


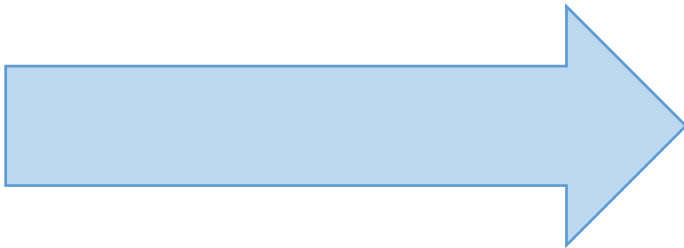
Curriculum for Wales	AoLE Focus	HEALTH AND WELLBEING			
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with experiences that will allow them to; become healthy, resilient and independent individuals, able to achieve their full potential. Learners 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	3			
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 that we aim to develop Pupils Skills through.			Pupils will be provided with an opportunity to experience:-		
In Year 5, Pupils will learn about...		In Year 6, 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▪ Opportunity to engage in team building and personal skills as part of overnight residential experience	
<ul style="list-style-type: none">▪ Importance of being a citizen; identifying rights and responsibilities and associated rewards and consequences. Also exploring democracy.▪ Cultural differences, enjoying and respecting other cultures but also how this can be used to cause conflict; racism▪ Effects of bullying and the various types of bullying that exist; including rumours and name calling.▪ Goals and dreams and the importance of jobs and careers in supporting living.▪ The factors that can impact on maintaining a healthy body/lifestyle; alcohol, anti-social behaviour, smoking (including vaping)▪ Building their own self-esteem and self-worth, including the impact of social media and online screen time on body image and mental health▪ Understanding the impact of grooming online and the importance of staying SMART online▪ The changes in their body as they get older including puberty, conception (including IVF) and coping with change.▪ Appreciating the ‘Farm to Fork’ journey and preparing meals using a range of ingredient (e.g. creating a Bolognese)▪ Take part in regular physical activity including ball games; rugby, volleyball, basketball		<ul style="list-style-type: none">▪ Global citizenship and the place of children’s universal rights including the Importance of democracy and having a voice.▪ Choices, consequence and rewards; including feeling welcomed and valued.▪ The importance of role modelling, and discouraging anti-social behaviour▪ What makes us unique including challenging perceptions of ‘normality’ and understanding disabilities▪ Understanding bullying and the importance of inclusion both in school and wider world▪ Making a difference in the world, and know how this is often achieved through voluntary work and charitable causes.▪ How substances can affect the body and taking personal responsibility for actions that affect us.▪ Exploitation of people, including ‘county lines’ and gang cultures▪ Promoting own mental health and managing stress; particularly around transition▪ Relationships that have an impact on us including; love and loss, power and control, assertiveness and identifying sources of support.▪ Importance of staying safe online and taking responsibility when using technology; including the area of sexting▪ Aspects of maintaining a healthy body and changes that occur as you grow up; including puberty, conception to birth, Physical attraction, respect and consent, girlfriend/boyfriends▪ Creating a 3 course meal to encourage a healthy lifestyle, promoting an understanding of farm to fork processes.▪ Take part in regular physical activity including bat games; cricket, rounders			
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		Descriptions of Learning	What this looks like in YEAR 5:	What this looks like in YEAR 6:	On to YEAR 7:
Developing physical health and well-being has lifelong benefits.	Through opportunities to;	3.1 I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress	<ul style="list-style-type: none">▪ Show contrasting speed, level and shape by combing movements in response to a stimulus▪ Further develop turning, spinning, rolling▪ Link various pathways when moving, making pathways through changes to direction, moving as a group and in unison▪ Play small sided version of known net and ball games▪ Play small sided versions of known striking and fielding games▪ Can develop rules and scoring systems▪ Be able to identify their own progress and evaluate their own progress.	<ul style="list-style-type: none">▪ Counter balance without support and develop basic shapes by adding own variations.▪ Structure short dances with clear beginnings, middle and ends as a response to a given stimulus.▪ Combine longer phases of movement involving exploration and improvisation, refining and practicing.▪ Recognise basic choreographic structures and evaluate a performance against quality criteria.▪ Combine different passing, receiving, shooting, marking and dodging techniques.▪ Play recognisable but modified versions of conventional games.▪ Evaluate their own and others work suggesting ways of improving.	

TAFF BARGOED LEARNING PARTNERSHIP

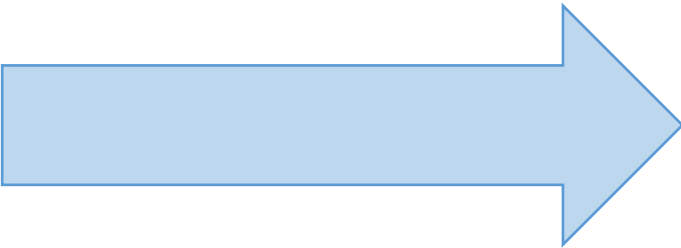
School Curriculum – Whole School Progression

