

Curriculum for Wales	AoLE Focus	HEALTH AND WELLBEING				
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with experiences that will allow them to; become healthy, resilient and independent individuals, able to achieve their full potential. Learners will understand the physical and mental benefits of a healthy lifestyle, and engage in regular opportunities to promote their emotional and physical wellbeing. Learners will develop skills that allow them to be active members of society; taking an interest in their respective communities. Through various authentic experiences, learners will appreciate the importance of being a global citizen and will apply this to their everyday lives.				
	Progression Step	2				
Knowledge – ‘Learn ABOUT’						Experience – ‘Learn FROM’
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge & experience that we aim to develop Pupils Skills through.						Pupils will be provided with an opportunity to experience:-
In Year 2, Pupils will learn about...		In Year 3, Pupils will learn about...		In Year 4 Pupils will learn about...		<ul style="list-style-type: none">▪ Opportunities to develop empathy and compassion▪ Promoting respect for others’ right to their own beliefs, values and opinions▪ Promoting skills for employability, including Active listening and communication▪ Team working activities▪ Leadership skills opportunities▪ Presentations – both receiving and delivering▪ Enterprise opportunities and events▪ Recognising, evaluating and utilising strategies for managing influence▪ Valuing and respecting diversity▪ Visitors and visits to places that promote pupils awareness of the world they live in.▪ Engaging in daily opportunities to take part in mindfulness activities where pupils can promote their own wellbeing▪ Take part in regular exercise and fitness activities
<ul style="list-style-type: none">▪ Exploring rights and responsibilities and how these affect the choices that we make▪ Family, relationships and feelings, identifying how these are different or similar to their own▪ Assumptions and stereotypes (incl. Gender) and standing up for others; including dealing with bullying.▪ Team work and group co-operation▪ Making healthier choices in life and how this includes healthy eating & snacks, including balanced diets.▪ Beginning to understand in basic terms the changes that occur within their own bodies (growing), and recognising that these are different for different genders.▪ Take part in simple gymnastic based activities focussing on movement▪ Take part in physical games that involve a range of movements and techniques such as throwing, hitting, catching and passing.		<ul style="list-style-type: none">▪ Rules, Rights and responsibilities; including rewards and consequences where these are not followed▪ Families and how these differ for everyone; including family conflict (tackling stereotypes)▪ Friendships and bullying; understanding how to solve it▪ Managing feelings, including understanding how words can be hurtful, as well as giving and receiving compliments.▪ The importance of healthy living, including exercise and healthy eating.▪ Understanding dangerous substances to our bodies, making safe choices.▪ Recognising healthy foods, including seasonal choices, to create a healthy tart.▪ Changes to their bodies; including how babies grow and the needs of babies.▪ Take part in regular physical activity and team games; including football, netball and athletics		<ul style="list-style-type: none">▪ Their own hopes and dreams and holding a positive attitude▪ Being part of a wider community; school, community, class team▪ Rights, responsibilities and democracy (having a voice) and how this impacts on our everyday life.▪ Importance of making decisions and choices, and the rewards and consequences of doing this.▪ Accepting self and others; challenging assumptions and judging by appearance.▪ Understanding bullying and how this impacts on a person.▪ Healthy relationships and importance of values/resisting peer pressure; including love and loss, memories of loved ones▪ Identifying what impacts on a healthy lifestyle; including the effects of alcohol and smoking▪ The ongoing changes in their bodies including having a baby, early puberty and accepting change▪ Healthy eating, following and adapting a recipe, including budgets for ingredients (design and make biscuits)▪ Take part in regular physical activity and invasion games; including badminton, tennis and athletics		
SKILLS – ‘Learn TO’						
Through our Curriculum for Expressive Arts , our pupils will develop as Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors. Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;						
What Matters Statement	Through opportunities to;	Descriptions of Learning	What this looks like in YEAR 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:	
Developing physical health and well-being has lifelong benefits.		2.1 I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	<ul style="list-style-type: none">▪ Combine actions to create short phrases of movement and perform with increasing control▪ Move in different directions/pathways/levels▪ Move individually and in pairs▪ Replicate phases of movement showing an increasing awareness of rhythm.▪ Demonstrate body actions of ; turning, spinning, jumping	<ul style="list-style-type: none">▪ Extend body movements to stretch, curl and twist▪ Be able to balance using various parts of the body to support.▪ Can change direction, using curved pathways and changes of speed▪ Can develop sequences of movement on apparatus▪ Display good body tension▪ Can move into and out of different actions/shapes/movements▪ Use a range of stimuli as a basis for movement▪ Develop perseverance when working in a pair/group	<ul style="list-style-type: none">▪ Develop and perform sequences on the floor and on apparatus▪ Compose and perform large phases of movement.▪ Perform short dances combining and using contrasting actions▪ Lead and follow, move alongside and move through curved pathways.▪ Work with a partner through copying, mirroring, opposites	

		2.2 I have developed and understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.	<ul style="list-style-type: none"> Explain that being active helps bones and muscles to develop, grow and work well. Understand that food is a fuel that produces energy for our bodies to use. Identify some types of food that make up their diet Recognise that an adequate diet and exercise are necessary for them to grow and stay healthy Describe how their diet is balanced. 	<ul style="list-style-type: none"> Understand that exercise is important for keeping healthy bodies. Understand that the right types of food and drink are important for healthy bodies Understand that each individual is responsible for maintaining a healthy body. Describe some food types that they eat Describe an adequate and varied diet for Humans, recognising the different ways to achieve this. 	<ul style="list-style-type: none"> Know and describe the right types of food and drink that are important for healthy bodies. Begin to take responsibility for maintaining a healthy body Link things associated with poor diet to impacts on health – e.g. sugar affecting teeth. Be able to describe and identify what makes a balanced diet.
