



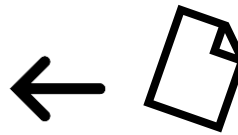
# Health & Wellbeing Glasgow



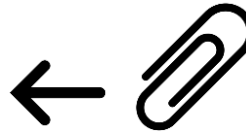
All Learners in Glasgow have a universal entitlement to a health and wellbeing education. This will support them in recognising the different ways in which they can make **positive choices** to live a **healthy lifestyle** and improve their own wellbeing. Learners will be further supported in promoting, restoring and maintaining **positive lasting relationships** and **building resilience**. Through **nurturing and inclusive approaches**, Learners will **develop skills** that provide the building blocks for the positive life choices they will make into adulthood, **helping them thrive** in everyday life.

Welcome to the Glasgow Health and Wellbeing Framework. This planning tool has been organised in levels and then split into individual stages. Within each stage, there are suggested bundles of E's and O's. These are further supported with suggested resources and benchmarks.

Experiences  
and  
Outcomes



Linked  
resources



SUGGESTED bundling of  
E's & O's for stage



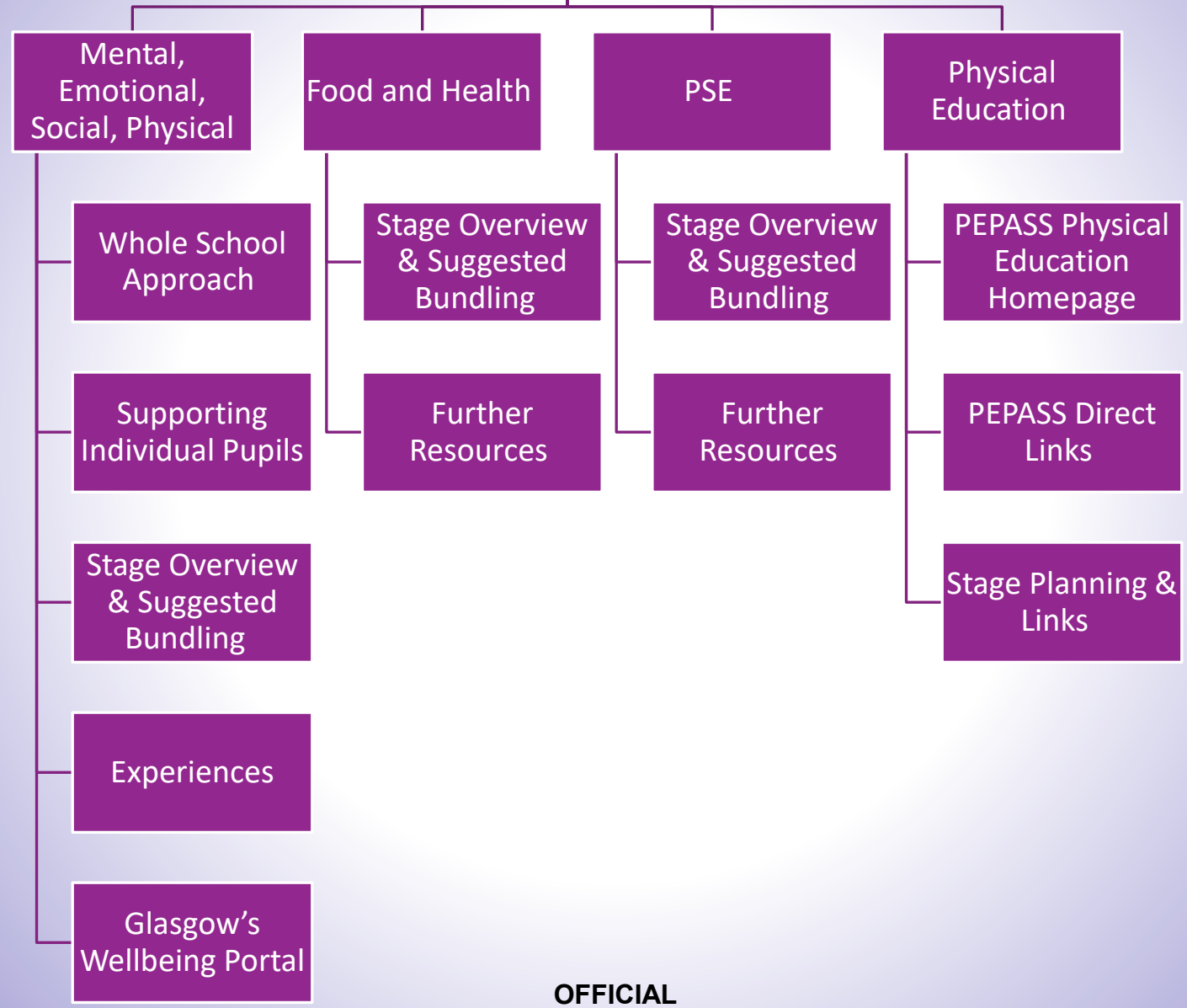
Benchmarks for Assessment



**Health & Wellbeing  
Framework**  
*Click to begin*

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# Health and Wellbeing Framework



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## Whole School Approach



### Useful Links

As a Nurturing City, the implementation of whole school nurturing approaches have ensured that all children and young people have access to education in an establishment that puts building trusting relationships as central to developing positive mental health and wellbeing. We can build on these foundations by using the nurturing principles

#### Vision, Values & Aims

<https://education.gov.scot/improvement/hgiocld/how-good-is-our-cld/leadership-and-direction/vision-culture-and-direction/>

#### School Ethos

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/documents/>

#### Glasgow as a Nurturing City

<http://www.goglasgow.org.uk/Pages/View/40>



## Supporting Individual Pupils



### Useful Links

The wellbeing of all children, including those with a range of additional support needs, is essential in ensuring each child and young people are provided with the opportunities and support needed for them to thrive.

Nurture UK

[www.nurtureuk.org](http://www.nurtureuk.org)

Psychological Services

<http://www.goglasgow.org.uk/Pages/View/103>

Inclusion Support Services

<http://www.goglasgow.org.uk/Pages/View/38>



## Supporting Individual Pupils- Useful Links

Theme	Useful Resources	Link
<b>Nurture</b>	Nurture UK – National Website providing professional reading and training.	nurtureuk.org
	Guidelines for Glasgow Primary nurture groups	<a href="http://www.goglasgow.org.uk/Pages/View/40">http://www.goglasgow.org.uk/Pages/View/40</a>
<b>Psychological Services</b>	This website will provide information about GPS and details of some of the work that they are currently involved in across Glasgow City Council with educational establishments, children, young people and families.	<a href="https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/">https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/</a>
<b>Inclusion Support Services</b>	<b>Visual Impairment Inclusion Support Service/Mobility Service</b>	<a href="mailto:headteacher@hazelwood.glasgow.sch.uk">headteacher@hazelwood.glasgow.sch.uk</a>
	<b>Hearing Impairment Inclusion Support Service</b>	<a href="mailto:headteacher@st-rochs-pri.glasgow.sch.uk">headteacher@st-rochs-pri.glasgow.sch.uk</a>
	<b>ASL Technology Service</b>	<a href="mailto:headteacher@st-rochs-pri.glasgow.sch.uk">headteacher@st-rochs-pri.glasgow.sch.uk</a> <a href="https://blogs.glowscotland.org.uk/gc/asltech/">https://blogs.glowscotland.org.uk/gc/asltech/</a>
	<b><u>Language and Communication Inclusion Support Service</u></b>	<b>Middlefield School – Anne Woods</b> <a href="mailto:headteacher@middlefield-res.glasgow.sch.uk">headteacher@middlefield-res.glasgow.sch.uk</a> <a href="mailto:SLCNO outreach@middlefield-res.glasgow.sch.uk">SLCNO outreach@middlefield-res.glasgow.sch.uk</a>





