1-24a
May	**Included**	**P.E.P.A.S** *HWB 1-10a* HWB 1-23a	**Food and Health** *HWB 1-14a* HWB 1-29a	**Healthy Lifestyles** *HWB 1-08a* *HWB 1- 10a* *HWB 1-44a* *HWB 1-47a*
June		Consolidation and/or discrete aspects of learning		

Return to Contents Page

Annual Progression Planner – First Level

Month	Wellbeing	Column A	Column B	Column C
September	**Safe**	**Food and Health. Suggested Learning –** **Understand the effects of good hygiene & safety on wellbeing.** **Know how germs are spread & controlled** *HWB 1-15a* HWB 1-33a	**Healthy Lifestyles. Suggested Learning –** **Understand the importance of being and feeling safe.** **Assess safe & unsafe situations and behaviours and their effects on wellbeing.** *HWB 1-16a* *HWB 1-17a* HWB 1-20a HWB 1-42a	**P.E.P.A.S. Suggested Learning –** **Recognise actions & behaviours that contribute to the safety of myself & others.** *HWB 1-16a* *HWB 1-18a* HWB 1- 21a
October	**Healthy**	**P.E.P.A.S. Suggested Learning –** **Understand how physical activity is necessary for positive health and wellbeing.**	**Food and Health. Suggested Learning –** **Recognise that we need to eat a variety of food to keep healthy.** **Demonstrate learning through everyday choices**	**Healthy Lifestyles. Suggested Learning –** **Understand how to look after their body now & in the future.** **Raise awareness of how tobacco can affect their**
November	**Achieving**	**Healthy Lifestyles. Suggested Learning –** **Recognise the range of skills & talents of themselves and others.** **Feel valued for their personal achievements both in and out of school.** *HWB 1-10a* *HWB 1-11a* *HWB 1-12a* *HWB 1-19a*	**P.E.P.A.S. Suggested Learning –** **Develop an understanding that physical activity develops fitness.** **Understanding that practice and refining skills improves levels of performance** **Reflect regularly on their skills &**	**Food and Health. Suggested Learning –** **Develop a range of food preparation & cooking skills** **Recognise that preparing & cooking foods can be fun and enjoyable.** *HWB 1-20a* HWB 1-30b
December	**Nurtured**	**Food and Health. Suggested Learning –** **Recognise that people have different nutritional needs throughout their lives** **Understand that all life forms need nurtured & cared for.** HWB 1-32a *HWB 1-50a* *HWB 1-51a*	**Healthy Lifestyles. Suggested Learning –** **Know that family and friends are important to wellbeing** **Understand the rules, routines & skills to form & maintain good friendships** **Develop strategies to deal with some challenges of friendships/relationships.**	**P.E.P.A.S. Suggested Learning –** **Develop opportunities to be physically active both in & out of school.** **Know that physical activity is enjoyable & healthy and should be part of a daily routine.** HWB 1-25a
January	**Active**	**P.E.P.A.S. Suggested Learning –** **Understand how & why physical activity is important for positive wellbeing** **Take responsibility for developing their own levels of fitness.** *HWB 1-11a* HWB 1-28a	**Food and Health. Suggested Learning –** **Know that food provides energy needed to grow, learn & be active** **Understand the difference between more/less healthy energy giving foods.** HWB 1-28a HWB 1-30a	**Healthy Lifestyles. Suggested Learning –** **Understand why they should be physically active 60 mins a day.** **Recognise ways they can become more active on a daily basis.** *HWB 1-11a HWB 1-15a*

Return to Contents Page

February	**Respected**	**Healthy Lifestyles. Suggested Learning –** **Be aware of own needs/views/feelings & respect others.** **Understand factors that can affect emotions (+/-)** *HWB 1- 01a HWB 1-02a HWB 1-07a HWB 1-49a*	**P.E.P.A.S. Suggested Learning –** **Listen/share/discuss/compromise when working with others.** **Respect myself, others & rules of participation** *HWB 1-04a HWB 1- 09a* HWB 1-23a *HWB 1-45b*	**Food and Health. Suggested Learning –** **Explore & enjoy new experiences when eating & socalising with others.** **Know & respect that there are different reasons why people make food choices.** *HWB 1-09a* HWB 1-29a
March	**Responsible**	**Food and Health. Suggested Learning –** **Understand local/global issues affecting food choice.** **Interpret information to make informed choices, while being aware of advertising**	**Healthy Lifestyles. Suggested Learning –** **Understand that they have an important role to play in promoting wellbeing of school & wider community.** *HWB 1-06a HWB 1-12a HWB 1-13a*	**P.E.P.A.S. Suggested Learning –** **Recognise the importance of their role in a range of activities** **Appreciate the need to follow rules and procedures.**
May	**Included**	**P.E.P.A.S. Suggested Learning –** **Develop an understanding of self/others contribute to a team.** **Work cooperatively, provide and receive peer support.** **Develop own and other's self-worth and esteem through effective participation.**	**Food and Health. Suggested Learning –** **Know that eating together is an important time to interact with others** *HWB 1-14a* HWB 1-29a	**Healthy Lifestyles. Suggested Learning –** **Accept that everyone has similarities and differences.** **Learn how to value themselves and others to develop a positive self-esteem.** **Know that family and friends are important to our health and wellbeing.** *HWB 1-08a HWB 1- 10a HWB 1-44a*
June		**Consolidation and/or discrete aspects of learning**		

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Mental & Emotional Wellbeing	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			1.1	1.2	1.3	
		I am aware of and able to express my feelings and am developing the ability to talk about them.* ***HWB 1-01a* **I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.* ***HWB 1-02a***	I can/am able to: • With support, verbally express feelings and emotions in the context of the event experience • With support, use strategies to regulate my emotions e.g. Zones of Regulation and Emotion Coaching	I can/am able to: • Verbally express feelings and emotions in different contexts • With increasing independence, use strategies to regulate my emotions e.g. Zones of Regulation and Emotion Coaching	I can/am able to: • Verbally express appropriate feelings and emotions in a variety of contexts, giving the reason why • Use strategies to regulate my emotions e.g. Zones of Regulation and Emotion Coaching	***ROA- Responsibility of All-no Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
		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	• Recognise the difference between feelings and behaviours • Identify different feelings and express them • Improve the choices I make	• Recognise different feelings and behaviours and what causes these • Express and manage my feelings and behaviour • Understand how others can feel	• Express and manage my feelings and behaviour • Expressed some positive feelings about myself • Identify people and things that make me feel good about myself	
		I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.* ***HWB 1-07a* ***See also 14 & 44*** *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**	• Identify things that I need help within school and at home and know who can help me • Explain that everyone needs help	• Know who and where to seek help from • Identify how to stay positive in different situations and how to manage my feelings • Suggest ways in which I can offer the right help to others in the classroom and in the playground	• Identify my needs and who can support me • Say what help/strategies are available for me and others and suggest ways in which I can offer help to others in the classroom and in the playground	

Return to Contents Page

		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*	• Recognise events and situations that cause us to have different feelings	• Identify events and situations that cause different feelings	• Talk about some of the factors that affect the behaviour of others	
		*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** *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**	• Understand and appreciate why we have class charters/ agreed rules • Understand what we mean by values • Understand what we mean by fairness • Consider things we value in ourselves and others • With support, talk about how friendship, caring, sharing, fairness, equality and love are important in building positive relationships	• Understand the need for charters/agreed rules in school and the wider community • Understand the purpose of each classroom or playground charter and understand they apply to everyone • Talk about our school values • Form my own opinions about what is fair and unfair • Talk about how friendship, caring, sharing, fairness, equality and love are important in building positive relationships	• Explain why we have charters/agreed rules • Talk about and give examples of our school values in action • Demonstrate that friendship, caring, sharing, fairness, equality and love are important in building positive relationships • Recognise situations where our values influence the choices we make • Explain why friendship, caring, sharing, fairness, equality and love are important in building positive relationships	
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **https://healthyschools.scot/**			

Return to Contents Page

			GIRFEC, UNCRC, HWB links Poster **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL**	

Return to Contents Page

		EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			1.1	1.2	1.3	
Health & Wellbeing	**Organiser Personal & Social Education** Social Wellbeing/Rights based Approach	*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 can/am able to: • With support be aware of the UNCRC • With support, understand what diversity and difference is • Consider things we value in ourselves and others • With support talk about needs and wants	I can/am able to: • With support discuss some rights within the UNCRC • With support understand and be more aware of why we should value diversity and difference • Recognise situations where our values influence the choices we make • Give examples of needs and wants • Talk about my needs in relation to the Wellbeing Indicators	I can/am able to: • Give some examples of how I exercise my rights in school • Understand and be more aware of why we should value diversity and difference • Identify the difference between things I need and things I want in a variety of settings • Evaluate my needs in relation to the Wellbeing Indicators	***ROA- Responsibility of All-no Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
		*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** **SEE ALSO 5a & 47a**	• Learn about myself, what makes me unique and the idea of diversity • Identify differences between people • Demonstrate an understanding that difference is something positive and interesting and should be celebrated • With support understand that how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do	• Give examples of what makes me a unique individual • Identify things that I have in common with my classmates • Show respect for others • Learn about what is meant by the term disability • Understand that a child with a disability is a child first • Learn how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do	• Identify my strengths and abilities and how I could improve these • Identify the support I need to help me to achieve these • State things I have in common with other people • Identify ways in which people are different from me • Discuss my feelings about people who are different from me • Discuss how I look, how I behave, or my aspirations should not be limited by	

Return to Contents Page

				• Learn about what is meant by the terms heterosexual, gay, lesbian and bisexual in the context of learning about love.	stereotypes, my sex or expectations of what boys and girls should do • Understand that the terms heterosexual, gay, lesbian and bisexual can be used to describe who a person is attracted to or falls in love with	
		*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 1-12a** **See also 19a** *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 1-13a** *I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 1-14a** **See 44a & 44b**	• Explain a reason for coming to school • Give an example of a responsibility I have in class • Give an example of how I behave and communicate in the class and in the playground • Take part in competitions, events, festivals, assemblies, as part of my ongoing school life. • Recognise what I need help with and who can help • Recognise that people need help with different things	• Identify what I value about school and what I contribute to in the school • Identify various ways in which I contribute to the life of the school • Name ways in which I can contribute positively at home • Take part in competitions, events, festivals, assemblies, as part of my ongoing school life. • Identify why 'having a say' in school is a positive thing • Understand our role in the school community • Suggest ways in which I can offer the right help to others in the classroom and in the playground.	• Identify things that I value about my home, school and local community • Identify ways in which I contribute at home, in class and at school • Identify some of my responsibilities in these situations • Identify one goal I have for my home, my class, and my school. • Take part in competitions, events, festivals, assemblies, as part of my ongoing school life. • Demonstrate my understanding of 'pupil voice'. • Identify ways in which I can show care and support towards others • Identify how I can increase my contribution in the school to make things better for everyone	
		Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.				