		2.3 I can describe the way in which physical and emotional changes are connected in different contexts.	<ul style="list-style-type: none"> Begin to understand that a healthy body makes you feel better. Explain how they feel during exercise – describing physical changes (e.g. warm up, cool down) Demonstrate a positive self-image 	<ul style="list-style-type: none"> Understand and describe changes to their breathing, temperature, appearance and feelings before and after a range of activities/exercise. Explains that their pulse is an indication of how fast/slow their heart is beating (locating a pulse). Begin to understand that a healthy lifestyle has emotional as well as physical benefits. 	<ul style="list-style-type: none"> Recognise that being active can make us feel good e.g. being with friends, co-operating, laughing, being able to lead and follow. Understand and describe changes to their bodies, appearance and feelings during and after exercise. Understand the relationship between actions and feelings. Demonstrate a positive self-image
		2.4 I can recognise some of the behaviors, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	<ul style="list-style-type: none"> Know that basic hygiene will maintain a healthy body Understand that medicines are taken to make them feel better, but that some drugs are dangerous. Begin to respond appropriately to danger both in and out of school Describe people they can trust 	<ul style="list-style-type: none"> Know and describe how hygiene will maintain a healthy body. Understand that medicines are taken to make them feel better and that some drugs are dangerous. Describe people they can trust 	<ul style="list-style-type: none"> Understand and describe why exercise is important for healthy bodies. Know and describe how hygiene will maintain a healthy body and begin to take responsibility for personal hygiene. Describe people they can trust and identify who they can go to if they feel unsafe.

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How we process and respond to our experiences affects our mental health and emotional well-being.	Through opportunities to;	2.5 I can, with support, focus attention on my perceptions and thoughts.	<ul style="list-style-type: none"> Develop a positive self-image as part of a caring school community and as part of their social communities. Show ongoing curiosity and positive attitudes towards new experiences and learning. 	<ul style="list-style-type: none"> Develop as a confident learner, demonstrating resilience towards learning Show curiosity and positive attitudes towards new experiences and learning. 	<ul style="list-style-type: none"> Develop a positive attitude towards themselves as an individual, demonstrating increasing resilience Show curiosity and positive attitudes towards new experiences and learning.
		2.6 I can understand how and why my thoughts, feelings and actions change in response to different experiences.	<ul style="list-style-type: none"> Be able to describe, in simple terms, situations where they have experienced different feelings (e.g. happy at a birthday party, sad when a pet died) Begin to understand how our actions reflect our feeling (e.g. Happy – smiling, Sad – crying, anxious – feel sick etc.) 	<ul style="list-style-type: none"> Describe different experiences and the feelings associated with those events/experiences. Begin to identify how they react/respond to feeling different emotions Begin to consider how different experiences may trigger a change in their feeling/mood/actions (losing a favourite toy, having a surprise party, having a treat etc.) 	<ul style="list-style-type: none"> Begin to understand how they react to different situations/experiences Understand everyone reacts differently when faced with different experiences Understand that our feelings influence our actions and vice versa.