		3.2 I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan, prepare basic nutritious meals.	<ul style="list-style-type: none"> Explain that a person needs to maintain a balance of food, and exercise to lead a healthy lifestyle Identify that if a person has too much body fat this may lead to poor health. Know and describe the right types of food and drink that are important for healthy bodies. Begin to plan and prepare healthy meals. Know the dangers of tobacco and alcohol 	<ul style="list-style-type: none"> Explain that a person needs to maintain a balance of food, and exercise to lead a healthy lifestyle Be provided with an opportunity to plan and prepare healthy meals. Identify that if a person has too much body fat this may lead to poor health. Take an increasing responsibility for maintaining a healthy body Understand the harmful effects to themselves and others of tobacco, alcohol and other legal and illegal substances 	
		3.3 I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behavior to support my physical and emotional health, setting myself targets.	<ul style="list-style-type: none"> Begin to understand the physical and emotional benefits of a healthy lifestyle. Recognise some of the changes to their bodies as they grow and some of the reasons for physical and emotional changes, including at puberty. Begin to identify when their behaviours change in response to an external source and identify steps to take in order to help them 	<ul style="list-style-type: none"> Understand the physical and emotional benefits of a healthy lifestyle. Recognise some of the changes to their bodies as they grow and some of the reasons for physical and emotional changes, including at puberty. Know the physical and emotional changes which occur at conception, pregnancy and birth. Identify when their behaviours change in response to an external source and identify steps to take in order to help them Begin to set themselves targets in improving their own feelings and behaviour. 	
		3.4 I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.	<ul style="list-style-type: none"> Begin to understand and describe why exercise is important for healthy bodies. Manage different emotions and begin to develop strategies to resolve conflict. 	<ul style="list-style-type: none"> Understand and describe why exercise is important for healthy bodies. Manage different emotions and develop strategies to resolve conflict (including bullying). Know and describe how hygiene will maintain a healthy body and take responsibility for personal hygiene. 	

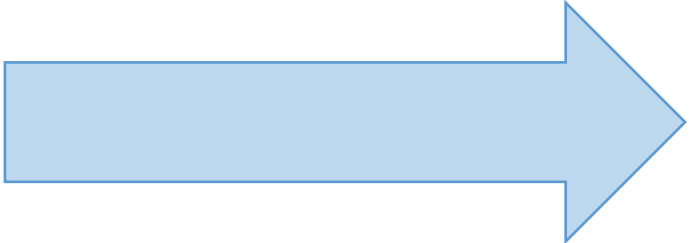
Within our Curriculum for **Expressive Arts**, our pupils will develop as **Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors**. Enrichment and Experiences within this AoLE, at our School, will include opportunities for;

What Matters Statement		Descriptions of Learning	What this looks like in YEAR 5 :	What this looks like in YEAR 6 :	On to YEAR 7 :
How we process and respond to our experiences affects our mental health and emotional well-being.	Through opportunities to;	3.5 I can recognise the benefits of being able to focus attention on my perceptions and know thoughts and know that I am developing my self-awareness.	<ul style="list-style-type: none"> Begin to recognise the benefits of being able to focus attention on their perceptions and thoughts Begin to identify that they are developing my self-awareness 	<ul style="list-style-type: none"> Recognise the benefits of being able to focus attention on their perceptions and thoughts Demonstrate a positive self-image 	
		3.6 I can self-regulate my emotions in a healthy way using strategies that I have developed.	<ul style="list-style-type: none"> Begin to self-regulate their emotions in a healthy way using strategies that they have developed. 	<ul style="list-style-type: none"> Self-regulate their emotions in a healthy way using strategies that they have developed. 	
		3.7 I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.	<ul style="list-style-type: none"> Begin to see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. 	<ul style="list-style-type: none"> Understand the various ways that they are able to communicate their feelings and seek support for promoting positive mental health. Be aware of external agencies that can support them with their mental health. 	
		3.8 I can ask for help when I need it from People I trust.	<ul style="list-style-type: none"> Know who to go to when needing help – both in school and outside of school Be aware of external agencies who can help 	<ul style="list-style-type: none"> Identify key people who they trust and know who to turn to when needing help Know those people who they can trust 	
		3.9 I can reflect on the way that past events have affected my thoughts, feelings and actions	<ul style="list-style-type: none"> Begin to reflect on the way that past events have affected their thoughts, feelings and actions 	<ul style="list-style-type: none"> Reflect on the way that past events have affected their thoughts, feelings and actions 	
		3.10 I can anticipate how future events may make me and others feel.	<ul style="list-style-type: none"> Begin to anticipate how future events may make them and others feel. 	<ul style="list-style-type: none"> Anticipate how future events may make them and others feel. 	
		3.11 I can empathize with others	<ul style="list-style-type: none"> Begin to empathise with others experiences and feelings. Understand the concepts of poverty and inequality Demonstrate a positive attitudes on issues of poverty and fairness. 	<ul style="list-style-type: none"> Empathise with others experiences and feelings. Understand how poverty and inequality can cause problems Demonstrate a positive attitudes on issues of poverty and fairness. 	
		3.12 I can understand how experiences affect me and others.	<ul style="list-style-type: none"> Understand that people come from diverse backgrounds and bring a range of experiences with them Begin to understand how our experiences can affect us in longer life. 	<ul style="list-style-type: none"> Understand how our experiences can affect us in longer life. 	