Return to Contents Page

			Useful Links **Professionals | respectme** My Rights **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **I am Unique** **We are Similar and Different** **Boys and Girls** **Disability** **Heterosexual, Lesbian, Gay, and Bisexual** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL**	

Return to Contents Page

		EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			1.1	1.2	1.3	
Health & Wellbeing	Organiser Personal & Social Education Physical Wellbeing	*I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 1-15a** **See 47a, 47b, 48a, 49a** **See also Physical Activity Framework** *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 1-16a**	I can/am able to: • Understand how physical activity is necessary for positive health and wellbeing • Understand the importance of being and feeling safe • Understand the effects of good hygiene & safety on wellbeing	I can/am able to: • Recognise ways I can become more active on a daily basis • Recognise safe & unsafe situations and behaviours and their effects on wellbeing e.g. Know how germs are spread & controlled e.g. Identify kitchen hazards	I can/am able to: • Understand why I should be physically active 60 mins a day • Recognise actions & behaviours that contribute to the safety of myself & others • Assess safe & unsafe situations and behaviours and their effects on wellbeing e.g. Know how germs are spread & controlled e.g. Demonstrate understanding of ways to prevent kitchen hazards • Explain the difference between safe, risky or unsafe people, places and things	***ROA- Responsibility of All-no Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
		*I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 1-17a**	• Know the Water Safety Code Spot Think and Spot the dangers, Stay together and stay close. In an emergency call 999 • Know that learning to swim can keep me healthy, active and safe • Know who to call in an emergency and who helps us, know how to get help, know	• Know the Water Safety Code Spot Think and Spot the dangers, stay together and stay close. In an emergency call 999 • Know to float on my back if I get into trouble in the water (to make a star shape in the water to help me float)	• Know the Water Safety Code Spot Think and Spot the dangers, stay together and stay close. In an emergency call 999 • Know that cold water can affect me (emotionally and physically). • Know the differences between fresh and salt water	

Return to Contents Page

		*I know and can demonstrate how to travel safely. **HWB 1-18a** See 42a	to stay together with my friends and adults near water • Through interactive games spot potential hazards on the road • Know that pedestrians walk on the pavement and vehicles travel on the road • Know how to walk safely with a grown up and hold hands when walking near the road • Develop familiarity with the Stop, Look, Listen and Think sequence • Know how to ride a bike/scooter and cycle/scoot safely • Know how to travel in a car or a bus • Understand why it is important to be bright and seen	• Through interactive games know what some of the road signs mean • Demonstrate how to cross the road safely; hold hands, stop, look, listen Think • Know how to use a Pelican crossing safely • Know to wear bright colours so driver can see me • Know how to ride a bike/scooter and cycle/scoot safely • Sit in a car seat and know why I need a seatbelt	• Explain to someone else what some of the road signs mean and who they are for • Explain to others how to cross the road safely; hold hands, stop, look, listen Think • Know how to use the correct behaviour near roads to keep myself safe • Explain to others how to ride a bike/scooter and cycle/scoot safely • Know why I need a child car seat when I travel in a car	
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Food Standard Agency resources** **Crazy Kitchen** **https://rshp.scot/** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education			

Return to Contents Page

			Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Think Road Safety Lessons for age 3-6** **Bikeability Scotland** **Road Safety Roadstars First Level** **Tree House Resources** **UNCRC** Scotdec HOW Promoting Race Equality & Anti Racist Education	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Planning for Choices & Change	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			1.1	1.2	1.3	
		Expectations and Aspirations **Through taking part in a variety of events and activities, I am learning to* ***recognise*** *my own skills and abilities as well as those of others.* **HWB 1-19a** See also 12	I can/am able to: • Take part in group activities which encourage me to ask and/or answer questions • Talk about what I have learned /found out and share this with others (increasingly referring back to LI's/ SC set at the beginning of a piece of work) • Take an active part in planning for my learning through sharing my ideas- What I already know; What I want to find out more about; What I need to help me learn • Share my ideas, solve problems and work with others • Talk about my learning, my strengths and my next steps	I can/am able to: • Work collaboratively with others in group activities and make contributions to discussions. • Use simple strategies to assess my own skills and abilities as well as those of others e.g. Self-assessing traffic lighting SC • Take an active part in planning for my learning through sharing my ideas- What I already know; What I want to find out more about; What I need to help me learn • Share my ideas, solve problems and work with others in a group • Identify my strengths and abilities and how I could improve these	I can/am able to: • Begin to take on different roles/ responsibilities as I work cooperatively on tasks • Reflect on my learning and set my own learning targets and next steps. • Evaluate and evidence my own and others' skills and abilities in a variety of ways e.g. Peer assessment of SC. • Take an active part in planning for my learning through sharing my ideas- What I already know; What I want to find out more about; What I need to help me learn • Apply learning in familiar and unfamiliar contexts • Develop ideas and take part in projects • Talk about my strengths, interests and skills and show evidence of my progress and set goals	***ROA- Responsibility of All-no Benchmarks** Talks about own strengths, interests and skills and links these to career ambitions.
		Relevance of learning to future choices *I can describe some of the kinds of work that people do and I am finding out about the wider world of work.* **HWB 1-20a**	• With support be aware of the skills required to adapt to different roles when working with others • Learn about the world of work from visits, projects and my experiences • Be aware of the jobs family members have • Learn about the meta-skills	• Talk about the skills required to adapt to different roles in group work • Learn about the world of work from visits, projects and my experiences • Describe different jobs that adults do within school and the wider community • Develop meta skills	• Adopt different roles in group work and talk about the difference skills required for different roles. • Learn about the world of work from visits, projects and my experiences • Describe different jobs in my community and some of the skills needed for these. • Be aware different jobs bring different rewards • Talk about how I am developing the meta-skills	Sets learning goals and works towards achieving them. Talks about the world of work, for example, from visits, visitors and interdisciplinary learning. Describes skills needed for different jobs in the community.

Return to Contents Page

			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **Educators | My World of Work** **Meta-Skills Resources** **Inspiring Futures, Primary Futures Resources Booklet** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Tree House Resources** Scotdec HOW Promoting Race Equality & Anti Racist Education		

Return to Contents Page

Health & Wellbeing	Organiser -Personal & Social Education Substance Misuse	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			1.1	1.2	1.3	
		Use of substances *I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing* **HWB 1-38a**	I can/am able to: • Talk about medicines and why I or others might need some medicine or other substance to make me feel better • Show through play, drawing or pictures the good choices I can make for positive health and wellbeing • Talk about the importance of not touching medicine and know what to do if I find someone else's medicine • Understand the need for adult supervision of medicines	I can/am able to: • Explain safe ways in which medicines are used to help our health • Share examples of situations/scenarios to show my understanding of what is good for my health and wellbeing • Talk about safe behaviour when taking medicine • Give some examples of common medicines and demonstrate awareness of times when we take them	I can/am able to: • Name and recognise children's medicines like Calpol® and know there are safe doses to take under adult supervision • Give examples of conditions which might require medication e.g. diabetes/asthma / inhalers etc. • Through a variety of scenarios, identify and explain the reasons and differences of what is good/not good for my health and wellbeing	Identifies conditions which require medication and how it benefits health Identifies why misusing medication can be harmful Links personal actions to health and wellbeing, using role play for example.
		Action in unsafe situations *I know how to react in unsafe situations and emergencies.* **HWB 1-42a** **See also 16 and 17**	• Discuss how to identify feelings of insecurity in unsafe (including 'stranger danger'/emergency situations and how I might manage them • Explore what emergency situations might be and demonstrate what to do in an emergency situation. Show how to get help if a medicine has been taken in an unsafe way. Roleplay different emergencies • Sort pictures people, places and objects into safe and unsafe categories and explain why they consider them to be safe/unsafe.	• Work with others to present how to identify feelings of insecurity in unsafe (including 'stranger danger') / emergency situations and how I might manage them • Show how to get help or make a situation safe through a variety of play scenarios	• Identify what is appropriate contact between adults and children e. g. not taking "sweets" from strangers • Demonstrate how to get help in an emergency situation and recognise what an emergency is • Make a safety plan of how and why I should react in an unsafe or emergency • Use a variety of words to say how I am feeling in given situations	Describes when and how to contact emergency services. Shares key information about an emergency situation

Return to Contents Page

			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms Highland Substance Awareness Toolkit **Lesson Plans:** **How Do Medicines Get Into the Body?** **Emergencies and Unsafe Situations** **Safety** **I am Me Scotland** **https://rshp.scot/** **https://healthyschools.scot/** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Road Safety Roadstars First Level** THINK! Road Safety for 5-6years **Tree House Resources** Scotdec HOW Promoting Race Equality & Anti Racist Education	

Return to Contents Page

Health & Wellbeing	Organiser- **Personal & Social Education** Relationships, Sexual Health and Parenthood	**EXPERIENCES AND OUTCOMES**	**PROGRESSIONS**			**BENCHMARKS**
			1.1	**1.2**	**1.3**	
		Relationships **I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.* **HWB 1-44a** **See also 5A**	I can/am able to: • Ask to join in play to try to make friends with others • Talk about the qualities a good friend should have • Make choices about things we like doing • Appreciate each other and become more aware of the enjoyment we get from spending time together	I can/am able to: • Learn how friendships are formed and nurtured • Give examples of how to make friends and sustain friendships • List different qualities that my friends and myself have • Discuss friendships and relationships • Consider the feelings associated with friendship	• Show and help others that need support to join a friendship group • Describe the special qualities that are important in friendships/relationships and give reasons why • Understand the importance of kindness and empathy • Understand that friends have disagreements and think of positive ways to cope and respond	***ROA- Responsibility of All- no Benchmarks**
		I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.* **HWB 1-44b **See also 14**	• With support, explore strategies which I can practise to help me deal with changing relationships and I can describe the positive impact this can have on my emotional wellbeing • Recognise and express different feelings • Understand our own and others' feelings and know who to talk to • Identify who to go to if I am worries or concerned about peer relationships	• Explore strategies which I can practise to help me deal with changing relationships and I can describe the positive impact this can have on my emotional wellbeing • Recognise when a friendship goes well and also goes wrong • Recognise when there are challenges and difficulties in a friendship • Understand friendships can have positive and negative influences on me • Recognise and talk about my role and the influences I can have within my friendships • Identify words and actions which can be hurtful • Know who can help me with disagreements and who I can talk to if I am worried	• Choose and practise appropriate strategies to help me deal with changing relationships and I can explain why these can have a positive impact on my emotional wellbeing • Answer questions about decisions I have made and the influences they may have on my friendships • Reflect on our online behaviours • Understand that my online presence requires me to have strategies for safe use. • Identify adults that I trust and who can help when I have a worry or a question. • Identify potential dangers in online environments • Understand I should talk to a trusted adult when friendships	

Return to Contents Page

			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.		are causing me to worry, or people are being unkind State what bullying means Suggest ways to stop bullying	
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **My Friends/Being a Friend** Kindness & Empathy **When Friends Fall Out** **This is How I Feel** **Feeling Safe** Safe and happy online also linked to (TCH 1- 03a) **I am Me Scotland** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Play Pedagogy Toolkit** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** Anti-racist curriculum **GTCS CLPL** **Tree House Resources** Scotdec HOW Promoting Race Equality & Anti Racist Education			

Return to Contents Page

Health & Wellbeing	Organiser- **Personal & Social Education** Relationships, Sexual Health and Parenthood	**EXPERIENCES AND OUTCOMES**	**PROGRESSIONS**			**BENCHMARKS**
			1.1	**1.2**	**1.3**	
		Physical Changes I recognise that we have similarities and differences but are all unique. **HWB 1-47a** **See ALSO 10a**	I can/am able to: • Talk about the similarities and differences between myself and others • Show respect for others	I can/am able to: • Give examples of what makes me a unique individual • Understand we should celebrate how we are different and unique • Demonstrate respect for others	I can/am able to: • Identify and explain why someone else is unique • Understand the importance of including everyone • Give examples of how we show respect for each other	Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different.
		I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 1-47b**	• Identify and name most parts of my body • Discuss changes that are happening to my body • Learn the correct names for parts of my body.	• Identify the main parts of my body and can describe how they work • Compare myself with others to show my understanding of how our bodies grow at different rates • Use correct names for parts of my body, including male and female genitalia, and their functions	• Locate and name the main parts of the body and investigate how they work • Correctly name the female and male sexual organs • Identify some of the changes that will happen to my body as I grow	Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina
		Sexual Health and Sexuality I am learning what I can do to look after my body and who can help me. **HWB 1-48a**	• Talk about why keeping clean/hygiene is important to health and describe a few ways that I can look after my body • Learn about personal hygiene, in terms of my body, clothes and some behaviours like coughing/sneezing, including washing my hands and when I go to the toilet • Show that I am aware that others can help me look after my body	• Talk about how regularly I may need to do different tasks to look after my body e.g. washing/showering etc • Provide an example of someone and say how they might help me look after my body • Identify products I may need to help me look after my body	• Know where I can go to get products that will help me look after my body (E.g. sanitary protection, soap) • Understand that some parts of my body need to be kept private and hygienic • Identify the key features of looking after my body and justify my choices	Explains about own and others' needs for privacy. Expresses feelings through appropriate closeness to others. Articulates the right to respond to