# HWB; Responsibility for All : Experiences and Outcomes



## Mental and Emotional Wellbeing

I am aware of and able to express my feelings and am developing the ability to talk about them [HWB 0-01a](#) / [HWB 1-01a](#) / [HWB 2-01a](#) / [HWB 3-01a](#) / [HWB 4-01a](#)

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 0-02a](#) / [HWB 1-02a](#) / [HWB 2-02a](#) / [HWB 3-02a](#) / [HWB 4-02a](#)

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](#) / [HWB 1-03a](#) / [HWB 2-03a](#) / [HWB 3-03a](#) / [HWB 4-03a](#)

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 0-04a](#) / [HWB 1-04a](#) / [HWB 2-04a](#) / [HWB 3-04a](#) / [HWB 4-04a](#)

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 0-05a](#) / [HWB 1-05a](#) / [HWB 2-05a](#) / [HWB 3-05a](#) / [HWB 4-05a](#)

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](#) / [HWB 1-06a](#) / [HWB 2-06a](#) / [HWB 3-06a](#) / [HWB 4-06a](#)

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss

[HWB 0-07a](#) / [HWB 1-07a](#) / [HWB 2-07a](#) / [HWB 3-07a](#) / [HWB 4-07a](#)

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](#) / [HWB 1-08a](#) / [HWB 2-08a](#) / [HWB 3-08a](#) / [HWB 4-08a](#)

## Social Wellbeing

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](#) / [HWB 1-09a](#) / [HWB 2-09a](#) / [HWB 3-09a](#) / [HWB 4-09a](#)

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](#) / [HWB 1-10a](#) / [HWB 2-10a](#) / [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 0-11a](#) / [HWB 1-11a](#) / [HWB 2-11a](#) / [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 0-12a](#) / [HWB 1-12a](#) / [HWB 2-12a](#) / [HWB 3-12a](#) / [HWB 4-12a](#)

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](#) / [HWB 1-13a](#) / [HWB 2-13a](#) / [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 0-14a](#) / [HWB 1-14a](#) / [HWB 2-14a](#) / [HWB 3-14a](#) / [HWB 4-14a](#)

## 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 0-15a](#) / [HWB 1-15a](#) / [HWB 2-15a](#) / [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 0-16a](#) / [HWB 1-16a](#) / [HWB 2-16a](#) / [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 0-17a](#) / [HWB 1-17a](#) / [HWB 2-17a](#) / [HWB 3-17a](#) / [HWB 4-17a](#)

I know and can demonstrate how to travel safely [HWB 0-18a](#) / [HWB 1-18a](#) / [HWB 2-18a](#) / [HWB 3-18a](#) / [HWB 4-18a](#)

Welcome to **Mental, Emotional, Social and Physical Wellbeing** –  
Please select the year group to view the stage overview, suggested bundling and resources



**Early Level**

**First Level**

**Second Level**

**Third Level**

[Early Years](#)

[Primary 2](#)

[Primary 5](#)

[S1](#)

[Primary 1](#)

[Primary 3](#)

[Primary 6](#)

[S2](#)

[Primary 4](#)

[Primary 7](#)



# Mental, Emotional, Social and Physical Wellbeing Entitlements

	Early	First	Second	Third	Fourth
Mental and Emotional	<p>Learners are able to identify and name a range of feelings they experience and to link these feelings to different behaviours.</p> <p>Learners are able to demonstrate ways they can look after themselves and others.</p>	<p>Learners are able to understand a wide range of emotions and will be able to apply a range of strategies to help them thrive.</p> <p>Learners are able to identify ways in which we can build positive relationships.</p>	<p>Learners are able to identify ways in which their experiences influence emotions and behaviour. They will recognise where and how to access support.</p> <p>Learners have a clear understanding of the ways in which relationships can impact our everyday lives.</p>	<p>Learners recognise that we all experience a variety and intensity of emotion which influences our behaviour and response to the world around us .</p>	<p>Learners demonstrate the ability to regulate their emotional response to the world around them and seek appropriate help for themselves or others when facing adversity.</p>
Social	<p>Learners will develop an understanding of positive relationships and how they, as young people, are valued by others. They will explore their own interests and recognise how they can help and support others.</p>	<p>Learners will have the opportunity to explore different types of relationships and how to treat others with respect. They will recognise how they can bring about positive changes in their classroom and value the contributions made by others.</p>	<p>Learners will explore their rights and what happens when these rights are not upheld. They will be able to recognise the characteristic of positive and negative relationships and will work towards taking responsibility for positive change in their school.</p>	<p>Learners demonstrate an understanding of how they can positively contribute to their community through exercising their rights and responsibilities.</p>	<p>Learners develop confidence, responsibility and positive relations through their active contribution to their community.</p>
Physical	<p>Learners will be able to identify different body parts. They will have an understanding of how to keep themselves safe in risky situations and who to ask if they need help.</p>	<p>Learners will be able to explore ways to keep their mind and body healthy. They will be able to identify risky situations and explore ways to reduce the risk in order to keep themselves and others safe.</p>	<p>Learners will be able to explore how the body reacts and changes depending on how you look after it. They will be able to take responsibility for managing risk and will explore ways to help others in emergency situations.</p>	<p>Learners understand the working of the body and how to protect themselves and others from harm.</p>	<p>Learners demonstrate strategies to use to keep themselves and others safe to improve HWB in the community.</p>





# Early Years

Health and Wellbeing

Mental, Emotional, Social and Physical Wellbeing



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# Early Years Overview – Health and Wellbeing Responsibility for All



**Early  
Years**

**Mental and Emotional  
Wellbeing**

**HWB 0-01a – HWB 0-08a**

**Social**

**HWB 0-09a – HWB 0-14a**

**Physical**

**HWB 0-15a – HWB 0-18a**

**Suggested  
Bundles**

HWB 0-01a – HWB 0-04a  
HWB 0-05a – HWB 0-06a  
HWB 0-07a – HWB 0-08a

HWB 0-09a – HWB 0-10a  
HWB 0-11a – HWB 0-12a  
HWB 0-13a – HWB 0-14a

HWB 0-15a  
HWB 0-16 – HWB 0-17a  
HWB 0-18a

**Suggested  
Resources**

<https://www.emotionworks.org.uk/>  
<http://www.seasonsforgrowth.org.uk/>  
<https://www.emotionalabcs.com/>  
Bounce Back

<https://www.leaderinme.org/resource-center/>

[Connections – Supporting the delivery of quality physical Education](#)

**Experiences & Outcomes  
Background Reading**

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# Early Years – Experiences and Outcomes

## Mental and Emotional Wellbeing



**HWB 0-01a** I am aware of and able to express my feelings and am developing the ability to talk about them.

**HWB 0-02a** 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 0-03a** 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 0-04a** 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 0-05a** 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 0-06a** 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 0-07a** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss

**HWB 0-08a** I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

<https://www.place2be.org.uk/about-us/where-we-work/child-mental-health-support-scotland/>

<https://www.emotionworks.org.uk/>

Bounce Back

<https://education.gov.scot/nih/Documents/inc52AdditionalResources.pdf>

<http://www.seasonsforgrowth.org.uk/>

# Early Years – Experiences and Outcomes

## Social Wellbeing



**HWB 0-09a** 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 0-10a** 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..