		2.7 I can notice and communicate my feelings.	<ul style="list-style-type: none"> Develop an increasing awareness of appropriate ways to express their feelings 	<ul style="list-style-type: none"> Through an increasing range of ways, communicate how they are feeling and begin to consider what the causes are to how they are feeling. 	<ul style="list-style-type: none"> Communicate how they are feeling, considering what the causes are, and begin to identify strategies that will help them. Use various strategies to communicate this information.
		2.8 I am beginning to notice when I need help to manage my feelings.	<ul style="list-style-type: none"> Begin to identify when they experience a change in their mood/feeling and start to identify the cause for change. Be aware of simple strategies to help manage their feelings 	<ul style="list-style-type: none"> Identify when there is a change in their mood/feeling and identify the cause for change. Use simple strategies to help manage their feelings Know when to ask for help if they are struggling 	<ul style="list-style-type: none"> Know that there a range of factors that can affect our mood/feeling – positively and negatively. Be able to identify causes for changes in mood/how they are feeling, and address these when they are negative. Know who to talk to if they are struggling with their feelings.
		2.9 I can reflect on my experiences	<ul style="list-style-type: none"> In simple terms, reflect on experiences identifying their feelings about past events/experiences that have happened. 	<ul style="list-style-type: none"> With increasing confidence be able to reflect on past experiences and link to current feelings/moods. 	<ul style="list-style-type: none"> Use past experiences to identify lessons learnt and how this relates to their life today. Recognise key events in their life that were positive/negative
		2.10 I can pay attention to the feelings of others and I am learning to think about why they may feel that way.	<ul style="list-style-type: none"> Begin to be aware of the feelings of others and how our actions/words can have an impact on them. 	<ul style="list-style-type: none"> Be aware of the feelings of others and know that our actions/words can both positively and negatively have an impact. Begin to develop empathy with others who are in different situations to them 	<ul style="list-style-type: none"> Know that our actions/words can both positively and negatively have an impact. Begin to understand how actions can affect others personally – racism, bullying etc. Develop empathy for others.

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Our decision making impact on the quality of our lives and the lives of others	Through opportunities to;	2.11 I can make decisions based on what I know.	<ul style="list-style-type: none"> Begin to make choices, giving simple reasons as to why the choice that has been made. Use some prior knowledge/understanding as a basis for making a decision. 	<ul style="list-style-type: none"> Make simple decisions in their learning and wider life that are based on prior experience/knowledge. Give simple reasons as to why a decision has been made. 	<ul style="list-style-type: none"> When presented with options, make an informed decision based on prior learning/knowledge/experience Give clear reasons why a decision/choice has been made, linking to prior experience.
		2.12 I can recognise that my decisions can impact on me and others, both now and in the future.	<ul style="list-style-type: none"> Understand that we all make choices and how these choices can affect our lives (e.g. eating lots of unhealthy food has an impact on long term life, choosing not to come to school affects our learning etc.) 	<ul style="list-style-type: none"> Recognise how decisions they make at a local level can have an impact of others around them (e.g. litter in the community makes our communities unattractive, vandalism in the park spoils it for others etc.). 	<ul style="list-style-type: none"> Recognise that the decisions we make today can have an impact on us in the longer term future (e.g. climate change, healthy lifestyles, mental health) Understand our actions can have a global impact, and contribute to global issues (e.g. deforestation, global warming, ocean pollutions)
		2.13 I can take part in group decisions and understand why some decisions need to be made as a group.	<ul style="list-style-type: none"> Be able to listen to others when working in a group Contribute ideas as part of a group discussion, taking on board previous contributions from peers. 	<ul style="list-style-type: none"> Be able to listen to others when in a group, acknowledging when a view is different from their own Contribute ideas as part of a group discussion, and appreciate that not everyone's contribution may be used. Understand the benefits of working as a group (e.g. bringing in varied experiences/skills) 	<ul style="list-style-type: none"> Appreciate that people will have different views on various subjects, and be able to compromise. Understand that in some instances decisions are based on a majority basis. Come to a joint agreement on a topic/task/outcome as a result of group work.
		2.14 I can identify and assess risks.	<ul style="list-style-type: none"> Begin to be aware of what we mean by 'risk' - both inside and outside of school Begin to identify some simple actions that can be put in place to reduce risks 	<ul style="list-style-type: none"> Understand that some 'risks' can be categorised as 'high' or 'low' Know that there are actions that we can put in place to reduce risks - including at home and in school. 	<ul style="list-style-type: none"> Be able to identify a risk as being 'high' or 'low' and give simple examples of the consequences of taking risks. Know that we don't always need to stop an activity because of a possible risk, as long as it can be safely managed. Be able to give examples of actions that can reduce 'risks' from taking place so they are managed safely.