Return to Contents Page

		I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **HWB 1-49a**	• Talk about daily routines that show I am becoming aware of the need for privacy and hygiene • Tell what actions are right and wrong to show that I am aware of how to respect my body (P.A.N.T.S RULE) • Say who I would go to if I have a question or worry • Explain that parts of my body are private and that this applies to others too	• Identify through daily routines that some parts of my body need to be kept private and hygienic • Describe what actions are right and wrong to show that I am aware of how to respect my body (P.A.N.T.S RULE) • Explain about own and others' needs for privacy • Seek help if I am worried about respect for my body	• Answer questions about how others can help me look after my body • Explain why I keep some parts of my body private and hygienic (P.A.N.T.S RULE) • Explain why some actions are right and wrong to show that I am aware of how to respect my body • Tell an adult that I am worried about respect for my body	inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. Identifies who to talk to if worried or concerned.
		Role of Parent/Carer I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 1-45a**	• Know that there are adults in my life who care for me and look after me • Understand that who these adults are can be different for children. • With guidance, explore strategies which I can practise to help me deal with changing relationships and describe the positive impact his can have on my emotional wellbeing.	• Identify the adults in my life who care for me and look after me • Describe different types of families • Identify strategies which I can practise to help me deal with the changing relationships and talk about the positive impact this can have on my emotional wellbeing	• Recognise who looks after me • Identify ways in which care is shown to me by others • Talk about the differences between families • Understand that care can be physical and emotional • Choose and practise appropriate strategies to help me deal with changing relationships and explain why these can have a positive impact on my emotional wellbeing	Explains ways in which families may differ and that there are a variety of people who may care for us. Explains changes to the body at different stages of life.
		*I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 1-45b**	• Show that I am beginning to become aware of the need to respect personal space and boundaries • Recognise and attempt to show how to respond when a	• Show by example that I understand the need to respect personal space and boundaries • Recognise and show how to respond to some signs and/or	• Discuss and explain why it is important to respect personal space and boundaries • Recognise and explain that I can respond to most signs and/or symbols and/or	**ROA-No Benchmarks**

Return to Contents Page

			sign and/or symbol and/or gesture or verbal communication is telling me something	symbols and/or gestures or verbal communication	gestures or verbal communication • Begin to understand the meaning of consent	
		I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 1-50a**	• Illustrate a simple life cycle • Recognise and name common fruits and vegetables • Learn about the care required to grow and nourish a plant • Learn about the responsibilities of pet ownership.	• Sequence the life cycle of specific animals • Identify, categorise and discuss where living things come from • Talk about and provide examples of how living things develop, grow and are nurtured • Know what affects the growth of plants that plants need water, soil, space, sunlight and air to grow	• Compare life cycles and explain the differences • Investigate and identify the best conditions for living things to grow, develop and be nurtured • Know that all mammals are made when an egg and sperm meet • Understand where living things come from • Describe how to care for plants and animals (pets). • Begin to understand and describe the things I need as a child to grow and develop	Identifies what is needed for growth and development of animals, plants and humans.
		I am able to show an awareness of the tasks required to look after a baby. **HWB 1-51a** **(Link with HWB 1-32a)**	• Show that I am aware of some of the practical tasks required to look after a baby. • Show an awareness of the need for nurture and care, not just practical tasks required to look after a baby	• Talk about the care of a baby and how this links to the Wellbeing Indicators • Make a list of tasks required to look after a baby and prioritise these	• Explain why some tasks are required for looking after a baby • Talk about what babies need and relate this to my needs as a baby and my needs now • Explain how human life begins, what pregnancy is and how a baby is born • Understand and discuss some of a baby's basic needs such as feeding, changing, washing, cuddling and sleeping.	Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Return to Contents Page

					• Demonstrate some basic skills needed to look after a baby • Understand the needs of a baby and how they are cared for.	
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **I am Me Scotland** **Food Standards Scotland washing hands** **https://rshp.scot/** **RSHP Lesson Plans:** **Name Part of my Body** **My Body Belong to Me** **Private and Pants Rule** **Looking After Plants** **Looking After Pets** **People Who are Important to Me** **When I Have a Question or Worry** **Professional People** **My Family/All of Our Families are Different** **This is How I Feel** **Feeling Safe** **Keeping Clean** **I am Unique** **We are Similar and Different** **Boys and Girls** **Disability** **Heterosexual, Lesbian, Gay, and Bisexual** **How human life begins, pregnancy and birth** **What babies need to be healthy, happy and safe** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet LFS wakelet** Promoting and developing race equality and anti-racist education		

Return to Contents Page

			Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland** Anti-racist curriculum **GTCS CLPL** **Tree House Resources**	

Return to Contents Page

Second Level

Return to Contents Page

SECOND LEVEL YEAR PLANNER

A three year rolling programme as suggested by https://healthyschools.scot/ may be the solution to allow for composite classes. It will still take 3 years to complete all the E/Os in a level but all children in P5, P6 and P7 will be working with the same set of E/Os in one column for a full year before moving on to the next column. This also helps to create a collegiate approach when staff are planning learning and assessment.

		Column A	Column B	Column C
September	**Safe**	**Food and Health** *HWB 2-15a* HWB 2-33a	**Healthy Lifestyles** *HWB 2-17a* HWB 2-39a *HWB 2-41a* *HWB 2-49a*	**P.E.P.A.S** *HWB 2-16a* *HWB 2-18a* HWB 2- 21a
October	**Healthy**	**P.E.P.A.S** *HWB 2-15a* HWB 2-27a *HWB 2-38a*	**Food and Health** HWB 2-30a HWB 2-36a	**Healthy Lifestyles** *HWB 2-40a* *HWB 2-43a* *HWB 2-47a* *HWB 2-50a*
November	**Achieving**	**Healthy Lifestyles** *HWB 2-11a* *HWB 2-12a* *HWB 2-13a*	**P.E.P.A.S** HWB 2-22a HWB 2-24a	**Food and Health** HWB 2-19a HWB 2-20a
December	**Nurtured**	**Food and Health** HWB 2-32a	**Healthy Lifestyles** *HWB 2-03a* *HWB 2-05a* *HWB 2-44b* *HWB 2-51a*	**P.E.P.A.S** *HWB 2-11a* HWB 2-26a
January	**Active**	**P.E.P.A.S** HWB 2-25a HWB 2-28a	**Food and Health** *HWB 2-15a* HWB 2-28a	**Healthy Lifestyles** *HWB 2-15a* HWB 2-25a

Return to Contents Page

February	**Respected**	**Healthy Lifestyles** *HWB 2- 01a* *HWB 2-02a* *HWB 2-04a* *HWB 2-48a*	**P.E.P.A.S** *HWB 2-09a* HWB 2-23a *HWB 2-45b*	**Food and Health** *HWB 2-09a* HWB 2-34a
March	**Responsible**	**Food and Health** HWB 2-35a HWB 2-37a	**Healthy Lifestyles** *HWB 2-06a* *HWB 2-07a* *HWB 2-42a* *HWB 2-45a*	**P.E.P.A.S** *HWB 2-18a* HWB 2- 24a
May	**Included**	**P.E.P.A.S** *HWB 2-11a* HWB 2-26a	**Food and Health** *HWB 2-14a* HWB 2-29a	**Healthy Lifestyles** *HWB 2- 08a* *HWB 2-10a* *HWB 2-44a*
June		Consolidation and/or discrete aspects of learning, especially puberty at second level.		

Return to Contents Page

Annual Progression Planner – Second Level

Month	Indicator	Column A	Column B	Column C
September	**Safe**	**Food and Health. Suggested Learning –** **Understand the importance of cleanliness, hygiene and safety when preparing & storing food.** *HWB 2-15a* HWB 2-33a	**Healthy Lifestyles. Suggested Learning –** **Learn to develop skills & make informed choices.** **Begin to understand what is meant by peer pressure.** **Identify impact of risk taking behaviours on life choices** *HWB 2-17a* HWB 2-39a *HWB 2-41a HWB 2-49a*	**P.E.P.A.S. Suggested Learning –** **Perform learned skills with a degree of accuracy & control.** **Apply knowledge of risk & safety when planning activities.** *HWB 2-16a HWB 2-18a* HWB 2- 21a
October	**Healthy**	**P.E.P.A.S. Suggested Learning –** **Consolidate understanding around the positive relationship between health & activity.** **Understand the importance of having a balance of activity & rest and sleep to maintain health.** **Raise awareness of effects different**	**Food and Health. Suggested Learning –** **Apply knowledge of Eatwell Guide to evaluate own food and drink choices.** **Understand information on food labels to inform choices.** HWB 2-30a HWB 2-36a	**Healthy Lifestyles. Suggested Learning –** **Understand the incredible sequence of events that need to hppen to create human life.** **Prepare for the emotional changes that take place during puberty.** **Begin to develop an understanding of the effect drugs & alcohol have on the body.** *HWB 2-40a HWB 2-43a HWB 2-47a HWB 2-50a*
November	**Achieving**	**Healthy Lifestyles. Suggested Learning –** **Recognise their worth as individuals by identifying positives about themselves and their achievements.** **Understand factors that may influence their motivation for success.** *HWB 2-11a HWB 2-12a* *HWB 2-13a*	**P.E.P.A.S. Suggested Learning –** **Apply key qualities & attributes as well as sport specific skills in a variety of situations.** **Understand that the process by which they learn is key to achieving success.** **Evaluate their own and others**	**Food and Health. Suggested Learning –** **Consolidate & apply a range of practical preparation & cooking skills.** **Understand how preparing & cooking foods with others can be enjoyable & a lifelong skill.** HWB 2-19a HWB 2-20a
December	**Nurtured**	**Food and Health. Suggested Learning –** **Understand that people have different nutritional needs throughout their lives.** **Recognise the role that different food groups play in keeping healthy.** HWB 2-32a	**Healthy Lifestyles. Suggested Learning –** **Understand that people develop different types of relationships throughout their lives.** **Recognise the qualities needed to build & sustain positive relationships.** **Become aware of the emotional skills required to look after a baby** *HWB 2-03a HWB 2-05a HWB 2-44b HWB 2-51a*	**P.E.P.A.S. Suggested Learning –** **Consider how to support themselves & others to access sporting opportunities at school & beyond.** *HWB 2-11a* HWB 2-26a

Return to Contents Page

January	**Active**	**P.E.P.A.S. Suggested Learning –** **Know about the wide range of physical activities available and demands these place on the body.** **Understand the importance of having correct energy balance in relation to food intake and physical activity.** HWB 2-25a HWB 2-28a	**Food and Health. Suggested Learning –** **Know that different foods provide different amounts of energy and that activities use up different amounts of energy.** **Understand we need to balance energy intake & expenditure.** *HWB 2-15a* HWB 2-28a	**Healthy Lifestyles. Suggested Learning –** **Develop knowledge & understanding of the health benefits linked with being active outdoors.** **Know how to access opportunities to improve participation in outdoor activity.** *HWB 2-15a* HWB 2-25a
February	**Respected**	**Healthy Lifestyles. Suggested Learning –** **Learn to develop strategies to manage emotions.** **Understand importance of good personal hygiene.** **Know about the process of growth & change in our bodies.** *HWB 2- 01a HWB 2-02a HWB 2-04a HWB 2-48a*	**P.E.P.A.S. Suggested Learning –** **Know that team work is essential to creating effective partnerships and to achieve a desired goals.** **Understand that good communication skills are essential in problem solving.** *HWB 2-09a* HWB 2-23a *HWB 2-45b*	**Food and Health. Suggested Learning –** **Know and respect that there are different factors that influence people's food choices.** *HWB 2-09a* HWB 2-34a
March	**Responsible**	**Food and Health. Suggested Learning –** **Extend K&U of local & global issues affecting food choice** **Understand marketing can influence our food choices.** HWB 2-35a HWB 2-37a	**Healthy Lifestyles. Suggested Learning –** **Develop confidence to face new challenges.** **Know how to access help/advice to make responsible choices.** *HWB 2-06a HWB 2-07a* *HWB 2-42a HWB 2-45a*	**P.E.P.A.S. Suggested Learning –** **Evaluate quality of own & others performance making reference to given criteria.** **Apply a range of methods to record/monitor progress.** **Show a safe/effective way to travel within**
May	**Included**	**P.E.P.A.S. Suggested Learning –** **Explain how physical activity & sport can lead to positive destinations beyond school.** *HWB 2-11a* HWB 2-26a	**Food and Health . Suggested Learning –** **Understand that eating together is an important time to interact with others.** *HWB 2-14a* HWB 2-29a	**Healthy Lifestyles. Suggested Learning –** **Begin to understand how behaviour/actions can make others feel isolated.** **Know about different types of bullying & discrimination.** **Understand the impact they have on making their school a welcoming place**
June		**Consolidation and/or discrete aspects of learning**		