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**HWB 0-14a** I value the opportunities I am given to make friends and be part of a group in a range of situations

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<https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/>

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

<http://www.playscotland.org/wp-content/uploads/EYF.pdf>

<https://www.leaderinme.org/resource-center/>

# Early Years – Experiences and Outcomes

## Physical Wellbeing



**HWB 0-15a** I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

**HWB 0-16a** I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

**HWB 0-17a** I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

**HWB 0-18a** I know and can demonstrate how to travel safely.

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

<https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/>

<https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/>

# Early Years – Mental, Emotional, Social and Physical Wellbeing Background Reading



Mental and Emotional  
Wellbeing

Social Wellbeing

Physical Wellbeing

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

<https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/>

<https://www.place2be.org.uk/about-us/where-we-work/child-mental-health-support-scotland/>

[https://www.gla.ac.uk/news/archiveofnews/2015/february/headline\\_390860\\_en.html](https://www.gla.ac.uk/news/archiveofnews/2015/february/headline_390860_en.html)

[https://www.inspiringscotland.org.uk/publications/Connections – Supporting the delivery of quality physical Education](https://www.inspiringscotland.org.uk/publications/Connections--Supporting-the-delivery-of-quality-physical-Education)





# Primary 1

Health and Wellbeing

Mental, Emotional, Social and Physical Wellbeing



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# Primary 1 Overview – Health and Wellbeing Responsibility for All



**Primary 1**

**Mental and Emotional Wellbeing**

**HWB 0-01a – HWB 0-08a**

**Social**

**HWB 0-09a – HWB 0-14a**

**Physical**

**HWB 0-15a – HWB 0-18a**

**Suggested Bundles**

HWB 0-01a – HWB 0-04a  
HWB 0-05a – HWB 0-06a  
HWB 0-07a – HWB 0-08a

HWB 0-09a – HWB 0-10a  
HWB 0-11a – HWB 0-12a  
HWB 0-13a – HWB 0-14a

HWB 0-15a  
HWB 0-16a – HWB 0-17a  
HWB 0-18a

**Suggested Resources**

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<http://www.seasonsforgrowth.org.uk/>  
<https://www.emotionalabcs.com/>

<https://www.leaderinme.org/resource-center/>  
<https://rookie-rockstars.org.uk/about-rookie-rockstars/>

Connections – Supporting the delivery of quality physical Education  
Go Safe! Ziggy's Road Safety Mission  
<https://www.tigtajunior.com/RoadSafety@glasgow.gov.uk>

**Experiences & Outcomes Background Reading**

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# Primary 1 – Experiences and Outcomes

## Mental and Emotional Wellbeing



**HWB 0-01a** I am aware of and able to express my feelings and am developing the ability to talk about them.

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<https://www.emotionworks.org.uk/>

Bounce Back

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<http://www.seasonsforgrowth.org.uk/>

# Primary 1 – Experiences and Outcomes

## Social Wellbeing



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<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

<http://www.playscotland.org/wp-content/uploads/EYF.pdf>

# Primary 1 – Experiences and Outcomes

## Physical Wellbeing



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<https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/>

[https://www.gla.ac.uk/news/archiveofnews/2015/february/headline\\_390860\\_en.html](https://www.gla.ac.uk/news/archiveofnews/2015/february/headline_390860_en.html)

<https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/>

Go Safe! Ziggy's Road Safety Mission

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# Primary 1 – Mental, Emotional, Social and Physical Wellbeing Background Reading



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Social Wellbeing

Physical Wellbeing

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

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<https://www.place2be.org.uk/about-us/where-we-work/child-mental-health-support-scotland/>

<https://www.leaderinme.org/>

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# Early Years Overview – Food & Health



Early  
Years

The Food Experience

HWB 0-29a

Keeping Safe and Hygienic

HWB 0-33a

Food and Textile Technologies

TCH 0-04a  
TCH 0-04b



Suggested  
Bundles

HWB 0-29a  
HWB 0-33a  
TCH 0-04a

TCH 0-04b

[Click for  
E's and O's](#)



Suggested  
Resources

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-preparation-early-level/>

<https://www.foodstandards.gov.scot/education-resources/happy-hands>

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-4-world-of-work-early-level/>

[Click for  
Benchmarks](#)



[Click for  
Further  
Resources](#)



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# Primary 1 Overview – Food & Health



Primary 1

Developing Healthy Choices

HWB 0-30a

Nutritional Needs

HWB 0-32a

The Journey of Food

HWB 0-35a

Food and Textile Technologies

TCH 0-04b  
TCH 0-04c



Suggested Bundles

HWB 0-30a  
HWB 0-32a  
TCH 0-04c

HWB 0-35a

TCH 0-04b  
TCH 0-04c

Click for E's & O's 



Suggested Resources

<https://education.gov.scot/nih/Documents/hwb18foodskillssupportresource.pdf#page=6>

<https://education.gov.scot/nih/Documents/hwb18foodskillssupportresource.pdf#page=13>

<https://education.gov.scot/nih/Documents/hwb18foodskillssupportresource.pdf#page=35>

<https://education.gov.scot/nih/Documents/hwb18foodskillssupportresource.pdf#page=23>

Click for Benchmarks 

Click for Further Resources 

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# Early Years Overview – PSHE



Early Years

Planning for Choices & Changes

HWB 0-19a  
HWB 0-20a

Physical Activity and Health

HWB 0-27a  
HWB 0-28a

Substance Misuse

HWB 0-38a  
HWB 0-42a

Relationships, Sexual Health and Parenthood

HWB 0-45a  
HWB 0-50a  
HWB 0-51a

Suggested Bundles

HWB 0-19a  
HWB 0-20a

HWB 0-27a  
HWB 0-28a

HWB 0-38a  
HWB 0-42a

HWB 0-45a  
HWB 0-50a  
HWB 0-51a

**HWB 018a**

Suggested Resources

<https://education.gov.scot/improvement/learning-resources/career-education-standard-3-18-suite-of-learning-resources/>

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-ways-of-being-active-early-level/>

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-move-it-early-level/>

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-describe-it-early-level/>

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-dance-early-level/>

<https://www.nhsggc.org.uk/about-us/professional-support-sites/substance-misuse-toolkit/overview-of-reources>

[www.rshp.scot](http://www.rshp.scot)

<https://roadsafety.scot/learning-zone/>  
<https://www.gosafescotland.com/>

Click for Further Resources

Click for E's & O's

Click for Benchmarks

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# Primary 1 Overview – PSHE



Primary  
1

## Planning for Choices & Changes

HWB 0-19a  
HWB 0-20a

## Substance Misuse

HWB 0-38a  
HWB 0-42a

## Relationships, Sexual Health and Parenthood

HWB 0-44a	HWB 0-44b
HWB 0-45a	HWB 0-45b
HWB 0-47a	HWB 0-47b
HWB 0-48a	HWB 0-49a
HWB 0-50a	HWB 0-51a

## Suggested Bundles

HWB 0-19a  
HWB 0-20a

HWB 0-38a  
HWB 0-42a  
**HWB 0-16a**  
**HWB 0-17a**

HWB 0-44a	HWB 0-44b
HWB 0-45a	HWB 0-45b
HWB 0-47a	HWB 0-47b
HWB 0-48a	HWB 0-49a
<b>HWB 0-01a</b>	<b>HWB 0-08a</b>
<b>HWB 0-10a</b>	<b>HWB 0-15a</b>

HWB 0-50a  
HWB 0-51a

**HWB 0-16a**  
**HWB 0-18a**

## Suggested Resources

<https://education.gov.scot/improvement/learning-resources/career-education-standard-3-18-suite-of-learning-resources/>

<https://www.nhsggc.org.uk/about-us/professional-support-sites/substance-misuse-toolkit/overview-of-reources>

[www.rshp.scot](http://www.rshp.scot)

<https://roadsafety.scot/learning-zone/>

<https://www.gosafescotland.com/>

Click for  
Further  
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Click for  
Benchmarks







# Physical Education Framework

The framework for Physical Education (PE) has been organised by levels and stages within each level. This PE framework is designed as a **suggested** guide to assist practitioners navigate teaching and learning in PE.

The Physical Education Experiences and Outcomes (Es and Os) sit under the 3 main organisers:

- Movement Skills Concepts and Competencies
- Cooperation and Competition
- Evaluating and Appreciating

These Es and Os are then supported by:

-  Planning tutorials
-  Planning Exemplars
-  Content Examples
-  Further support via PEPASS blog

When planning for PE, it is possible to plan and deliver a single E and O, however we recommend bundling ensuring Es and Os are not developed in isolation.

