

CfE Health and Wellbeing Progression Pathway

Second Level P5-P7

CfE Health and Wellbeing - Cross Cutting Life Skills

| Social Skills | | | |
|--|--|---|--|
| Verbal Communication | Non Verbal Communication | Attitudes & Values | Empathy |
| I am able to talk to other people in a respectful manner | I am able to use appropriate signs and actions to communicate with other people | I understand that other people may have different beliefs and values to my own | I can feel and share another person's emotions in a positive way |
| I can contribute to group discussion and summarise what has been said | I can respond appropriately to the signs and actions that other people use to communicate | I believe in my own self worth | I demonstrate a desire to help other people at home and beyond |
| I can speak in front of others and to different audiences | I am aware that other people's body language and facial expressions are a means of communicating how they feel | I am beginning to understand there are positive values that are important in a person | |
| I can use evidence to support my opinion and present this to a group | | | |
| I can tell the difference between using appropriate and inappropriate language | | | |

| Cognitive Skills | | | | |
|---|--|--|---|--|
| Prioritising | Decision Making | Problem Solving | Self Regulation & Concentration | Creating |
| I know what I need to do first to complete things on time | I can explain how I make my decisions | I can justify the reasons for my ideas to find solutions | I am able to focus on completing most tasks | I am able to evaluate how appropriate and effective my ideas will be |
| I can describe the steps I need to do to complete things | I can influence others to make positive choices | I am able to explain why things have worked or not | I understand the need to control impulsive behaviour | I am able to show my inventiveness in a variety of situations |
| | I am able to set and review how well I have met my targets | | I am able to ignore distractions and effectively stay on task | |

| Choices and Changes | | |
|---|---|---|
| Making Choices | Dealing with Change | Planning for the Future |
| I can use what I know about myself to help make the right choices | I can respond in different ways when faced with changes in my routine | I can investigate the careers which interest me |
| | I can find out about any support I may need | |

| Food and Health | | | |
|--|--|---|--|
| Food Hygiene | A Healthy Diet | The Journey of Food | The Role of Food |
| I can prepare food safely avoiding any cross contamination | I know the key healthy eating messages | I can describe the Journey of most foods from nature to the plate | I can use my senses to describe food |
| I know the difference between 'use by' and 'best before' dates | I can create a healthy eating plan | I understand that food can be sourced from around the world | I can set a table for a social occasion |
| | I know why I need to keep my body and brain hydrated | I understand the need to prevent food related waste | I can prepare and select foods for a range of social, cultural or religious events |

| My Safety | |
|---|---|
| Protecting Myself and Others | Dealing with Emergencies |
| I know how to travel safely on all modes of transport | I know how to get help in an unsafe situation |
| I can assess risk to protect myself | I can apply basic first aid |
| I can support others to assess risky situations | |

| Substance Misuse | |
|---|---|
| Knowing about Substances | Understanding the Risks |
| I can explain which substances are good for me | I can identify the risks involved in using harmful substances |
| I can explain which substances are harmful to me | I know that using harmful substances can affect peoples ability to make decisions |
| I am aware of some of the effects that substances have on the body | |
| I am aware of some of the effects that substance misuse would have on those around me | |
| I know that my peer group can influence my attitude towards the use of substances | |
| I know that social media and the internet can influence my attitude towards the use of substances | |

Social Skills

Verbal Communication
Non Verbal Communication
Attitudes & Values
Empathy

Personal Qualities

Confidence & Self-esteem
Determination & Resilience
Motivation
Respect
Responsibility
Leadership

Cognitive Skills

Prioritising
Decision Making
Problem Solving
Self Regulation & Concentration
Creating

Relationships

Thoughts & Feelings
Trust & Commitment
Understanding Others
Tolerance
Friendships

CfE Health and Wellbeing - key skills and knowledge

Choices and Changes

Making Choices
Dealing with Change
Planning for the Future

Physical Competencies

Balance
Coordination & Fluency
Rhythm & Timing
Gross Motor Skills
Fine Motor Skills
Kinaesthetic Awareness