Return to Contents Page

		EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
Health & Wellbeing	**Organiser Personal & Social Education** Mental & Emotional Wellbeing	**I am aware of and able to express my feelings and am developing the ability to talk about them.* **HWB 2-01a** **I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.* **HWB 2-02a** **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** **I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.* **HWB 2-07a** **See also 44a, 44b, 45a** **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*	I can/am able to: • In different situations, I am beginning to express my feelings using appropriate language and look for resolutions to improve outcomes for all • Express and understanding of my social and emotional wellbeing against the wellbeing indicators • Develop my understanding of what we mean by personal networks • Know the difference between family, friends and people who support us and how they each influence our lives • Use universal strategies in school to support my regulation of emotions and feelings to be able to manage my behaviour/feelings that give me control e.g. Zone of regulation and Emotion Coaching • Identify people to talk to for help/support in school and at home. Say what help/strategies are available for me and others in and out of school • Recognise a range of different emotions I experience at the same time in some situations	I can/am able to: • In different situations, I can express my feelings using appropriate language and look for resolutions with support to improve outcomes for all • Express and understanding of my social and emotional wellbeing against the wellbeing indicators • Identify different people in my personal network, how they support me and the influence they each have on me • Use universal strategies in school to support my regulation of emotions and feelings to achieve a positive outcome and support others to ensure positive outcomes for all e.g. Zone of regulation and Emotion Coaching • Identify people to talk to for help/support in school and at home. Say what help/strategies are available for me and others in and out of school • Talk about factors that affect the behaviour of others and how these impact me • Express that the way I feel can affect the way I behave positive and/or negatively	I can/am able to: • Be confident at expressing my feelings with an increasing awareness of how these impact on others • Express and understanding of my social and emotional wellbeing against the wellbeing indicators • Identify people in my personal network and know how each one supports me across, friendship, learning and independence • Use universal strategies in school to support my regulation of emotions and feelings to achieve a positive outcome and support others to ensure positive outcomes for all e.g. Zone of regulation and Emotion Coaching • Identify people to talk to for help/support in school and at home. Say what help/strategies are available for me and others in and out of school • Express my feelings about the transition to secondary school • Identify the people who can support me • Know who I can discuss my feelings with to help me feel better in situations that cause me to feel negative emotions	**ROA-No Benchmarks**

Return to Contents Page

		to help me and others in a range of circumstances. **HWB 2-03a** **I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.* **HWB 2-04a** **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** **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 2-08a** **See also 44a, 44b, 45a**	• Define values • Identify how my behaviours can impact on other people's feelings • Identify what I mean by positive relationships	• State at least one personal value • Identify decisions I make about my life, who influences me and how my decisions impact on relationships	• Consider and explain what I believe and how this influences my values • Explain that our values provide us with a sense of who we are, what we see as important and how we can behave • Identify mixed emotions and how I express myself in different situations • Identify ways to manage negative emotions to maintain positive relationships and who to talk to	
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL**			

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Social Wellbeing/Rights based Approach	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
		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 can/am able to: • Develop their understanding of the UN Convention • Understand what we mean by children's rights under the UN Convention •	I can/am able to: • State some universal rights children have • Explain that not all children are supported in these rights	I can/am able to: • Give examples of universal rights children have • Explain and give reasons for not all children being supported in these rights	**ROA-No Benchmarks**
		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 2-10a	• Recognise when people are excluded • Learn about equal opportunities, stereotypes, discrimination and gender-biased expectations • Show respect for others • Identify how people's behaviours can impact on others	• Identify how some people can be excluded from activities and learning because of physical barriers and people's attitudes • Define and give examples of equal opportunities and uniqueness • Give examples on how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do. • Develop an understanding of the need to tackle injustice and inequality. • Identify positive and negative aspects of being different and explain how perceptions affect people's views of what is different • Understand what we mean by perceptions and being different • Explain how national issues affect all of us	• Adopt inclusive attitudes and approaches to community activities and facilities • Identify barriers to others being included. • Identify ways for everyone to be included • Understand and accept diversity amongst my peers and challenge stereotypes • Learn about and define prejudice, discrimination, bigotry and sectarianism and what actions I can take to address • Recognise national and global issues and know how to learn about and respond to them • Explain that global issues affect all of us and involve us in understanding the need to tackle injustice and inequality • Identify the world as a global community with the idea that everyone is a citizen of the world • Define digital citizenship • Give examples of responsible digital citizenship	

Return to Contents Page

		** 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**	• State what I value in myself and others. Give examples of what makes me unique. • Identify my self-help skills and development needs in the classroom and at home • Identify my personal responsibilities in relation to my learning	• Identify my strengths, what I like about myself and areas for development • Express positive changes I could make personally	• Identify my skills and qualities • Identify skills and qualities of others • Recognise that we all learn at a different pace • Identify barriers to my learning and offer solutions	
		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 **Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.* **HWB 2-13a** **I value the opportunities I am given to make friends and be part of a group in a range of situations.* **HWB 2-14a** **See also 44a and 44b**	• Understand aspects of citizenship • Identify school and local community groups/activities I can participate in	• Explain what is meant by social responsibility and give examples • Identify and understand I have responsibilities within the local community • Through being part of citizenship groups/school focus days/weeks contribute to my school and community	• Recognise that I am a citizen with something to offer • List some of my responsibilities within the local community • Through being part of citizenship groups/school focus days/weeks contribute to my school and community	
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **MVP Resources** **Sense over sectarianism - Primary school workshop lesson pack**			

Return to Contents Page

			https://rshp.scot/ **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Tree House Resources** **UNCRC**	

Return to Contents Page

		EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
Health & Wellbeing	**Organiser Personal & Social Education** Physical Wellbeing	**I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.* **HWB 2-15a** **See also 47a, 48a, 49** **I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.* **HWB 2-16a** **I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.* **HWB 2-17a** **See also 39a, 40, 41, 43, 42a**	I can/am able to: • Understand what we mean by aspects of our health and wellbeing referring to the wellbeing indicators • Value our physical wellbeing as part of healthy lifestyle and what we can do to look after ourselves • Understand that we can make positive changes in our lives and why it is important to plan for them • Identify and explain to others the correct sequence for hand washing • Develop knowledge of kitchen hygiene • Develop knowledge of food storage • Identify hazards within a kitchen setting. • We are learning how cross contamination can happen. • We are learning how quickly this can happen. • We are learning how important it is to wash our hands.	I can/am able to: • Evaluate my health and wellbeing referring to the wellbeing indicators • Give examples of how to maintain my physical wellbeing and why it is important that I take responsibility for this • Identify certain behaviours that can have long term effects on my physical wellbeing. • Express positive changes I could make personally. • Plan how to make the changes and identify those who can help me. • Know to wash your hands before preparing food, after touching raw meat and after touching the bin • Understand the storage of different types of food • Know which foods should be stored in the fridge • Link kitchen hazards to possible consequences. • Understand the importance of keeping our fridges clean and safe.	I can/am able to: • Evaluate my health and wellbeing referring to the wellbeing indicators and set targets • Set targets for how to maintain my physical wellbeing and why it is important that I take responsibility for this • Understand the process of transition from primary to secondary school • Explain to others the importance of washing your hands before preparing food, after touching raw meat and after touching the bin • Identify areas for cleaning in a kitchen • Increase awareness of important of hygiene when dealing with food • Suggest ways to prevent or remove these hazards. • Identify steps we can take to ensure fridges are kept clean and are safe places for storing our food.	**ROA-No Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			

Return to Contents Page

		I know and can demonstrate how to travel safely.* **HWB 2-18a	• Know to never put myself in danger near water • Know the Water Safety Code. Spot Think and Spot the dangers, Stay together and stay close. In an emergency call 999 • Understand it is most important to ensure the safety of myself and others when faced with an emergency situation • Assist in an emergency by calling for help correctly • Give the correct information when calling the emergency services for help • Seek medical help if required • Know the Green Cross Code and safer places to cross the road • Know my responsibilities as a pedestrian, cyclist, or passenger in a car or on public transport • Know how to plan a safer journey to school	• Have a good understanding of cold water shock (why it can happen and the effects it can have on my body) • Know to 'stop and think' about the dangers in and around water. Know my swimming ability and limitations • Understand it is most important to ensure the safety of myself and others when faced with an emergency situation • Assist in an emergency by calling for help correctly • Give the correct information when calling the emergency services for help • Seek medical help if required • Know the rules of the road and road signs • Know my responsibilities as a pedestrian, cyclist or passenger in a car or on public transport • Know how to travel independently to and from school as a pedestrian, cyclist or on public or school transport • Understand risk and the effect of risky road behaviour and can develop strategies to navigate dangerous situations caused by others	• Understand the importance of being prepared for activity near water • Understand it is most important to ensure the safety of myself and others when faced with an emergency situation • Assist in an emergency by calling for help correctly • Give the correct information when calling the emergency services for help • Seek medical help if required • Identify different travel routes to secondary school • Plan my route to secondary school • Know The Highway Code, rules of the road and road signs • Explain to others my responsibilities as a pedestrian, cyclist or passenger in a car or on public transport • Identify transport services I could use • Know the risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others	
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Food Standard Agency resources** **Think Road Safety Lessons for age 7-12**			

Return to Contents Page

			Bikeability Scotland **Road Safety Roadstars First Level** **Tree House Resources** **https://rshp.scot/** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **UNCRC**	

Return to Contents Page

		EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
Health & Wellbeing	**Organiser Personal & Social Education** Planning for Choices & Change	***Expectations and Aspirations*** **Opportunities to carry out different activities and roles in a variety of settings have enabled me to **identify** my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning* **HWB 2-19a**	I can/am able to: • Reflect on my learning in different ways and set my own learning targets and next steps	I can/am able to: • Evaluate and evidence my own skills, abilities and wider achievements. • Offer my thoughts and opinions to help me identify next steps and develop my own skills	I can/am able to: • Identify and apply what I have learned both in familiar and unfamiliar contexts • Identify some skills and attributes that enable me to fulfil a role • Gain an understanding of the relevance of my current learning to future opportunities	***ROA-Responsibility of All-No Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
		Relevance of learning to future choices *I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.* **HWB 2-20a**	• With support, Identify my strengths • Identify what meta-skills I am developing • With support, add my achievements, interests, strengths, skills, learning and next steps to my personal profile and talk about them	• Learn about the skills and qualities of myself and my peers • In plenaries/profiles identify what progress I am making in meta-skills • Add my achievements, interests, strengths, skills, learning and next steps to my personal profile and be able to talk about them • Use online tools available to me	• Identify the skills and qualities that I, and those around me have. • In plenaries/group work/profiles evaluate my progress and the progress my peers are making in meta-skills • Manage my profile and can use it to help me discuss my achievements, interests, strengths, skills, learning and next steps with my parents/carers and others	Explains own ambitions and identifies ways to achieve them. Manages personal profile and uses it to discuss interests, strengths and skills. Identifies connections between skills and the world of work. Uses investigative skills to gain more information about jobs / careers.

Return to Contents Page

			• Identify my likes and dislikes • Learn about my personality and strengths and how these relate to different jobs • Learn about interests and how they can influence choices • List things I do in school and how they link to the world of work • Identify my interests and know how they can help me in the future • Make connections between skills and the world of work	• Identify my interests and passions • Research different jobs on My World of Work • Talk about the types of jobs that interest me discuss the rewards a job may bring • Learn what skills are needed in different jobs.	• Explain to others my ambitions/what I would like to do and look for ways to achieve them/that • Link skills, qualities, interests and abilities to the various jobs and responsibilities within school • Recognise the skills I have and need for work • Recognise the skills required for the future jobs	
			• Through visits and talking to different workers (including parents) begin to learn more about their work and how important they are to my community • Learn ways in which the world of work is similar to and different from being at school	• Describe some of the work people do and how they benefit my local community • Explain what we mean by work and work ethic.	• Identify different jobs in my community and what they involve • Understand the importance of these jobs in my community • Identify people in my network who help me broaden my horizons • Apply my skills to research different job locally and around the world	
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Meta-skills Toolkit** **Educators | My World of Work** **Inspiring Futures, Primary Futures Resources Booklet** **https://rshp.scot/**			

Return to Contents Page

			https://healthyschools.scot/ **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Substance Misuse	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
		Use of substances *I understand the effect that a range of substances including tobacco and alcohol can have on the body.* **HWB 2-38a**	I can/am able to: • Describe some of the effects that different substances have on the body • Discuss some of the non-health effects on people's lives e g financial, personal hygiene (smelling of smoke) • Define the meaning of the word 'drug'	I can/am able to: • Know when a person smokes/vapes, which part of the body does it affect • With support, discuss the reasons why a person smokes/vapes if they know it is harmful. • With support, discuss addiction- e.g. that nicotine in cigarettes/vapes is a drug which affects the brain • With support, discuss the long- and short-term effects of smoking/vaping • Relate back to making healthy choice and discuss- Is smoking/vaping a healthy choice? • Investigate and produce examples and answer questions correctly about the effects that substances could have on the body • Be aware that there are legal and illegal substances	I can/am able to: • With support, understand that alcohol is a drug and that all drugs affect the brain • With support, explain the effects on physical and mental health of drinking too much alcohol and the benefits of no alcohol use during childhood for growth and development • Explain how to measure alcohol (units) and the recommended alcohol intake advice • With support, discuss that: ○ Some drugs are given to people by doctors to make them healthy. These are called medicines or prescription drugs, like antibiotics ○ Other drugs are not given by a medical professional ○ Some drugs are legal but have restrictions as they can be dangerous to health. For example, alcohol and tobacco are only allowed to be sold to adults ○ Other drugs are illegal which means it is against the law to buy, sell or use them	Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. Knows the recommended alcohol intake advice.