**For example:** include

1 Movement skills, competencies and concepts E and O

Bundled with

Cooperation and competition E and O OR Evaluating and appreciating E and O

Your professional judgement and needs of your class will guide which Es and Os you choose to bundle.

Planning exemplars will offer **suggested** bundling

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## Physical Education Framework

Under each E and O we have **suggested** areas of the Physical Education Significant Aspects of Learning (SALs)/Benchmarks which will complement the delivery of the associated E and O.

These SALs/ Benchmarks have also been highlighted to provide coverage and progression within each level.

The choice of SALs area has been guided by Education Scotland's Benchmark document. [PE Benchmarks](#)

			Movement skills, competencies and concepts	Cooperation and competition	Evaluating and appreciating	
Early Level	Early Years	Experiences & Outcomes	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. <b>HWB 0-21a</b>	I am developing my movement skills through practice and energetic play. <b>HWB 0-22a</b>	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. <b>HWB 0-23a</b>	By exploring and observing movement, I can describe what I have learned about it. <b>HWB 0-24a</b>
		Suggested Significant Aspect of Learning (SALs) and linked Benchmarks	Physical Competencies	Physical Competencies	Physical Competencies	Physical Competencies
			Cognitive Skills	Cognitive Skills		
				Personal Qualities	Personal Qualities	Personal Qualities
		Physical Fitness				

In order to build upon a strong and positive Physical Education experience in our youngest learners, a focus has been placed on the same areas of SALs. In addition, there's a particular emphasis on Physical Competencies through the formative learning years in order to develop fundamental movement skills. This does not mean that these skills are any less important at other stages but does help us focus on the wider qualities and rich contexts that PE can offer.

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*This framework is a working document and will be updated regularly. Please be flexible in your approach and keep up to date with developments to ensure you can best plan for excellent learning and teaching.*



## Physical Education Framework

Select level and stage below by clicking on button to take you directly to relevant support materials.



[Early Level](#)

[Early Years](#)

[Primary 1](#)

[First Level](#)

[Primary 2](#)

[Primary 3](#)

[Primary 4](#)

[Second Level](#)

[Primary 5](#)

[Primary 6](#)

[Primary 7](#)

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			Movement skills, competencies and concepts		Cooperation and competition	Evaluating and appreciating
Early Level	Early Years	Experiences & Outcomes	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. <b>HWB 0-21a</b>	I am developing my movement skills through practice and energetic play. <b>HWB 0-22a</b>	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. <b>HWB 0-23a</b>	By exploring and observing movement, I can describe what I have learned about it. <b>HWB 0-24a</b>
		Suggested Significant Aspect of Learning (SALs) and linked Benchmarks	<a href="#">Physical Competencies</a> 🔍	<a href="#">Physical Competencies</a> 🔍	<a href="#">Physical Competencies</a> 🔍	<a href="#">Physical Competencies</a> 🔍
			<a href="#">Cognitive Skills</a> 🔍	Cognitive Skills		
				Personal Qualities	<a href="#">Personal Qualities</a> 🔍	<a href="#">Personal Qualities</a> 🔍
		<a href="#">Physical Fitness</a> 🔍				

[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

[Physical Literacy](#)

[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

FUNDamental Movement Skills

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[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

[Primary Resources](#)

[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

[Further support](#)

			Movement skills, competencies and concepts	Cooperation and competition	Evaluating and appreciating	
Early Level	P1	Experiences & Outcomes	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. <b>HWB 0-21a</b>	I am developing my movement skills through practice and energetic play. <b>HWB 0-22a</b>	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. <b>HWB 0-23a</b>	By exploring and observing movement, I can describe what I have learned about it. <b>HWB 0-24a</b>
		Suggested Significant Aspect of Learning (SALs) and linked Benchmarks	Physical Competencies	Physical Competencies	Physical Competencies	Physical Competencies
			Cognitive Skills	Cognitive Skills		
				Personal Qualities	Personal Qualities	Personal Qualities
		Physical Fitness				

[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

[Physical Literacy](#)

[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

FUNDamental Movement Skill

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[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

[Primary Resources](#)

[Planning Tutorial](#)

[Planning Exemplars](#)

[Content Example](#)

[Further support](#)

# Early Years – Early Years Overview



## Early Years

### Food & Health

I enjoy eating a diversity of foods in a range of social situations.

**HWB 0-29a**

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

**HWB 0-33a**

I enjoy exploring and working with foods in different contexts.

**TCH 0-04a**

I enjoy experimenting with a range of textiles.

**TCH 0-04b**

### Planning for Choices and Changes

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 describe some of the kinds of work that people do and I am finding out about the wider world of work.

**HWB 0-20a**

### Physical Activity and Health

I know that being active is a healthy way to be.

**HWB 0-27a**

I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.

**HWB 0-28a**

### Substance Misuse

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 show ways of getting help in unsafe situations and emergencies.

**HWB 0-42a**

### RSHP

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**

I am learning about where living things come from and about how they grow, develop and are nurtured.

**HWB 0-50a**

I am able to show an awareness of the tasks required to look after a baby.

**HWB 0-51a**

**See Also – Responsibility for All Mental, Emotional, Social & Physical**

**See Also – Physical Education PEPASS**



# Early Level - Primary 1 Overview



## Primary 1

### Food & Health

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.

**HWB 0-30a**

I know that people need different kinds of food to keep them healthy.

**HWB 0-32a**

I explore and discover where foods come from as I choose, prepare and taste different foods.

**HWB 0-35a**

I enjoy experimenting with a range of textiles.

**TCH 0-04b**

I can share my thoughts with others to help develop ideas and solve problems.

**TCH 0-04c**

### Planning for Choices and Changes

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 describe some of the kinds of work that people do and I am finding out about the wider world of work.

**HWB 0-20a**

### Substance Misuse

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 show ways of getting help in unsafe situations and emergencies.

**HWB 0-42a**

### RSHP 1

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

**HWB 0-44a**

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**

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**

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**

I recognise that we have similarities and differences but are all unique.

**HWB 0-47a**

### RSHP 2

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**

I am learning what I can do to look after my body and who can help me.

**HWB 0-48a**

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**

I am learning about where living things come from and about how they grow, develop and are nurtured.

**HWB 0-50a**

I am able to show an awareness of the tasks required to look after a baby.

**HWB 0-51a**

**See Also – Responsibility for All Mental, Emotional, Social & Physical**

**See Also – Physical Education PEPASS**



# Early Years – Overview of Early Level Benchmarks for Assessment (Food and Health)



Early Years

**Food & Health: The Food Experience**  
I enjoy eating a diversity of foods in a range of social situations.  
**HWB 0-29a**

Eats socially with others.

Recognises that we eat different foods at different times of the day and on different occasions.

Prepares and tastes a range of familiar and unfamiliar foods.

Recognises and respects that others' food choices may be different from their own.

**Food & Health: Keeping Safe & Hygienic**  
I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  
**HWB 0-33a**

Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing .

Demonstrates how to get ready to prepare food, for example, wash hands, tie hair back, wear an apron.

Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge.

Demonstrates how to work safely when using simple kitchen equipment.

**Food & Health: Food & Textile Technologies**  
I enjoy exploring and working with foods in different contexts.  
**TCH 0-04a**

Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.

**Food & Health: Food & Textile Technologies**  
I enjoy experimenting with a range of textiles.  
**TCH 0-04b**

Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing.