Food and Health

Food Hygiene
A Healthy Diet
The Journey of Food
The Role of Food

Physical Fitness

Stamina
Speed
Flexibility
Core Stability & Strength
Being Active

My Safety

Protecting Myself and Others
Dealing with Emergencies

Sexual Health

Body Awareness
Knowing my Rights
Keeping myself Safe
Reproduction

Substance Misuse

Knowing about Substances
Understanding the Risks

Parenthood

Caring for Life
Role of Parent or Carer

Personal Qualities

| Confidence & Self Esteem | Determination & Resilience | Motivation | Respect | Responsibility | Leadership |
|---|--|---|--|---|---|
| I can recognise when I achieve success | I don't give up when faced with a challenge | I can motivate myself to set personal goals | I treat everyone the way I want to be treated | I can take responsibility for my own actions | I can demonstrate a positive leadership role in the school, in the wider community and beyond |
| I know what I need to do to be successful | I recognise that effort and perseverance are required to achieve success | I want to do my best in most things | I can listen and respond positively to others points of view | I know that my actions have consequences | I am able to take on the different roles in a group with confidence |
| I can talk about things that will help build my self esteem | I can manage my emotions when I don't succeed | | I recognise the skills and talents of others | I know that I need to have self control in my own actions | |
| I can recognise when I am not feeling good about myself | | | | | |

Relationship Features

| Thoughts & Feelings | Trust & Commitment | Understanding Others | Tolerance | Friendships |
|---|---|---|--|---|
| I can reason with how I am feeling | I understand the need to show loyalty to my friends, family and others | I can build and develop positive relationships with others | I can show consideration and respect for the beliefs and opinions of others | I am able to make friends based on similar interests and values |
| I can show regard to how others are feeling | I understand the importance of trust in my relationships with others | I show consideration to the thoughts and feelings of my friends, family and others | I respect the rights of others | I understand the importance of friendship and managing conflict |
| I am aware of my own and others emotional state of mind | I am aware that power and control can sometimes be used to have a negative impact on my relationships with others | I am beginning to recognise that we all develop different coping strategies to deal with uncomfortable situations | I am beginning to understand that making assumptions about others can sometimes be hurtful | I accept the differences in my friendship group |
| I understand what I am thinking | | | | |

Physical Competencies

| Balance | Coordination & Fluency | Rhythm & Timing | Gross Motor Skills | Fine Motor Skills | Kinaesthetic Awareness |
|---|--|---|--|---|--|
| I can balance when I am still or moving | I can coordinate my hands, eyes and feet to create movements that have a beginning, middle and end | I can create movements in time to the rhythm, beat, music and words with or without equipment | I can do big movements such as running, jumping, skipping, twisting and rolling as part of a sequence of movements | I can use my small movement skills and can coordinate my hands, eyes and feet to improve my performance | I can work with others to share free space efficiently |
| I can keep balanced while using objects | | I can keep to the rhythm and timing of a game | | | I know what it feels like when my body performs the skills to a high quality |
| I can use different parts of my body to help me keep balance and control of my movement | | | | | |

Physical Fitness

| Speed | Stamina | Flexibility | Core Stability & Strength | Being Active |
|---|---|--|--|---|
| I can move at different speeds | I know how to pace myself in a challenging performance | I can move in a flexible and dynamic way in most movements | I can use my strength to support my body weight during physical activity | I know the health benefits to regular physical activity |
| I can change direction quickly and in balance | I know how to measure my heart rate | | I can demonstrate control of my posture during physical activity | |
| I can accelerate quickly from stationary | I know that success in some activities requires stamina | | I can use my stomach and back muscles to help me balance | |
| I know that success in some activities depends on speed | | | | |

Sexual Health

| Body Awareness | Knowing my Rights | Keeping myself Safe | Reproduction |
|--|---|---|--|
| I can describe the physical and emotional changes that happen during puberty | I understand there are laws which protect me from inappropriate behaviour | I know how to keep myself safe from inappropriate behaviour | I understand the process of conception to birth |
| I understand the importance of personal hygiene during puberty | | I know where to get help and support if I need it | I can use the correct names for all private body parts and reproductive organs |

Parenthood

| Caring for Life | Role of Parent/Carer |
|--|---|
| I know that people of all ages need cared for and looked after | I know what responsibilities are needed to be a parent or carer |
| | I know what support is available for young carers |