Return to Contents Page

		Informed Choices *I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.* **HWB 2-39a**	• Identify some of the factors that influence my choices, and the choices others make e.g. media, peers, family/ living environment • Identify some of the key elements of lifestyle choices and suggest alternative ways to feel good e.g. exercise, leisure pursuits • Show an increasing awareness of the way my own influences can impact on me and my actions	• Talk about the ways that substances are advertised or promoted through popular culture • Understand and discuss persuasion including being persuaded to start or carry on smoking by other people, including friends • Offer a personal response (how it makes me feel) about the way substances are promoted through popular culture • Recognise that my attitudes and values may be influenced by popular culture including e.g. peer groups, media • Increasingly recognise my own influences and the resulting impact this may have on me and my actions • Define what is meant by consumerism • Demonstrate an increased understanding of the impact of advertising on my decisions • Demonstrating understanding of the purpose and effects of advertising	○ Some drugs are addictive, which means that it is very hard to stop using them even when they are harming your body • Evaluate differing influences that can affect my feelings and values and evidence with reasons why I am thinking this way • Develop my opinions and understanding in e.g. debate with and challenge others to help me to formulate informed choices • Explain and evidence the ways my attitude and values may be influenced by popular culture including e.g. peer groups, media • Exemplify my own influences and evidence the impact this has on me and others • State positive and negative aspects of social media • List sources of help if you feel bullied or pressured to do something you don't want to do	Gives examples of how peer, media and other pressures can influence decision making.

Return to Contents Page

		Risk taking behaviour I know that alcohol and drugs can affect people's ability to make decisions. **HWB 2-40a**	• Talk about examples of times when people can think clearly and are able to make informed decisions • Say how people's decisions are effected if they have been using substances including alcohol	• Explain the importance of a clear mind in order to make informed decisions • Discuss and compare different examples/scenarios/situations of decisions that may be made when people are under the influence of alcohol, drugs or other substances	• Justify with evidence and informed opinions why it is always best to make decisions with a clear mind • Suggest examples/scenarios with supporting reasons about what might happen when people are under the influence of alcohol, drugs or other substances • Recognise the difference between dependency and addiction	Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.
		I can identify the different kinds of risks associated with the use and misuse of a range of substances. **HWB 2-41a** I understand the impact that misuse of substances can have on individuals, their families and friends. **HWB 2-43a**	• Match examples of different types of risks associated with the use or misuse of a variety of substances • Show my understanding by giving examples of the impact that substance misuse can have on individuals, their families and/or friends	• Identify and explain different risks associated with the use and misuse of a range of substances e.g. smoking/vaping. • Explain my understanding by providing different possible outcomes for the impact that substance misuse can have on individuals, their families and/or friends	• Through investigating a range of substances, identify, categorise and discuss the effects they have on the body over a lifetime. • Understand purity in relation to controlled and uncontrolled drugs • Know that there are legal and illegal substances and the consequences of their misuse • Describe the wider impact of substance use on families and friends e.g. ○ Why might people start taking substances? ○ How might it affect their families and friends? ○ Understand that substances change the way people feel think or behave, and can include medicine and prescription medication, tobacco, alcohol, and illegal drugs	Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.

Return to Contents Page

		Action in unsafe situations I know of actions I can take to help someone in an emergency. **HWB 2-42a**	• Sort and sequence actions that I know can be taken to help someone in an emergency and know how to provide details of location • Understand aspects of basic first aid	• Make a list of actions that I know I can take to help someone in an emergency • Support with basic first aid	• Prioritise and complete a list of actions that I can take to help someone in an emergency • Explain and carryout basic first aid for minor conditions and place people in the recovery position	Performs basic first aid procedures, for example, minor bleeding and burns, recovery position. Explains how to contact the appropriate emergency services giving full details of the incident and location.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms Highland Substance Awareness Toolkit **Lesson Plans:** **How Do People Keep Healthy?** **How Does Smoking Affect The Body?** **How Does Alcohol Affect The Body?** **How Do Drugs Affect the Body?** **Peer Pressure and Substances** **Vapes & E-cigarettes** **Emergencies and Basic First Aid** **I am Me Scotland** **https://rshp.scot/** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Tree House Resources**			

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, Sexual Health and Parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
		Relationships I understand that a wide range of different kinds of friendships and relationships exist. **HWB 2-44a** **See also 5a** *I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. **HWB 2-44b** **See also 14** I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. **HWB 2-45a**	I can/am able to: • Talk about and give some examples of a wide range of different types of friendships and relationships • Know I can have friendships with children of the opposite sex. • Talk about what I want from friendships and what kind of friend I can be • Understand that I do not need to be best friends with everyone, but I can be friendly and kind. • Identify the qualities I value in friends • Understand that all relationships change over time. • Identify what I mean by positive relationships • Identify strategies which I can practise to help me deal with changing relationships and I can talk about the positive impact this can have on my emotional wellbeing • Express an understanding of my social and emotional wellbeing and how it relates to the wellbeing indicators • Recognise and talk about how positive relationships can make me feel • Recognise and talk about how my actions can have an impact on others' health and wellbeing	I can/am able to: • Name and describe different types of friendships and relationships • Recognise I need to show respect in all relationships • Explain the benefits of friendships as well as the challenges that come up in maintaining relationships • Talk about the importance of being cared for, caring for others, caring for myself and what love means • Give examples of how relationships will change over time. • Identify different people in my personal network, how they support me and the influence they each have on me • Identify strategies which I can practise to help me deal with changing relationships and I can talk about the positive impact this can have on my emotional wellbeing • Describe how positive relations can make me feel and behave and the impact my actions may have on others' health and wellbeing. Relate this to the wellbeing indicators	I can/am able to: • Discuss and explain why there are differences between different types of relationships • Show an understanding of the need for different boundaries in different relationships • Give examples of things I can do to make and maintain friendships • Identify ways to begin and make new friendships • Identify the skills needed to allow friendships to last and how to maintain friendships • Identify how and why relationships change • Identify people in my personal network and know how each one supports me across the areas of friendship, learning and independence • Choose and practise appropriate strategies to help me deal with changing relationships • Provide reasons why positive relationships can impact on my health and wellbeing relating to the wellbeing indicators • Discuss and explain why my actions may have an impact on others' health and wellbeing • Find resolutions without looking for adult support	Identifies different kinds of friendships and relationships. ***ROA-No Benchmarks** Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. Explains the impact of positive relationships on emotional wellbeing.

Return to Contents Page

			• Recognise disagreements and how to reach a compromise • Identify when someone is being bullied, know who can help and how to seek help • State why it is important to be able to talk to someone if you have concerns about bullying	• Identify ways to resolve disagreements, listen to other people's opinions and reach solutions • Recognise a bullying situation and know how to deal with it • Understand the importance of being able to talk to someone in order to stop bullying • Be aware of the school's policies and procedures on positive behaviour	• Model to younger learners ways to resolve disagreements through listening to other people's opinions and reaching solutions • Identify different types of bullying and peer pressure • Develop my understanding of how to deal with bullying and why it is important to seek help • Understand the importance of being able to talk to someone in order to stop bullying • Explain what I mean by social and moral responsibility • Identify actions and behaviours that concern me in the school and my responsibilities to address how these actions and behaviours can be dealt with in the school • Understand why the school has policies to ensure positive behaviours	
		*I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b**	• Show that I am aware of the need to respect personal space and boundaries • Recognise and attempt to show how to respond to verbal and non-verbal communication	• Talk about the need to respect personal space and boundaries • Recognise and respond appropriately to verbal and non-verbal communication	• Discuss and explain why there is a need to respect personal space and boundaries • Recognise and explain how to respond appropriately to verbal and non-verbal communication	**ROA-No Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			

Return to Contents Page

			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **What is a Friend?** **Making and Keeping friends** **Offline Online Friends** **Things I like/Don't Like** My Feelings When I feel Sad or Worried **What is love?** **Being Attracted to Someone** **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms Highland Substance Awareness Toolkit **I am Me Scotland** **https://rshp.scot/** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Brain Health** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Tree House Resources**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, sexual health and parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
		Physical Changes I recognise that how my body changes can affect how I feel about myself and how I may behave. **HWB 2-47a**	I can/am able to: • Talk about how some body changes may affect how I feel about myself and how I may behave • Understand the term body image • Understand that as my body changes my hormones will change too. • Develop a range of tools to manage my emotions. • Choose a positive strategy which helps me to manage my emotions	I can/am able to: • Describe how my body changes can affect how I feel about myself and how I may behave • Understand how body image may impact my feelings or how others feel about their bodies • Develop a range of tools to manage my emotions. • Choose a positive strategy which helps me to manage my emotions.	I can/am able to: • Recognise and explain why some body changes can affect how I feel about myself and how I may behave • Recognise the impact social media has on body image • Develop a range of tools to manage my emotions. • Choose a positive strategy which helps me to manage my emotions	Identifies positive things about own body image and appearance. Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.
		I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. **HWB 2-48a**	• Understand what is meant by the term 'puberty' • Understand the importance of personal hygiene during puberty • Know and describe the menstrual cycle including changes in body, impact on feelings and products required - Please highlight free products available in school (no later than P5) • Use the correct terms for the reproductive organs • Describe the changes that take place with puberty • Talk about my growing independence • Understand that how I look, how I behave, or my aspirations should not be limited by	• Identify most of the physical and emotional changes that occur during puberty • Discuss products I need to keep clean and where to get them • Understand the terms lesbian, gay, bi-sexual and transgender etc. • Know that all sexuality and gender orientation should be respected and included • Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out • Give examples of gender stereotypes.	• Talk about aspects of human sexuality in relation to myself as an individual • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings • Explain why the changes in my body are taking place and the importance of hygiene • Give examples of and can challenge gender stereotypes.	Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. Demonstrates an understanding of diversity in sexuality and gender identity. Describes ways of keeping hygienic during puberty.

Return to Contents Page

			stereotypes, my sex or expectations of what boys and girls should do.			
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **My Body** **My Body is Changing** **Feelings & Puberty** **Personal Hygiene** **Menstruation** Compassionate Connected Classrooms Highland Substance Awareness Toolkit **I am Me Scotland** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Tree House Resources**		

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, sexual health and parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			2.1	2.2	2.3	
		Sexual Health and Sexuality I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. **HWB 2-49a** **See Technologies Progression for online safety** **See also 2-44b**	I can/am able to: • Understand the term 'abuse' and that all abuse is unacceptable • Discuss what I do online and know what to do If I see anything inappropriate • Understand that I should be respected in all relationships • Explain the idea of personal space • Name an adult/adults I go to if I have a worry	I can/am able to: • Describe different forms of abuse and understand why they are wrong • Reflect on my online behaviours. • Identify potential or actual abusive behaviour in online environments • Understand the need for respect in all relationships • Recognise I have personal boundaries • Respect that others have personal boundaries • Understand I should seek help if I am unhappy or worried in relation to my personal boundaries • Discuss different ways of how to keep myself safe and can explain how and where to get help	I can/am able to: • Discuss different forms of abuse and explain why they are wrong • Understand that my online activity requires me to have strategies for safe use. • Talk about why I should be respected in all relationships and what to so if I feel I am not • Understand that personal boundaries may be different for different people • Discuss how I can positively ensure my personal boundaries are met • Discuss different ways of how to keep myself safe and can explain how and where to get help	Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. Explains own rights and responsibilities in relation to abuse.
			• Explain that my body is my body.	• Understand the term consent and what this means to me .	• Talk about consent and in relation to online safety	Describes the concept of consent.
		I am able to describe how human life begins and how a baby is born. **HWB 2-50a**	• Understand the link between menstruation, pregnancy and birth	• Describe the process of fertilisation involving egg and sperm and be able to describe conception at a basic level	• Know about the process of sexual intercourse • Describe some symptoms of pregnancy	Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.