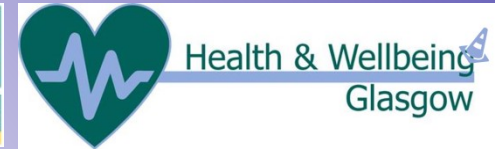
# Early Years – Overview of Early Level Benchmarks for Assessment (PSHE)



Early Years

<p><b>PSHE: Planning for Choices and Changes</b> I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 0-20a</b></p>	Identifies the people, jobs and workplaces within my school and local community.	Discusses some of the rewards that a job brings	Role plays different job roles.	Explains why following rules and routines are important.	Understands about learning, strengths and next steps.	Develops ideas and takes part in projects to make things.
<p><b>PSHE: Physical Activity and Health</b> I know that being active is a healthy way to be. <b>HWB 0-27a</b></p>	Demonstrates different ways of being active, for example, energetic play.					
<p><b>PSHE: Physical Activity and Health</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. <b>HWB 0-28a</b></p>	Identifies how being active affects the body, for example, raised heartbeat, getting hot.	States reasons why being active is good for health.				
<p><b>PSHE: Substance Misuse</b> 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. <b>HWB 0-38a</b></p>	Identifies which substances may be helpful in given situations.	Identifies which substances may be harmful in given situations.				
<p><b>PSHE: Substance Misuse</b> I can show ways of getting help in unsafe situations and emergencies. <b>HWB 0-42a</b></p>	Identifies ways to get help in unsafe and emergency situations, for example, seeking out an adult.	Names the emergency services.			Demonstrates through play an awareness of people who help us.	

# Early Years – Overview of Early Level Benchmarks for Assessment (PSHE)



Early Years

**PSHE: RSHP**  
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**

Identifies people who can help, for example, teachers, family members.

Understands that different adults, family and professional people provide care for children/young people.

States the jobs of the professional people who provide care.

Identifies that families may be made up of different people.

**PSHE: RSHP**  
I am learning about where living things come from and about how they grow, develop and are nurtured.  
**HWB 0-50a**

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.

**PSHE: RSHP**  
I am able to show an awareness of the tasks required to look after a baby.  
**HWB 0-51a**

Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.



# Primary 1 – Overview of Early Level Benchmarks for Assessment (Food and Health)

## Primary 1

### Food & Health: Developing Healthy Choices

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.

HWB 0-30a

Recognises that eating more of some types of foods and less of others is good for health.

Identifies, prepares and tastes a range of foods, for example, fruit, vegetables.

Identifies how much water should be consumed in a day.

### Food & Health: Nutritional Needs

I know that people need different kinds of food to keep them healthy.

HWB 0-32a

Describes the amount of food that should be eaten from each food group to stay healthy when preparing food.

### Food & Health: The Journey of Food

I explore and discover where foods come from as I choose, prepare and taste different foods.

HWB 0-35a

Describes which foods come from plants and which come from animals when working with and tasting food.

### Food & Health: Food & Textile Technologies

I enjoy experimenting with a range of textiles

TCH 0-04b

Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing.

### Food & Health: Food & Textile Technologies

I can share my thoughts with others to help develop ideas and solve problems.

TCH 0-04c

Within a food/textile context; - Explores and identifies at least two ideas to solve a problem. - Selects an appropriate solution.

Uses given resources to solve the problem / reach the solution.

# Primary 1 – Overview of Early Level Benchmarks for Assessment (PSHE)



## Primary 1

<p><b>PSHE: Planning for Choices and Changes</b> I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 0-20a</b></p>	Identifies the people, jobs and workplaces within my school and local community.	Discusses some of the rewards that a job brings	Role plays different job roles.	Explains why following rules and routines are important.	Understands about learning, strengths and next steps.	Develops ideas and takes part in projects to make things.
<p><b>PSHE: Substance Misuse</b> 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. <b>HWB 0-38a</b></p>	Identifies which substances may be helpful in given situations.	Identifies which substances may be harmful in given situations.				
<p><b>PSHE: Substance Misuse</b> I can show ways of getting help in unsafe situations and emergencies. <b>HWB 0-42a</b></p>	Identifies ways to get help in unsafe and emergency situations, for example, seeking out an adult.	Names the emergency services.	Demonstrates through play an awareness of people who help us.			

# Primary 1 – Overview of Early Level Benchmarks for Assessment (PSHE: RSHP)



Primary 1

**PSHE: RSHP**  
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**

Identifies people who can help, for example, teachers, family members.

Understands that different adults, family and professional people provide care for children/young people.

States the jobs of the professional people who provide care.

Identifies that families may be made up of different people.

**PSHE: RSHP**  
I recognise that we have similarities and differences but are all unique.  
**HWB 0-47a**

Identifies that people are individual and unique.

States similarities and differences within the class.

**PSHE: RSHP**  
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**

Describes how bodies change as they grow.

Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.

**PSHE: RSHP**  
I am learning what I can do to look after my body and who can help me.  
**HWB 0-48a**

Understands when privacy may be required, for example, closing toilet doors.

Manages personal space with respect towards self and others.

**PSHE: RSHP**  
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**

Understands the concept of trust and consider who to trust.

Understands they can talk to an adult that they trust if they are sad/upset.

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.

**PSHE: RSHP**  
I am learning about where living things come from and about how they grow, develop and are nurtured.  
**HWB 0-50a**

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.

**PSHE: RSHP**  
I am able to show an awareness of the tasks required to look after a baby.  
**HWB 0-51a**

Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.



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# Early Level – Benchmarks for Assessment (Food and Health 1)



Early Level

<p><b>Food &amp; Health: The Food Experience</b> I enjoy eating a diversity of foods in a range of social situations. <b>HWB 0-29a</b></p>	<p>Eats socially with others.</p>	<p>Recognises that we eat different foods at different times of the day and on different occasions.</p>	<p>Prepares and tastes a range of familiar and unfamiliar foods.</p>	<p>Recognises and respects that others' food choices may be different from their own.</p>
<p><b>Food &amp; Health: Developing Healthy Choices</b> Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. <b>HWB 0-30a</b></p>	<p>Recognises that eating more of some types of foods and less of others is good for health.</p>	<p>Identifies, prepares and tastes a range of foods, for example, fruit, vegetables.</p>	<p>Identifies how much water should be consumed in a day.</p>	
<p><b>Food &amp; Health: Nutritional Needs</b> I know that people need different kinds of food to keep them healthy. <b>HWB 0-32a</b></p>	<p>Describes the amount of food that should be eaten from each food group to stay healthy when preparing food.</p>			
<p><b>Food &amp; Health: Keeping Safe &amp; Hygienic</b> I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. <b>HWB 0-33a</b></p>	<p>Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing .</p>	<p>Demonstrates how to get ready to prepare food, for example, wash hands, tie hair back, wear an apron.</p>	<p>Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge.</p>	<p>Demonstrates how to work safely when using simple kitchen equipment.</p>
<p><b>Food &amp; Health: The Journey of Food</b> I explore and discover where foods come from as I choose, prepare and taste different foods. <b>HWB 0-35a</b></p>	<p>Describes which foods come from plants and which come from animals when working with and tasting food.</p>			

## Early Level – Benchmarks for Assessment (Food and Health 2)



### Early Level

**Food & Health: Food & Textile Technologies**  
I enjoy exploring and working with foods in different contexts.

**TCH 0-04a**

Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.

**Food & Health: Food & Textile Technologies**  
I enjoy experimenting with a range of textiles.

**TCH 0-04b**

Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing.

**Food & Health: Food & Textile Technologies**  
I can share my thoughts with others to help develop ideas and solve problems.

**TCH 0-04c**

Within a food/textile context; -  
Explores and identifies at least two ideas to solve a problem. - Selects an appropriate solution.

Uses given resources to solve the problem / reach the solution.