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How we engage with social influences shapes who we are and affects our health and well-being	Through opportunities to;	2.15 I can recognise and follow the rules and norms of different groups and situations in which I take part.	<ul style="list-style-type: none"> Understand class rules and begin to understand school rules Demonstrate respect for the needs of others. 	<ul style="list-style-type: none"> Have respect for class and school rules Be aware that actions have consequences Be aware of society's rules Demonstrate respect for the needs of others. 	<ul style="list-style-type: none"> Understand class and school rules and protocols Have respect for class and school rules Have respect for society's rules Be aware that actions have consequences Demonstrate respect for the needs of others.
		2.16 I can change how I interact and behave in different situations with support.	<ul style="list-style-type: none"> Take responsibility for their own actions Begin to respond appropriately to danger both in and out of school 	<ul style="list-style-type: none"> Take responsibility for their own actions Respond appropriately to danger both in and out of school. 	<ul style="list-style-type: none"> Take responsibility for their own actions Develop an awareness of the need to keep them safe and take responsibility for personal safety Begin to resist unwanted peer pressure
		2.17 I can recognise that there are similarities and differences between people's values and attitudes.	<ul style="list-style-type: none"> Begin to understand that people have choices Begin to describe and understand their Welsh identity Understand and demonstrate politeness and tolerance towards all others. 	<ul style="list-style-type: none"> Begin to understand that people differ in what they believe to be right or wrong Understand and demonstrate politeness and tolerance towards all others. Understand that people have choices Begin to appreciate that people differ in what they believe to be right or wrong. 	<ul style="list-style-type: none"> Understand their Welsh identity and value the diversity of their community and the values that are part of that diversity. Understand and demonstrate politeness and tolerance towards all others. Begin to explore personal values Begin to appreciate that people differ in what they believe to be right or wrong.

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Healthy relationships are fundamental to our well-being	Through opportunities to;	2.18 I can recognise that there are different types of relationships beyond my family and friends	<ul style="list-style-type: none"> Demonstrate care, respect and affection for other children and adults. Describe people who are special Be aware that others have different special people Identify key members of their family 	<ul style="list-style-type: none"> Explain why people are special to them Understand family is different for others and that everyone will have different significant people in their lives. Begin to describe friendships outside of family. 	<ul style="list-style-type: none"> Begin to describe relationships they have outside of family Begin to identify what a 'safe' relationship looks like and how this makes us feel. Begin to identify when a relationship is not safe and may put us in danger
		2.19 I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.	<ul style="list-style-type: none"> Begin to demonstrate an awareness of the feelings of others. Begin to think about how to best express their feelings 	<ul style="list-style-type: none"> Demonstrate an awareness of the feelings of others. Begin to think about how to appropriately express their feelings 	<ul style="list-style-type: none"> Be aware of appropriate ways to express their feelings. Understand the relationship between actions and feelings Demonstrate an awareness of the feelings of others. Begin to manage emotions and develop coping strategies.
		2.20 I can make friends and try to resolve disagreements, seeking support when needed.	<ul style="list-style-type: none"> Make and maintain friendships Begin to understand that our actions and words have consequences 	<ul style="list-style-type: none"> Develop and describe friendship skills. Know when their actions or words have hurt another and make amends. 	<ul style="list-style-type: none"> Develop and describe friendship skills Work co-operatively to solve problems
		2.21 I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.	<ul style="list-style-type: none"> Develop an awareness of the need to keep themselves safe Know that there is appropriate and inappropriate touching (where your underwear covers) Begin to respond appropriately to danger both in and out of school. 	<ul style="list-style-type: none"> Respond appropriately to danger both in and out of school. Describe people they can trust Know who to go to if feeling unsafe 	<ul style="list-style-type: none"> Develop an awareness of the need to keep themselves safe and take responsibility for personal safety Know who to go to when feeling unsafe including agencies (ChildLine, police) who can help them to feel safe.
		2.22 I can understand that everyone has rights and, with support, I can respect those rights.	<ul style="list-style-type: none"> Understand the difference between 'needs' and 'wants' and those things we need are called 'rights' 	<ul style="list-style-type: none"> Begin to understand that they have rights and entitlements regardless of their background or situation and can express their needs freely. 	<ul style="list-style-type: none"> Understand some of the rights that affect them in their daily life and to understand what to do when these rights are not met. Begin to understand poverty and inequality Begin to develop a positive attitude on issues of poverty and fairness.