Return to Contents Page

				• Explain how human life begins, what pregnancy is and how a baby is born	• Understand the process of birth/labour as involving contractions with the uterus and movement of the baby down the vagina • Describe what sex/sexual intercourse can involve • Understand that sex is something adults do in a relationship • Explain what contraception is used for • Explain what a condom is used for.	Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. Describes some symptoms of pregnancy.
		I can describe the role of a parent/carer and the skills, commitment and qualities the role requires. **HWB 2-51a**	• Talk about the role of a parent/carer from my personal experience	• Link my understanding of nurture to parenting • Talk about the practical aspects and differences of parenting at all ages (e.g. looking after a toddler, primary aged children, teenager)	• Discuss, describe and explain the role of a parent/carer and the skills, commitment and qualities the role requires • Talk about what a parent/carer does to make sure their child is healthy, happy and safe • Describe the diversity we find in family life • Discuss some of the challenges of being a parent/carer. • Talk about the kind of parent or carer I would be.	Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **Stereotypes and Equality** **Being Fair** **Transgender** **What is Consent?**			

Return to Contents Page

			My Body is Mine **Where do we go Online?** **Being Smart Online** When I Feel Safe/Unsafe **My Trusted Individuals** **Bullying** **Physical Abuse and Neglect** **Sexual Abuse** How People have Sex / What Do They Do? How Human Life Begins, Pregnancy and Birth What Does a Parent/Carer Need to Know and Do? If I Were a Parent or Carer **How Adults Plan and Prevent a Pregnancy: contraception and condoms** **I am Me Scotland** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **Water Safety Scotland** Anti-racist curriculum **Career Education Standard** **GTCS CLPL** **Tree House Resources**	

Return to Contents Page

THIRD & FOURTH LEVEL

Return to Contents Page

Appendix 1: General Layout

Primary Organiser:

This signposts the over-arching curricular organiser.

Secondary Organiser:

This signposts the curricular sub-organiser which links to the experiences and outcomes in the next column.

Benchmarks:

The benchmarks are used to inform assessment of progress and support teacher professional judgement. Third and Fourth Level benchmarks have been 'bundled' to outline a learner's progression across topic or skill set.

Organiser - Planet Earth / Biodiversity and Interdependence	EXPERIENCES AND OUTCOMES	PROGRESSION 3.1	PROGRESSION 3.2/4.1	PROGRESSION 4.2	BENCHMARKS
	I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. SCN 3-01a	I can/am able to: • I can use the term **biodiversity** and describe why its maintenance is important. • I can identify **abiotic** factors such as, temperature, pH, oxygen levels, light levels, wind speed, humidity, and describe how to measure them. • I can identify **biotic** factors such as, predators, disease, build-up of waste and describe how they can affect the distribution of organisms. • I can describe the use of a variety of **sampling** methods, including pitfall traps/tullgren funnels, quadrats, beating stick and tray, water net, to collect organisms.	• I can explain why some **habitats** are inhabited by some **organisms** and not others (e.g. protection from predators, resistance to drought, photosensitivity etc.) • I can compare and explain the differences between two **habitats** in terms of the **biotic** and abiotic factors, knowing the adaptations of the **organisms** (e.g. desert versus pond) • I can use the term **biodiversity** and describe why its maintenance is important. • I can identify **abiotic** factors such as, temperature, pH, oxygen levels, light levels, wind speed and humidity. • I can identify **biotic** factors such as, predators, disease, build-up of waste and describe how they can affect the distribution of **organisms**.	I can/am able to: • I can describe the relationship between the terms **habitat**, population, community and **ecosystem**. • I can use food chains and food webs to describe how populations of organisms in an ecosystem impact on each other. • I can explain why increased **biodiversity** contributes to the stability of an ecosystem. • I can explain how changes such as population growth or natural disasters will affect **biodiversity** and increase competition and can predict how this might affect a particular **ecosystem**.	Identifies living things using biological keys. Collects and analyses increasingly complex data and information, for example, temperature and light intensity, to suggest reasons for the distribution of organisms within different habitats. Describes how plants and animals depend on each other for food, shelter and pollination, using scientific vocabulary such as 'population', 'community' and 'species'. Explains the possible effects of removal or addition of species on food webs and biodiversity. Summarises research findings to provide examples of structural, physiological and behavioural adaptations which lead to species survival.
	I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. SCN 4-01a				

Experiences and Outcomes:

The experiences and outcomes are used to plan learning and the assessment of progress in the B.G.E. They provide coherence and signpost progression in learning within each level, as well as supporting progression to learning at the next level, setting challenging standards. Third level experiences and outcomes have been paired with their fourth level counterpart to aid in this.

Progression Columns:

The central three columns detail 'I can' statements that exemplify a learner's progress towards the level three, and then the accompanying level four benchmark within that organiser. Within these columns key words have been highlighted in **bold**.

Appendix 2: Reading the Framework

For each learner, the journey through third and fourth level will vary, depending on the individual. It will take account of the need for breadth, challenge and application.

Planning of learning, teaching and assessment, should ensure a breadth of learning across organisers and statements. This should be supported through the moderation process.

Evaluation

Giving/receiving feedback on own and others work

EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
	3.1	3.2/4.1	4.2	
	I can/am able to:	I can/am able to:	I can am/able to:	
I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive feedback on my own and others work. EXA 3-15a	Give constructive feedback to others about their choice of performance skills, either as an area of strength or an area for improvement.	Give constructive feedback to others about their use of performance skills, which is highly relevant to the intended dramatic purpose. Give more detailed, evaluative comments to others about their use of performance skills.	Give a range of detailed, evaluative comments to others about their use of performance skills, giving at least one area for improvement and one area of strength, including suggestions for next step.	Level 3: Reflects effectively on ideas, including ideas for using production skills in relation to, for example, lighting, sound, props, make-up and hair, in order to improve or enhance a drama, using appropriate drama vocabulary. Level 4: Analyses their own and others' performances, including the work of peers and, where possible, professionals, making detailed comments, with appropriate justification using appropriate drama vocabulary consistently.
I can analyse technical aspects of drama and scripts, make informed judgements and express considered opinions on my own and other's work. EXA 4-15a	Reflect on my own performance skills , commenting on my choice of different elements of performance skills.	Reflect on my use of a range of performance skills, commenting on how well I contributed to the dramatic purpose. I can evaluate my use of performance skills, making judgements on my contribution to the dramatic purpose and audience impact.	Evaluate my use of a range of performance skills, making considered judgements on my contribution and deciding on my next steps for improvement.	
	Reflect on the choice of basic production skills in my own and other's performances, commenting on their impact.	Reflect on the use of a range of production skills in my own and other's performances, commenting on their contribution to dramatic purpose. Evaluate the use of a range of production skills in my own and other's performances, making judgements about their effectiveness.	Evaluate the use of the full range of production skills in my own and other's performances, making considered judgements that show an understanding of audience interpretation.	

Colour Coding:

The two tones have been used throughout to identify third and fourth level experiences and outcomes, pathway statements and benchmarks to show progression.

Level 3.1
Exemplifies a typical learner, working within level 3.

Level 3.2/4.1
Exemplifies a learner who is applying skills at third level and is beginning to work within fourth level.

Level 4.2
Exemplifies a typical learner, working within level 4.

		EXPERIENCES AND OUTCOMES	PROGRESSIONS 3.1	3.2/4.1	4.2	BENCHMARKS
Health & Wellbeing	**Organiser Personal & Social Education** Mental & Emotional Wellbeing	**I am aware of and able to express my feelings and am developing the ability to talk about them.* HWB 3-01a**/4-01a** **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 3-04a**/HWB4-04a** **I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.* HWB 3-07a **/ HWB 4-07a**	I can/am able to: • Use different forms of communication, express my feelings and emotions, with an awareness of how I express these impacts the emotions and feelings of others • Use my empathy of emotions and feelings to support others	I can/am able to:	I can/am able to:	**ROA-No Benchmarks**
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
		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 3-02a/4-02a**	• Use supports to regulate my emotions and support others to ensure positive outcomes for all	• Communicate the impact of my emotions and that of others on a situation	• Adapt and use a variety of strategies to regulate emotions and feelings in various situations, which supports me and those who work with me	
		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 3-03a/4-03a**	• Build new relationships with different people who are able to help and support me	• Use and share the universal strategies and supports that enable me to access practical and emotional support	• Sustain positive relationships with different people who are able to help and support me • Use vocabulary, technology and confidence to ask for help when needed-	

Return to Contents Page

		*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 3-05a/ HWB 4-05a *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 3-08a / HWB 4-08a *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 3-06a / HWB 4-06a	**Useful Links** **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **https://rshp.scot/** **RSHP Lesson Plans:** **Planning Framework – Healthy Schools** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **GTCS CLPL** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Social Wellbeing/Rights based Approach	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			3.1	3.2/4.1	4.2	
		*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 3-09a /HWB 4-09a	I can/am able to:	I can/am able to:	I can/am able to:	ROA-No Benchmarks
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
		*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 3-10a/HWB 4-10a *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 3-11a/ HWB 4-11a *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 / HWB 3-12a/ HWB 4-12a	**Useful Links** **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **MVP Resources** **Tackling sectarianism - An overview of resources | Resources | Education Scotland** **Third + Fourth Level - RSHP** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum			

Return to Contents Page

		*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 3-13a / HWB 4-13a *I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 3-14a/ HWB 3-14a	**GTCS CLPL** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Physical Wellbeing	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			3.1	3.2/4.1	4.2	
		*I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 3-15a/ HWB 4-15a *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 3-16a/ HWB 4-16a *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 3-17a/ HWB 4-17a *I know and can demonstrate how to travel safely. HWB 3-18a/ HWB 4-18a	I can/am able to:	I can/am able to:	I can/am able to:	ROA-No Benchmarks
			Responsibility of All Experiences and Outcomes and are best met through a whole school approach based on an understanding of The Nurture Principles, and an understanding of Trauma Informed Practice.			
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Third + Fourth Level - RSHP** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum		

Return to Contents Page

			GTCS CLPL **Food Standard Agency resources** Explore education resources – THINK! **Bikeability Scotland** Third and Fourth (S1, S2, S3) - Road Safety Scotland **Tree House Resources** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page

		EXPERIENCES AND OUTCOMES	PROGRESSIONS 3.1	3.2/4.1	4.2	BENCHMARKS
Health & Wellbeing	**Organiser Personal & Social Education** Planning for Choices & Change	*I am **developing the skills and attributes** which I need for learning, life and work. I am gaining **understanding** of the relevance of my current learning to future opportunities. This is helping me to **make informed choices** about my life and learning **HWB 3-19a** *Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for further transitions. **HWB 4-19a** I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 3-20a/** **HWB 4-20a**	I can/am able to: • Developing the skills and attributes which I will need for learning, life and work • Identify different methods and strategies that suit my learning style. • Gaining understanding of the relevance of my current learning to future opportunities. • Understand and explain why routines are important in life. • Exploring the types of work/skills that might interest me, investigate which Secondary School subjects were useful to the career choices of visitors/ parents/ family members • Demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work • Manage my profile, share it appropriately and justify my choice of evidence • Demonstrate diverse thinking when exploring learning opportunities and pathways	I can/am able to: • Understand and identify the ways my skills can be applied in life situations. • Make informed choices about my life and learning. • Understand the benefits and challenges of working collaboratively with others in achieving a goal • Complete an application form • Understand the different qualifications needed for different jobs • Explain what a university is and who goes there • Show awareness that university is an option for anyone who wants to go there • Explain what a college is and who goes there • Show awareness that college is an option for anyone who wants to go there • Identify gender stereotypes around me. Understand that skills and qualities are more	I can/am able to: • Evidence my skills, strengths and preferences and how they can impact positively on my life and the life of others • Given the opportunity to gain relevant experience I can: ○ Investigate different careers/occupations and ways of working ○ Explore ways of learning ○ Recognise the relevance of my learning to my future life ○ Recognise the relevance of my skills to my future life ○ Recognise the relevance of my interests to my future life	**ROA-No Benchmarks** Identifies own interests, strengths and skills and uses them to support subject choice. Manages personal profile evidencing own skills, and behaviours required, which link to the world of work. Explores a range of learning opportunities and career pathways. Evaluates and evidences own interests, strengths and skills and uses them to make informed subject choices. Aligns personal profile to support management of future CVs and applications. Makes well informed choices about learning opportunities