# Early Level – Benchmarks for Assessment (PSHE)



Early Level

<p><b>PSHE: Planning for Choices and Changes</b> I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 0-20a</b></p>	<p>Identifies the people, jobs and workplaces within my school and local community.</p>	<p>Discusses some of the rewards that a job brings</p>	<p>Role plays different job roles.</p>	<p>Explains why following rules and routines are important.</p>	<p>Understands about learning, strengths and next steps.</p>	<p>Develops ideas and takes part in projects to make things.</p>
<p><b>PSHE: Physical Activity and Health</b> I know that being active is a healthy way to be. <b>HWB 0-27a</b></p>	<p>Demonstrates different ways of being active, for example, energetic play.</p>					
<p><b>PSHE: Physical Activity and Health</b> I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. <b>HWB 0-28a</b></p>	<p>Identifies how being active affects the body, for example, raised heartbeat, getting hot.</p>	<p>States reasons why being active is good for health.</p>				
<p><b>PSHE: Substance Misuse</b> 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. <b>HWB 0-38a</b></p>	<p>Identifies which substances may be helpful in given situations.</p>	<p>Identifies which substances may be harmful in given situations.</p>				
<p><b>PSHE: Substance Misuse</b> I can show ways of getting help in unsafe situations and emergencies. <b>HWB 0-42a</b></p>	<p>Identifies ways to get help in unsafe and emergency situations, for example, seeking out an adult.</p>	<p>Names the emergency services.</p>	<p>Demonstrates through play an awareness of people who help us.</p>			



# Early Level – Benchmarks for Assessment (PSHE: RSHP 1)



Early Level

<p><b>PSHE: RSHP</b> 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. <b>HWB 0-45a</b></p>	<p>Identifies people who can help, for example, teachers, family members.</p>	<p>Understands that different adults, family and professional people provide care for children/young people.</p>	<p>States the jobs of the professional people who provide care.</p>	<p>Identifies that families may be made up of different people.</p>
<p><b>PSHE: RSHP</b> I recognise that we have similarities and differences but are all unique. <b>HWB 0-47a</b></p>	<p>Identifies that people are individual and unique.</p>	<p>States similarities and differences within the class.</p>		
<p><b>PSHE: RSHP</b> I am aware of my growing body and I am learning the correct names for its different parts and how they work. <b>HWB 0-47b</b></p>	<p>Describes how bodies change as they grow.</p>	<p>Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.</p>		
<p><b>PSHE: RSHP</b> I am learning what I can do to look after my body and who can help me. <b>HWB 0-48a</b></p>	<p>Understands when privacy may be required, for example, closing toilet doors.</p>	<p>Manages personal space with respect towards self and others.</p>		
<p><b>PSHE: RSHP</b> 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. <b>HWB 0-49a</b></p>	<p>Understands the concept of trust and consider who to trust.</p>	<p>Understands they can talk to an adult that they trust if they are sad/upset.</p>	<p>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.</p>	

## Early Level – Benchmarks for Assessment (PSHE: RSHP 2)



### Early Level

#### PSHE: RSHP

I am learning about where living things come from and about how they grow, develop and are nurtured.

HWB 0-50a

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.

#### PSHE: RSHP

I am able to show an awareness of the tasks required to look after a baby.

HWB 0-51a

Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.



## Responsibility for All

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third	Fourth
<b>Exploring different interests</b>	<p>This activity supports children to recognise and value each other as individuals, recognising that we all have similarities and differences, which help to make us unique.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-different-interests-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-different-interests-early-level/</a></p>	<b>HWB 0-10a</b>	√				
<b>The same but different</b>	<p>This activity is designed to build on children’s early level experiences of developing positive relationships. It provides an opportunity for children to explore similarities and differences, and to develop their understanding of diversity.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-same-but-different-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-same-but-different-first-level/</a></p>	<b>HWB 1-05a HWB 1-10a HWB 1-47a</b>		√			
<b>Similarities and differences in our community</b>	<p>This activity is designed to build on children’s early level experiences of recognising similarities and differences between people. It supports children to explore diversity in their own community and to develop an understanding of the importance of equality.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/similarities-and-differences-in-our-community-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/similarities-and-differences-in-our-community-first-level/</a></p>	<b>HWB 1-10a HWB 1-47a</b>		√			
<b>Appreciate similarities and differences in society</b>	<p>In this activity, children will develop their awareness of the impact of food intolerances and allergies on food choice. They will then consider how to create a healthy meal for someone who has a special dietary requirement.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/appreciate-similarities-and-differences-in-society-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/appreciate-similarities-and-differences-in-society-second-level/</a></p>	<b>HWB 2-32a</b>			√		

# Responsibility for All

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third	Fourth
<b>Handwashing</b>	In this activity, children learn about the about the importance of washing our hands correctly and the reasons why. <a href="https://www.foodstandards.gov.scot/education-resources/happy-hands">https://www.foodstandards.gov.scot/education-resources/happy-hands</a>	<b>HWB 0-33a</b> <b>HWB 1-33a</b> <b>HWB 0-15a</b> <b>HWB 1-15a</b> <b>HWB 0-16a</b> <b>HWB 1-16a</b>	√	√			
<b>Washing hands to keep safe</b>	This activity is designed to support children to explore the theme of personal hygiene while learning at home. The aim of the activity is to support children in applying what they understand about good handwashing technique to everyday home life, including when preparing food. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-washing-hands-to-keep-safe-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-washing-hands-to-keep-safe-second-level/</a>	<b>HWB 2-33a</b> <b>HWB 2-15a</b> <b>HWB 2-16a</b>			√		



## Food and Health – The Food Experience

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>The Food Experience:</b>  <b>Experimenting with ingredients</b>	<p>Children enjoy playing and experimenting with different foods. They enjoy mixing ingredients, describing textures and tasting the end result. This activity helps you support children to choose a selection of ingredients, which can combine to make an end product, for example, vegetable soup.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/experimenting-with-ingredients-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/experimenting-with-ingredients-early-level/</a></p>	<b>HWB 0-29a</b>	√			
<b>The Food Experience:</b>  <b>Trying new foods</b>	<p>Children recognise that there is a wide range of foods available. They sometimes like to eat familiar foods and need encouragement to try something new. Children at this age learn best through play and this often supports them to try new foods.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/trying-new-foods-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/trying-new-foods-early-level/</a></p>	<b>HWB 0-29a</b> <b>HWB 0-30a</b>	√			
<b>The Food Experience:</b>  <b>Time for breakfast</b>	<p>In this activity children are learning that mealtimes are an important part of the day. Supporting children to recognise the importance of breakfast can be beneficial to their health and wellbeing.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/time-for-breakfast-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/time-for-breakfast-early-level/</a></p>	<b>HWB 0-29a</b> <b>HWB 0-30a</b>	√			
<b>The Food Experience:</b>  <b>Exploring food</b>	<p>Children are developing their understanding of the variety of foods we eat. They are beginning to recognise that we eat different foods at certain times of the day and are recognising that we all have different tastes.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-exploring-food-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-exploring-food-early-level/</a></p>	<b>HWB 0-29a</b>	√			

## Food and Health – The Food Experience

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
The Food Experience: Food Matters	<a href="https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/">https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/</a>		√			
The Food Experience: Setting the table – National Guidance and Food Standards	<a href="http://www.healthscotland.com/uploads/documents/30341-Setting%20the%20Table.pdf">http://www.healthscotland.com/uploads/documents/30341-Setting%20the%20Table.pdf</a>		√			
The Food Experience: Birthday foods likes and dislikes	Children will explore food as part of special occasions. They will consider the foods they associate with particular events, their likes and dislikes, and explore how these may differ from their peers. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/birthday-foods-likes-and-dislikes-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/birthday-foods-likes-and-dislikes-first-level/</a>	HWB 1-29a		√		
The Food Experience: Food for different occasions	Children will explore food as part of events, celebrations and special occasions. They will consider the foods they associate with particular events and celebrations. Children will be encouraged to find out about how food plays a part in festivals and celebrations in other cultures and countries. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/food-for-different-occasions-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/food-for-different-occasions-first-level/</a>	HWB 1-29a		√		