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What Matters Statement		Descriptions of Learning	What this looks like in YEAR 5 :	What this looks like in YEAR 6 :	On to YEAR 7 :
Our decision making impact on the quality of our lives and the lives of others	Through opportunities to;	3.13 I can make considered decisions, taking into account available information, including past experiences	<ul style="list-style-type: none"> Understand that people make their own choices and respect others choices Reflect on whether choices make a decision easier or more difficult Begin to consider evidence as the basis of a decision. 	<ul style="list-style-type: none"> Understand that people make their own choices and respect others choices Reflect on whether choices make a decision easier or more difficult Give reasons for a decision, using experience/evidence 	
		3.14 I can set appropriate goals.	<ul style="list-style-type: none"> Enjoy and value their learning, achievements and success and that of others Recognise the ways in which they learn best and begin to set targets that will help them improve. Take greater responsibility for their learning. 	<ul style="list-style-type: none"> Enjoy and value their learning, achievements and success and that of others Reflect on progress and identify strengths and weaknesses Set themselves SMART goals for improving Take responsibility for their learning 	
		3.15 I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.	<ul style="list-style-type: none"> Begin to understand how local actions have global effects 	<ul style="list-style-type: none"> Understand how local actions have global effects because of connections between places and people 	
		3.16 I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.	<ul style="list-style-type: none"> Understand how the decisions we make affect the environment Understand that decisions can be made democratically. 	<ul style="list-style-type: none"> Understand how the decisions we make individually and collectively affect the environment Understand that decisions can be made democratically, and that these can impact on our everyday lives. 	
		3.17 I can identify and assess risks, and I can take steps to reduce them.	<ul style="list-style-type: none"> Identify when something may be considered a risk to them and outline some actions to overcome these risks. 	<ul style="list-style-type: none"> With confidence, risk assess a situation, identifying the actions needed to prevent harm. 	

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How we engage with social influences shapes who we are and affects our health and well-being	Through opportunities to;	3.18 I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.	<ul style="list-style-type: none"> Have respect for class and school rules Understand and have respect for society's rules Take responsibility for their own actions. 	<ul style="list-style-type: none"> Understand class and school rules and set protocols Have respect for class and school rules Have respect for societies rules 	
		3.19 I can interact pro-socially in different groups and situations.	<ul style="list-style-type: none"> Show interest in all aspects of school life Contribute to social actions that have a positive impact – e.g. raising money for charity, litter picking Develop practical 'life-skills' Work co-operatively to solve problems. 	<ul style="list-style-type: none"> Take an active interest in all aspects of school life Contribute to social actions that have a positive impact – e.g. raising money for charity, litter picking Develop practical 'life-skills' Work co-operatively to solve problems. 	
		3.20 I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.	<ul style="list-style-type: none"> Begin to explore personal values Begin to appreciate that cultural values and religious beliefs shape the way people live. 	<ul style="list-style-type: none"> Explore personal values Understand that cultural values and religious beliefs shape the way people live. 	

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Healthy relationships are fundamental to our well-being	Through opportunities to;	3.21 I can understand that there are differences within types of relationships and that relationships change over time.	<ul style="list-style-type: none"> Demonstrate a positive self-image and sense of belonging to a range of communities 	<ul style="list-style-type: none"> Understand and demonstrate politeness and tolerance towards all others Understand the value of diversity 	
		3.22 I can communicate my needs and feelings, and respond to those of others.	<ul style="list-style-type: none"> Express their feelings appropriately Understand the relationship between actions and feelings 	<ul style="list-style-type: none"> Express their feelings appropriately Understand the relationship between actions and feelings 	
		3.23 I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.	<ul style="list-style-type: none"> Know when their actions or words have hurt another and make amends. Understand the nature of bullying Resist unwanted peer pressure 	<ul style="list-style-type: none"> Understand the nature of bullying and the situations which produce conflict Deal with unwanted peer pressure appropriately Manage different emotions and develop strategies to resolve conflict and bullying. 	
		3.24 I can reflect on the characteristics of safe relationships and I can seek support when needed.	<ul style="list-style-type: none"> Be aware of the need to keep themselves safe and take responsibility for personal safety. Distinguish between appropriate and inappropriate touching Know who to go to when feeling unsafe 	<ul style="list-style-type: none"> Be aware of the need to keep themselves safe and take responsibility for personal safety. Distinguish between appropriate and inappropriate touching and understand 'personal boundaries' Know who to go to when feeling unsafe 	
		3.25 I can respect the right of others and I understand how these impact on myself and others.	<ul style="list-style-type: none"> Understand that they have rights and entitlements regardless of their background or situation and can express their needs freely. Demonstrate respect for the needs of others. 	<ul style="list-style-type: none"> Understand their rights and the rights of others, regardless of their background or situation and the importance of democratic decision making. Understand the need to respect the needs of others. 	