Return to Contents Page

				relevant than gender in the world of work • Evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise • Investigate and assess ethical issues in business and trade decisions • Access advice and support to help me make informed choices about further learning and opportunities • Extend and use my networks to find and apply for opportunities that match my interests, strengths and skills.	• Identify my interests, strengths and skills and use them to make informed choices. • Choose a blend of subjects, courses and experiences to enable my career pathways • Extend and use my networks to find and apply for opportunities that match my interests, strengths and skills. • Understand and consistently demonstrate the behaviours an employer looks for in a good employee	and pathways and relates these to possible future careers.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Third + Fourth Level - RSHP** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **GTCS CLPL**			

Return to Contents Page

			Food Standard Agency resources Explore education resources – THINK! **Bikeability Scotland** Third and Fourth (S1, S2, S3) - Road Safety Scotland **Tree House Resources** **Educators | My World of Work** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Substance Misuse	EXPERIENCES AND OUTCOMES	PROGRESSIONS			BENCHMARKS
			3.1	3.2/4.1	4.2	
		Use of substances I understand the positive effects that some substances have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. HWB 3-38a/**HWB 4-38a**	I can/am able to: • Identify a variety of legal and illegal substances • Identify some of the social, mental and physical effects that different substances can have on the body • Discuss the wider implications of substance misuse	I can/am able to: • Categorise a variety of different legal and illegal substances and describe their positive and negative uses • Provide examples of and answer questions about the social, mental and physical effects that a variety of substances could have on the body (including the impact of dependency/ addiction/anti-social behaviour as well as misuse by parents/carers) • Describe the legal consequences of the misuse of substances	I can/am able to: • Apply my understanding making positive choices about substances (from experiences and hypothetical contexts) based on informed decision • Through investigation, explain some of the mental, physical and social effects that different substances can have on the body providing evidence for my reasons • Discuss the personal, social and legal implications of substance use	Explains the benefits of substances in supporting good health, for example, prescribed medication. Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales Justifies the risk benefits of substances in supporting health, for example, homeopathic remedies. Explains the potential impact of short and long term substance use on health and life, including legal implications.
		Informed Choices I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 3-39a Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. **HWB 4-39a**	• Identify the ways substances are advertised/promoted through popular culture and the media • Say how it makes me feel when I see substances being promoted through popular culture • Identify the ways that my thinking may be influenced by popular culture and the media • Increasingly identify my own influences and recognise the	• Talk about the ways substances are advertised and promoted through popular culture and the media including online, music, advertising, television, film etc • Relate the ways promotion of substances through popular culture make me feel and evidence this with reasons • Recognise and discuss the ways that my attitudes and values may be influenced by popular culture	• Demonstrate my understanding of how the media influences people's choices with regard to substance use, including music, magazines, social media, internet, advertising, television, film • Identify how my attitudes and values influence my actions and behaviours and understand how my peers can influence me	Explains how media and peer pressure might affect own attitudes and behaviour. Evaluates the impact of media and peer pressure on own attitudes and behaviour

Return to Contents Page

			ways this can have an impact on me and my actions	• Identify my own influences recognising the impact this may have on me and my actions • Form conclusions from the range of influences that can affect my feelings and values, reasoning why I think this way • Form opinions to debate with others in order to make informed choices • Discuss and explain the ways that my attitudes and values may be influenced by popular culture • Recognise and discuss my influences, recognising the impact this may have on me and my actions • Review and refresh prior knowledge and expand upon why people use legal and illegal substances • Recognise images of substance use and misuse and talk about how they can influence behaviour.		

Return to Contents Page

		I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. **HWB 3-40a / HWB 4-40a**	• Talk about the different strategies I could use to help me make informed decisions	• Match facts about substances use with reasons that help to make informed decisions • Collate different strategies I could make informed decisions	• Devise several different strategies to apply when making informed decisions about substance use • Begin to apply appropriate strategies in challenging or difficult situations	Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness. Gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to friend / adult, physical activity. Demonstrates the skills / qualities required to manage challenging situations, for example, self-reliance, self-efficacy, assertiveness. Explains the benefits of positive coping strategies/ techniques when dealing with stressful and challenging situations.
		I know how to access information and support for substance-related issues. **HWB 3-40b / HWB 4-40b**	• Show awareness of some of the agencies that I can contact for support • I can describe some options to show I could access agencies and or support for substance-related issues.	• Name specific examples of agencies that I can contact for support • Describe and list various strategies to how I could access agencies and or support for substance- related issues	• Access support and information to help them make informed decisions • Evidence providing examples, how agencies and different people in various roles can provide support	Knows how to access local support services. Knows how to access, local and national support services.
		Risk taking behaviour After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. **HWB 3-41a / HWB 4-41a**	• Show an awareness of some safe and unsafe behaviours and actions	• Identify safe and unsafe behaviours and actions • Suggest different examples of decisions that might be made about relationships and sexual health, when people are under the influence of drugs or alcohol	• Investigate and evaluate the effects of substance use to justify the informed decision • Identify different strategies to use and evaluate with reasoning to why I think they would be helpful for making informed decisions	Weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling. Demonstrates the skills / qualities required to assess and manage risk, for example, self-awareness, self-confidence, composure.

Return to Contents Page

		I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. **HWB 3-41b / HWB 4-41b**	• Understand that being under the influence of substances can affect decisions around relationships and sexual health	• Discuss and explain that it is always best to make informed decisions with a clear mind	• Apply my knowledge to evaluate situations and make positive decisions about relationships and sexual health • Justify the reasons why it is always best to make informed decisions with a clear mind	Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences. Explains the impact and potential consequences substance misuse can have on decision making, for example, drinking and driving, non-consensual sex.
		Action in unsafe situations I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. **HWB 3-43a**	• Recognise types of substance use and misuse and talk about how they can influence behaviour. • Talk about the impact of substance use on future life choices and options e.g. legal implications on your future life if convicted of a crime • Show that I understand the impact of substance misuse in my local community (antisocial behaviour, violence, vandalism, underage drinking, fear of crime etc.)	• Discuss the long- and short-term effects of substance misuse on health, future life choices and options • Compare and contrast the similarities and differences among communities • Show that I am aware of harm reduction strategies, e.g. clean needle exchange programmes, and examine the cost versus the benefits of such strategies • Analyse societal perceptions of substance misuse and the stigma attached	• Evaluate and assess the impact substance misuse can have on my health, future life choices and options • Make appropriate decisions to keep myself healthy and my future life choices and options open • State what I believe constitutes responsible use of alcohol	Identifies potential impact of short- and long-term substance use.
		I know the action I should take in the management of incidents and emergencies related to substance misuse. **HWB 3-42a / HWB 4-42a**	• Show an awareness of the actions that I can take to manage an emergency related to substance misuse	• State actions that I know I can take to manage an emergency – recovery position, call 999 and attract public help	• Demonstrate the ability to assess (via role play) and action a variety of situations in which I can manage an emergency	Know actions to be taken in an emergency relating to substance misuse Justifies actions which might be taken in an emergency relating to substance misuse.

Return to Contents Page

		Through investigating substance misuse in my local community, I can reflect on specific issues, and discuss how they are being addressed. **HWB 3-43b** By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities. **HWB 4-43b** I understand the local, national and international impact of substance misuse. **HWB 4-43c**	• Identify and discuss some examples of issues around substance misuse in my local community (anti-social behaviour, violence, vandalism, underage drinking, fear of crime)	• Apply my knowledge by discussing the issues around substance misuse and how these are being addressed in my local area • Identify some of the impact of substance misuse nationally and internationally • Listen to and talk about the impact of local, national and international substance misuse • List similarities and difference between the issues and the impact of substance misuse in different countries • Discuss the impact of local, national and international substance misuse.	• Evaluate the effect of substance misuse in my local community and reflect on the specific issues and how they are being addressed • Compare and contrast some similarities and differences between the issues and the impact of substance misuse in different countries • Evaluate and debate the impact of local, national and international substance misuse	Identifies local substance misuse issues and how they are being addressed. Compares current national and international statistics related to the impact of substance misuse.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Third + Fourth Level - RSHP** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland**			

Return to Contents Page

			Anti-racist curriculum **GTCS CLPL** **Food Standard Agency resources** Explore education resources – THINK! **Bikeability Scotland** Third and Fourth (S1, S2, S3) - Road Safety Scotland **Tree House Resources** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, sexual health and parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS 3.1	 3.2/4.1	 4.2	BENCHMARKS
		Relationships I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 3-44a **/HWB 4-44a**	I can/am able to: • Understand that there are many different types of relationship • Understand and discuss relationships in terms of the wellbeing indicators and UNCRC • Be aware that relationships change • Understand why self-esteem is important • Understand why it is important to feel cared for in a relationship • Discuss and highlight the impact of relationships which do not show care	I can/am able to: • Discuss relationships within the context of UNCRC and the wellbeing indicators • Co-operate with others in a responsible way • Demonstrate an inclusive, caring attitude towards others and can show appreciation to those who care for me • Learn how to care for others, both in an emotional and practical sense. • Compare and discuss different caring relationships • Discuss what it means to care and to be cared for in a relationship • Be aware that we should treat all people with respect • Be aware of the impact of gender stereotypes and bias • Learn ways to resist peer pressure, aware that issues of discrimination can arise	I can/am able to: • Learn and use effective communication skills • Identify my own attitudes and values • Recognise emotions and appropriate expression of these - link to consent and coercion in relationships inc. friendships • Understand why I should be positive about and respect • Take increasing responsibility for my action • Evaluate and explain why some relationships are more caring than others • Discuss and explain why there is a need to be cared for • Discuss more than one strategy for coping with problems • Reflect on, and evaluate, my own role and that of others	Explains why commitment, trust and respect are central to being cared for and caring for others. Justifies why commitment, trust and respect are central to being cared for and caring for others

Return to Contents Page

		I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. **HWB 3-44c / HWB 4-44c**	• Define the terms commitment, trust and respect in the context of relationships • Understand trust and respect are essential for a successful relationship • Be aware how some relationships develop to be long term, this can include marriage, civil partnership, living together, living apart etc • Discuss the differences and commonalities in different relationships inc. LGBTQI plus	• Explain why self-esteem is important • Be aware of discrimination and the need for inclusion and respect • Understand that I should treat all people with respect and take action to ensure the right of everyone to equal opportunities • Discuss the need for open, honest communication in relationships • Understand and discuss that gender stereotyping may influence relationships • Learn ways to resist peer pressure and be an active, positive bystander	• Learn how to effectively communicate • Identify my own values and attitudes and express these appropriately • Take increasing responsibility for my actions • Discuss more than one strategy for coping with problems • Be able to make choices and discuss reasons • Recognise a range of emotions and learn how to deal with them	Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting. Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex
		I recognise that power can exist within relationships and can be used positively as well as negatively. **HWB 3-45a/HWB 4-45a**	• Describe what a respectful relationship is and factors associated with this • Describe what an abusive relationship is and factors associated with this • Understand that within relationships there may be a dominating personality • Recognise that a dominant personality can have positive/ negative effects on relationships • Develop the confidence to, when appropriate, accept responsibility for decision making in a relationship • Describe abusive and non-abusive relationships and give examples from tv/film/social media	• Recognise an abusive relationship • Recognise sexual harassment in a variety of contexts and situations • Use strategies to deal with a range of situations/emotions • Know where to seek help and identify key adults • Be a positive bystander. Link to MVP • Be aware of discrimination • Understand the role that gender can play • Learn ways to resist peer pressure Understand why self-esteem is important • Communicate effectively	• Be respectful and tolerant • Identify my own values and attitudes and express these appropriately • Take responsibility for my actions • Discuss more than one strategy for tackling problems • Make informed choices and discuss reasons • Recognise a range of emotions and learn how to deal with them	Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent

Return to Contents Page

				• Discuss and understand the definitions of consent, coercion and control		
		Physical Changes I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a**/HWB 4-47a**	• Know and understand the physical changes that I may experience during puberty – (build upon previous knowledge) • Understand that all bodies are different • Understand the difference between gender and sexuality • Know and understand the emotional changes that I may experience during puberty	• Understand the meanings of the key terms and phrases related to puberty and developing sexuality • Learning to value and understand the differences and similarities I have with others • Discuss and consider the influence of others on how I may see myself – family, friends, culture, social media, use of filters etc • Understand the importance of pleasure in sexual experiences – revisit previous learning on masturbation • Developing the confidence to be happy with my body and sexuality.	• Know strategies to deal with a range of situations/emotions • Know that gender is described as being a spectrum • Know why self-esteem is important and how to take care of mine	Describes how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders. Recognises the impact of puberty and developing sexuality Understands and respects diversity in sexuality, for example, sexual orientation and gender identity.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms **Third + Fourth Level - RSHP** **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet**			

Return to Contents Page

			LFS wakelet Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **GTCS CLPL** **Food Standard Agency resources** Explore education resources – THINK! **Bikeability Scotland** Third and Fourth (S1, S2, S3) - Road Safety Scotland **Tree House Resources** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page

Health & Wellbeing	Organiser Personal & Social Education Relationships, sexual health and parenthood	EXPERIENCES AND OUTCOMES	PROGRESSIONS 3.1	 3.2/4.1	 4.2	BENCHMARKS
		Sexual health and sexuality I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a**/HWB 4-46a**	I can/am able to: • Know the definitions of attitudes, beliefs, values and morals • Understand my decisions are influenced by attitudes, beliefs, values and morals • Have the confidence to uphold my attitudes, beliefs, values and morals when making decisions	I can/am able to: • Know I am unique • Understand I am continually self-developing and changing • Be confident when dealing with change • Be aware of discrimination – link to protected characteristics • Know why self-esteem is important • Know strategies to deal with a range of situations/emotions • Know ways to resist peer pressure – inc. impact of active bystander • Understand why self-esteem is important	I can/am able to: • Reflect on, and evaluate, my role and that of others • Communicate effectively and respectfully • Identify my own values and attitudes and express these appropriately • Take increasing responsibility for my actions • Discuss more than one strategy for tackling problems • Make informed choices • Recognise a range of emotions and learn how to deal with them	Identifies and demonstrates the skills required to make positive choices in challenging situations, for example, assertiveness, empathy.
		I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b**/HWB 4-46b**	• Understand that the media can have a major impact on the decisions myself and others may make, both positive and negative • Critically analyse the media in relation to the portrayal of young people • Recognise that sexual imagery is used in advertising and this impacts upon how I and other young people feel about ourselves • Understand that pornography is not a	• Know I am continually self-developing and changing • Understand that discrimination can arise – link to protected characteristics • Discuss and analyse the impact of filters on image based social media • Understand the power of 'influencers' in both positive and negative ways • Discuss the impact of pornography on body image • Know why self-esteem is important	• Understand that pornography can give unrealistic and unhealthy expectations of myself and others in sexual experiences and relationships • Understand and discuss the element of exploitation in the pornography industry Identify my own values and attitudes and express	Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making. Demonstrates the skills needed, to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness. Demonstrates the skills needed to challenge stereotypical images in the media, including social media, for example, confidence, judgement.

Return to Contents Page

			healthy or realistic representation of a sexual experience/ relationship • Recognise the effect that peer pressure can have on decision making	• Know strategies to deal with a range of situations/emotions • Reflect on, and evaluate my role and that of others • Understand the importance of respect and tolerance in relationships and society	these appropriately and respectfully • Take increasing responsibility for my actions • Discuss more than one strategy for tackling problems • Make informed choices and know where to access reliable, safe information • Recognise a range of emotions and learn how to deal with them	Explains how positive and negative body image can affect health, self-worth and behaviour, for example, self-reliance, beauty industry expectations, body building. Evaluates how the media, including social media and pornography impact on physical and mental health.
		I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c**/HWB4-46c**	• Know and understand different strategies to apply when making decisions about relationships and sexual behaviour • Understand the importance of open, honest communication in relationships • Relate what I already know about consent to intimate relationships – is it as easy to say no as it is to say yes? • Confident I can apply appropriate strategies in challenging or difficult situations • Be able to express positive self-thoughts • When to seek help and who to seek help from	• Know I am unique • Appreciate I am continually self-developing and changing • Understand that issues of discrimination can arise – link to protected characteristics and other vulnerabilities • Know why self-esteem is important • Know strategies to deal with a range of situations/emotions • Know ways to resist peer pressure • Know that you should always feel safe and respected in all relationships • Reflect on, and evaluate my role and that of others	• Identify my own values and attitudes and express these appropriately • Identify and value the personal attributes I respect in others • Take increasing responsibility for my actions • Discuss more than one strategy for tackling problems • Make informed choices • Recognise a range of emotions and learn how to deal with them • Approach new challenges and difficulties with confidence	Identifies and demonstrates the skills required to make positive choices in challenging situations, for example, assertiveness, empathy. Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.

Return to Contents Page

		Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 3-47b/**HWB 4-47b**	• Understand the importance of consent and respect in relationships • Know and understand basic facts about pregnancy • Identify signs of pregnancy • Understand there are different types of contraceptives available • Know how and why various contraceptives work • Understand what does not work and why when it comes to contraception e.g. 'pulling out' • Identify the advantages and disadvantages of each contraceptive • Understand the importance of making good decisions about my sexual health • Learning to be responsible and make informed decisions to protect my sexual health	• Discuss the importance of informed decisions and choices in relation to sexual health • Know and understand what a Sexually Transmitted Infection (STI) is, their signs, symptoms, treatment and effects on health and well-being • Know how to prevent contracting and passing on STI. Understand what does and doesn't work and why • Understand the difference between HIV and AIDS • Have an awareness of local, national and international impact of STIs and Blood Borne Viruses (BBVs) • Know where to access services • Understand the impact of gender stereotypes • Know why self-esteem is important • Know the importance of pleasure, respect and safety in sexual relationships	• Understand, question and explain why informed decisions and choices would promote and protect my own and others' sexual health and wellbeing • Know strategies to deal with a range of situations/emotions • Know ways to resist peer pressure • Reflect on, and evaluate my role and that of others • Communicate in a manner • Identify my own values and attitudes and express these appropriately • Increasing responsibility for my actions • Discuss more than one strategy for tackling problems • Make informed choices and discuss reasons • Recognise a range of emotions and learn how to deal with them • Approach new challenges and difficulties with confidence	Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness Identifies and demonstrates the skills required to make positive choices in challenging situations, for example, assertiveness, empathy

Return to Contents Page

		I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a/ **HWB 4-48a**	• Know where to get help in my local area • Know where to go for confidential advice • Know I can withdraw consent at any time and that this must be respected • Understand that it is my responsibility to ensure I do not coerce or control the actions of others in any context, inc. sexual relationships, sending or requesting explicit images • Be able to access relevant support networks when necessary for myself and others	• Understand the terms 'grooming' and 'gaslighting' • Know some behaviours and feelings which indicate grooming/gaslighting • Link understanding of coercion, control, consent and grooming/gaslighting • Understand the influence of gender stereotypes particularly related to responsibility • Understand the law around consent/rape/grooming/ explicit images Access sexual health information from websites, leaflets, services, etc.	• Show an understanding of sexual relationships and experiences in the context of children's rights • Understand the importance of pleasure and communication in intimate relationships • Identify my own values and attitudes and express these appropriately • Make informed choices • Know where to access help and support for myself and others when needed • Recognise a range of emotions and learn how to deal with them • Approach new challenges and difficulties with confidence	Understands the rights and responsibilities required for safe and enjoyable sex Explains how to access both local and national information, guidance and help Knows how to access confidential information, guidance and help. Gives examples of laws in relation to sexual health, for example, age of consent, right to confidentiality, consent, coercion, grooming.
		I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 3-49a/ **HWB 4-49a**	• Know the difference between safe and unsafe behaviours • Identify inappropriate sexual behaviour • Understand that any unwanted sexual behaviour is sexual harassment – inc. touching, sending/ receiving explicit images, cat calling • Know there are appropriate sexual behaviours in relation to age and stage of relationship – link to	• Understand the importance of gender roles/stereotyping – reflect on music lyrics, ideology etc. • Know why self-esteem and personal values are important • Understand the importance of talking and agreeing on likes, dislikes, boundaries, contraception as part of a sexual relationship • Know strategies to deal with a range of situations/emotions	• Understand that the absence of consent in sexual intercourse is rape • Identify my own values and attitudes and express these appropriately • Take increasing responsibility for my actions • Discuss more than one strategy for tackling problems • Make informed choices • Recognise a range of emotions and learn how to deal with them	Identifies negotiation skills required to have safe and enjoyable sex, for example, knowing when the time is right, mutual responsibility to prevent unintended pregnancy, use of contraceptives, confidence to refuse unwanted sexual contact

Return to Contents Page

			decision making capacity, alcohol and substance use • Feel confident with my decision-making abilities • Know where to access confidential advice and help in my local area • Have the confidence to access help when necessary • Identify any barriers to accessing help and how these may be overcome – safe space, key adult etc	• Explain the concept of consent to others – what this means in different contexts • Know strategies to help resist peer pressure • Understand the importance of surrounding myself with people I respect and feel nurtured by • Reflect on, and evaluate my role and that of others • Communicate in a respectful, responsible manner	• Can approach new challenges and difficulties with confidence	
		I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. **HWB 3-49b/ HWB 4-49b**	• Describe what a healthy relationship should involve • Describe what an abusive relationship is • Understand that our relationships are influenced by a number of factors – family, friends, media, social media, perceived expectations etc. • Know where to access support if needed • Recognise barriers to acceding support and discuss ways to overcome barriers	• Know and understand there are laws which protect young people from sexual and domestic abuse – inc. explicit images, grooming, coercion and control • Recognise the role of gender stereotyping in relationships • Know where to go for confidential advice • Know where and how to access help locally • Have the confidence to access help when necessary	• Understand that abuse in relationships may be influenced by culture, religion etc. • Understand the indicators and complexities of child sexual abuse • Understand the importance of power imbalance in relationships and where that imbalance may come from e.g. age, authority, financial control, need to feel included etc • Recognise the local context related to domestic abuse	Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police. Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation.

Return to Contents Page

		Role of Parent/Carer I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options. **HWB 3-51a/4-51a** I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood. **HWB 3-51b** Through investigation I can explain the support available for parents and carers looking after babies and bringing up children. **HWB 4-51a**	• Know and understand the impact of being a parent both day to day and long term • Recognise the practical skills needed to look after a baby • Describe and understand the emotional load of being a parent • Describe and understand the financial implications of having a baby • Know why it is important that a child is nurtured • Have an awareness of what support a child needs at different stages of development	• Revisit knowledge on pregnancy and contraception • Understand that becoming a parent is a lifelong commitment • Understand the importance of nurture, bonding and attachment on babies and children • Recognise that becoming a parent can be rewarding, given the right circumstances • Explore feelings about parenthood and parenting styles/choices • Know about and understand different stages of child development • Identify children's needs at various stages of development • Know where to access help and support for parents • Understand that not all children are raised by their birth parents • Understand the impact of a caring role beyond parents/carers e.g. taking care of siblings, cousins etc.	• Make responsible and informed choices in relation to parenthood • Understand that pregnancy does not always lead to parenthood (be trauma aware) – right to abortion, miscarriage/infant loss • Understand that gender can be important • Know why self-esteem is important • Explore feelings about parenthood • Reflect on various parenting styles and the influence of media/social media • Be aware of the responsibilities of parenthood, including seeking help and support when necessary	Explains the short and long term impact of parenthood, for example, joy, commitment, financial implications, anxiety, physical demands. Explains the meaning and importance of nurture in a child's development. Identifies local support available for parents and carers. Explains how to access support for parents and carers.
			Useful Links **Professionals | respectme** **Zone of Regulation & Emotion Coaching through EP Service** **UNCRC Articles Archive - The Children and Young People's Commissioner Scotland** Compassionate Connected Classrooms			

Return to Contents Page

			Third + Fourth Level - RSHP **https://healthyschools.scot/** **GIRFEC, UNCRC, HWB links Poster** **Anti-racist wakelet** **LFS wakelet** Promoting and developing race equality and anti-racist education Race Equality Wakelet Scotdec HOW **National Health and Wellbeing PLC** **Cost of the School Day Toolkit** **Brain Health** **I AM ME SCOTLAND** **Water Safety Scotland** Anti-racist curriculum **GTCS CLPL** **Food Standard Agency resources** Explore education resources – THINK! **Bikeability Scotland** Third and Fourth (S1, S2, S3) - Road Safety Scotland **Tree House Resources** **Mentors in Violence Prevention in Scottish Schools**	

Return to Contents Page