## Food and Health – The Food Experience

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>The Food Experience:</b>  <b>Foods from far and wide</b>	Children will explore foods which originate from, or are typical of, other countries. They will consider how many different foods they have tried and reflect on their food likes and dislikes. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-from-far-and-wide-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-from-far-and-wide-first-level/</a>	HWB 1-29a		√		
<b>The Food Experience:</b>  <b>Foods for social situations 1</b>	In this activity, children will research and consider foods that they eat when socialising with friends. They will consider the choices available to a friend who has a food intolerance. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-for-social-situations-1-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-for-social-situations-1-second-level/</a>	HWB 2-29a			√	
<b>The Food Experience:</b>  <b>Foods for social situations 2</b>	In this activity, children will develop their research skills by finding out about different foods they can prepare at home for a variety of contexts. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-for-social-situations-2-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-for-social-situations-2-second-level</a>	HWB 2-29a			√	
<b>The Food Experience:</b>  <b>Foods for social situations 3</b>	In this activity, children will research foods eaten during a festival, tradition or celebration period in a culture different to their own. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-for-social-situations-3-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/foods-for-social-situations-3-second-level/</a>	HWB 2-29a			√	

## Food and Health – The Food Experience

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>The Food Experience:</b>  <b>Food from other countries</b>	This activity develops cooking skills by making a selection of Indian, Italian and stir-fry recipes. Young people will consider where our food comes from and how to make adaptations to recipes. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/food-from-other-countries-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/food-from-other-countries-third-and-fourth-level/</a>	HWB 3-29a				√
<b>The Food Experience:</b>  <b>Wakey Wakey</b>	In this activity, young people will become aware of the Scottish Dietary Goals and demonstrate an understanding of these goals by adapting meals, taking these goals into account. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/wakey-wakey-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/wakey-wakey-third-and-fourth-level/</a>	HWB 3-29a				√
<b>The Food Experience:</b>  <b>What to eat for lunch?</b>	In this activity, young people should consider what they eat for lunch, explore other foods, and make unfamiliar dishes. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/what-to-eat-for-lunch-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/what-to-eat-for-lunch-third-and-fourth-level/</a>	HWB 3-29a				√



## Food and Health – Developing Healthy Choices

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Developing Healthy Choices:</b>  <b>Water consumption</b>	This activity aims to encourage children to think about the daily recommended amount of water we should drink and the different amounts we drink in our setting or at home. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/water-consumption-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/water-consumption-early-level/</a>	<b>HWB 0-30a</b>	√			
<b>Developing Healthy Choices:</b>  <b>Creating a healthy eating plan for an energetic day</b>	In this activity, children will create a healthy eating plan suitable for an energetic day. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/creating-a-healthy-eating-plan-for-an-energetic-day-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/creating-a-healthy-eating-plan-for-an-energetic-day-second-level/</a>	<b>HWB 2-32a</b> <b>HWB2-30a</b>			√	
<b>Developing Healthy Choices:</b>  <b>Sources of food energy</b>	This activity aims to support children to understand the part food plays in providing energy in order to maintain an active and healthy body. It aims to develop children’s understanding of food labelling and to support them to apply this understanding when making healthy choices in relation to their diet. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-sources-of-food-energy-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-sources-of-food-energy-second-level/</a>	<b>HWB 2-30a</b>			√	

## Food and Health – Nutritional Needs

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Nutritional Needs:</b>  <b>How activity affects our food requirements</b>	This activity will support children’s understanding of how their body responds to food. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/how-activity-affects-our-food-requirements-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/how-activity-affects-our-food-requirements-second-level/</a>	<b>HWB 2-32a</b>			√	
<b>Nutritional Needs:</b>  <b>Differing food requirements</b>	In this activity, young people will learn about differing food requirements at different stages of life. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/differing-food-requirements-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/differing-food-requirements-third-and-fourth-level/</a>	<b>HWB 3-32a</b>				√

## Food and Health – Keeping Safe and Hygienic

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Keeping Safe and Hygienic:</b>  <b>Food Preparation</b>	Children are beginning to understand the importance of hygiene and safety and can demonstrate routines, for example, hand washing and tooth brushing. They are keen to learn to do things for themselves, for example, engage in simple food preparation. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-preparation-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-preparation-early-level/</a>	<b>HWB 0-33a</b> <b>TCH 0-4a</b>	√			
<b>Keeping Safe and Hygienic:</b>  <b>Handwashing</b>	In this activity, children learn about the about the importance of washing our hands correctly and the reasons why. <a href="https://www.foodstandards.gov.scot/education-resources/happy-hands">https://www.foodstandards.gov.scot/education-resources/happy-hands</a>	<b>HWB 0-33a</b> <b>HWB 1-33a</b> <b>HWB 0-15a</b> <b>HWB 1-15a</b> <b>HWB 0-16a</b> <b>HWB 1-16a</b>	√	√		
<b>Keeping Safe and Hygienic:</b>  <b>The importance of handwashing</b>	This activity reinforces the importance of handwashing and cleanliness. This activity is designed to support children to explore this theme while learning at home. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-the-importance-of-handwashing-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-the-importance-of-handwashing-first-level/</a>	<b>HWB 1-33a</b>		√		
<b>Keeping Safe and Hygienic:</b>  <b>How effective is your handwashing?</b>	This activity reinforces instructions on how to wash hands effectively. This activity is designed to support children to explore this theme while learning at home. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-how-effective-is-your-handwashing-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-how-effective-is-your-handwashing-first-level/</a>	<b>HWB 1-33a</b>		√		

## Food and Health – Keeping Safe and Hygienic

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Keeping Safe and Hygienic:</b>  <b>Good Hygiene for Food Safety</b>	This activity is designed to develop further children’s understanding of the hygiene measures required when handling and storing food. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/good-hygiene-for-food-safety-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/good-hygiene-for-food-safety-first-level/</a>	HWB 1-33a		√		
<b>Keeping Safe and Hygienic:</b>  <b>Storing Food Safely</b>	Children begin to develop an understanding of basic food hygiene measures through their play at early level. To build on this, this activity aims to develop children’s understanding of the need to store different foods correctly, so that they remain fresh and safe to eat. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/storing-food-safely-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/storing-food-safely-first-level/</a>	HWB 1-33a		√		
<b>Keeping Safe and Hygienic</b>  <b>Keeping Food Fresher for Longer</b>	This activity is designed to develop further children’s understanding of how they can keep foods as fresh and safe to eat, for as long as possible. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/keeping-food-fresher-for-longer-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/keeping-food-fresher-for-longer-first-level/</a>	HWB 1-33a		√		
<b>Keeping Safe and Hygienic:</b>  <b>Washing Hands to Keep Safe</b>	This activity is designed to support children to explore the theme of personal hygiene while learning at home. The aim of the activity is to support children in applying what they understand about good handwashing technique to everyday home life, including when preparing food. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-washing-hands-to-keep-safe-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-washing-hands-to-keep-safe-second-level/</a>	HWB 2-33a HWB 2-15a HWB 2-16a			√	

# Food and Health – The Journey of Food

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>The Journey of Food:</b> Buying Food	This activity aims to encourage children to think about where we buy our food. It aims to highlight the range of specialist shops available, alongside supermarkets, and the types of food they sell. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/buying-food-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/buying-food-early-level/</a>	HWB 0-35a	√			
<b>The Journey of Food:</b> Exploring where food comes from	This activity aims to build on children’s knowledge of where food comes from and explore further the food they like to eat. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-where-food-comes-from-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-where-food-comes-from-early-level/</a>	HWB 0-35a	√			
<b>The Journey of Food:</b> Sources and transportation of food – design a meal using a range of local ingredients	Children will use their knowledge of seasonal foods from Britain to design a healthy meal. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/sources-and-transportation-of-food-design-a-meal-using-a-range-of-local-ingredients-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/sources-and-transportation-of-food-design-a-meal-using-a-range-of-local-ingredients-second-level/</a>	HWB 2-35a			√	
<b>The Journey of Food:</b> Sources and transportation of food – explore foods produced in Britain	The activity above introduced the origins of the food we have at home or in our local shop. This activity now focuses on foods that are produced within the UK and the seasonality of those foods. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/sources-and-transportation-of-food-explore-foods-produced-in-the-uk-and-the-seasonality-of-foods-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/sources-and-transportation-of-food-explore-foods-produced-in-the-uk-and-the-seasonality-of-foods-second-level/</a>	HWN 2-35a			√	

# Food and Health – The Journey of Food

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>The Journey of Food:</b>  <b>Sources and Transportation of Food – Thinking about where our food comes from</b>	Learners will be able to identify the original location of some foods and talk about how the foods arrive at their local shop. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/sources-and-transportation-of-food-thinking-about-where-our-food-comes-from-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/sources-and-transportation-of-food-thinking-about-where-our-food-comes-from-second-level/</a>	HWB 2-35a			√	
<b>The Journey of Food:</b>  <b>Being an effective consumer</b>	In this activity, young people will learn about being an effective consumer and about the role of advertising in influencing food purchasing. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/being-an-effective-consumer-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/being-an-effective-consumer-third-and-fourth-level/</a>	HWB 3-34a				√
<b>The Journey of Food:</b>  <b>Learning about sugar and how it affects health</b>	In this activity, young people will learn about and be able to explain the effects of sugar on individual’s health. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/learning-about-sugar-and-how-it-affects-health-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/learning-about-sugar-and-how-it-affects-health-third-and-fourth-level/</a>	HWB 3-34a				√
<b>The Journey of Food:</b>  <b>Food labels and diet</b>	This activity is designed to support young people to be aware of nutritional advice on food packaging and to make informed choices about their food. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-labels-and-diet-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-labels-and-diet-third-and-fourth-level/</a>	HWN 3-34a HWB 3-36a				√

# Food and Health – The Journey of Food

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>The Journey of Food:</b>  <b>Food sources and seasons</b>	This activity is designed to support young people to know where their food comes from and how the seasons dictate which foods are available. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-sources-and-seasons-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-sources-and-seasons-third-and-fourth-level/</a>	<b>HWB 3-34a</b>				√

# Food and Health – Food and Textile Technologies

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Food and Textile Technologies:</b>  <b>Food preparation</b>	Children are beginning to understand the importance of hygiene and safety and can demonstrate routines, for example, hand washing and tooth brushing. They are keen to learn to do things for themselves, for example, engage in simple food preparation. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-preparation-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-6-food-preparation-early-level/</a>	<b>HWB 0-33a</b> <b>TCH 0-04a</b>	✓			




## Food and Health – Whole School Resources

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
Allergy Advice	<a href="http://allergyadventures.com/for-schools.aspx">http://allergyadventures.com/for-schools.aspx</a>		√	√	√	
Food – a Fact of Life	<a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a>		√	√	√	√
Your Body Matters	This is currently being rewritten					
Food and Health Skills Support Resource	<a href="https://education.gov.scot/improvement/learning-resources/food-and-health-skills-support-resource/">https://education.gov.scot/improvement/learning-resources/food-and-health-skills-support-resource/</a>		√	√	√	√

## Food and Health – Whole School Resources/Documents

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
The Way We Grow and Catch Food in Scotland	<a href="https://education.gov.scot/nih/Documents/hwb19-the-way-we-grow-and-catch-food.pdf">https://education.gov.scot/nih/Documents/hwb19-the-way-we-grow-and-catch-food.pdf</a>		√	√	√	
The Scottish Food Industry	<a href="https://education.gov.scot/nih/Documents/hwb19-scottish-food-industry.pdf">https://education.gov.scot/nih/Documents/hwb19-scottish-food-industry.pdf</a>		√	√	√	√
A Summary of Food Education Resources	<a href="https://education.gov.scot/improvement/learning-resources/hwb42-food-education-summary/">https://education.gov.scot/improvement/learning-resources/hwb42-food-education-summary/</a>		√	√	√	√
Food Standards Scotland Education Resources	<a href="https://www.foodstandards.gov.scot/education-resources#in-the-classroom">https://www.foodstandards.gov.scot/education-resources#in-the-classroom</a>		√	√	√	√

## Food and Health – Whole School Resources/Documents

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
Who Can Help Food Education in Scotland?	<a href="https://education.gov.scot/improvement/learning-resources/who-can-help-food-education-in-scotland/">https://education.gov.scot/improvement/learning-resources/who-can-help-food-education-in-scotland/</a>		√	√	√	
Food Education – Career Pathways in Food and Drink in Scotland	<a href="https://education.gov.scot/improvement/learning-resources/hwb39-food-pathways">https://education.gov.scot/improvement/learning-resources/hwb39-food-pathways</a>		√	√	√	√
School Gardening	<a href="https://schoolgardening.rhs.org.uk/Resources/Find-a-resource?so=0&amp;pi=0&amp;ps=10&amp;f=1,7:&amp;page=1">https://schoolgardening.rhs.org.uk/Resources/Find-a-resource?so=0&amp;pi=0&amp;ps=10&amp;f=1,7:&amp;page=1</a>		√	√	√	√
						

## PSHE – Planning for Choices and Changes

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Planning for Choices and Changes:</b>  <b>Developing my learning</b>	<p>At early level, children are developing their learning through play and everyday activities. They are making choices in their learning and are beginning to recognise that they can build on their prior knowledge and experiences.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-4-developing-my-learning-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-4-developing-my-learning-early-level/</a></p>	HWB 0-19a	√			
<b>Planning for Choices and Changes:</b>  <b>My Learning</b>	<p>At early level, children are making choices in their learning and are building on their interests and prior learning. They are learning through play, which helps to develop their knowledge and skills. This activity allows children to think about the different choices that they make to support their learning.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-learning-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-learning-early-level/</a></p>	HWB 0-19a	√			
<b>Planning for Choices and Changes:</b>  <b>Building inner strength</b>	<p>In this activity children will gain an understanding of what they can do for themselves to help them become more resilient.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/building-inner-strength-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/building-inner-strength-first-level/</a></p>	HWB 1-19a		√		
<b>Planning for Choices and Changes:</b>  <b>The Pillowcase Project</b>	<p>This activity helps children to learn to assess and manage risks, explore their own strengths and to develop their coping skills.</p> <p><a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-pillowcase-project-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-pillowcase-project-first-level/</a></p>	HWB 1-19a		√		

## PSHE – Planning for Choices and Changes

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Planning for Choices and Changes:</b>  Identify personal skills and consider career ambitions	This activity encourages children to talk about their own strengths, interests and skills and links these to career ambitions. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/identify-personal-skills-and-consider-career-ambitions-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/identify-personal-skills-and-consider-career-ambitions-first-level/</a>	HWB 1-19a HWB 1-20a		√		
<b>Planning for Choices and Changes:</b>  Developing my strengths	This activity is designed to support children to be able to identify how they can develop further their strengths, and how these can support them in their future aspirations. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/developing-my-strengths-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/developing-my-strengths-second-level/</a>	HWB 2-20a			√	
<b>Planning for Choices and Changes:</b>  Appreciating others' strengths	This activity is designed to support children to be able to identify others' strengths and how they can show appreciation of these. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/appreciating-others-strengths-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/appreciating-others-strengths-second-level/</a>	HWB 2-20a			√	
<b>Planning for Choices and Changes:</b>  Identifying my strengths	This activity is designed to support children to be able to identify their strengths and how these can support them in their future aspirations. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/identifying-my-strengths-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/identifying-my-strengths-second-level/</a>	HWB 2-20a			√	

## PSHE – Planning for Choices and Changes

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Planning for Choices and Changes:</b>  Choices and changes	This activity is designed to support young people to consider how different factors influence their decisions and introduces the importance of managing their money. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-4-choices-and-changes-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-4-choices-and-changes-third-and-fourth-level/</a>	HWB 3-19a				✓
<b>Planning for Choices and Changes:</b>  Career Education Standards	<a href="https://education.gov.scot/improvement/learning-resources/career-education-standard-3-18-suite-of-learning-resources/">https://education.gov.scot/improvement/learning-resources/career-education-standard-3-18-suite-of-learning-resources/</a>	HWB 0-19a, HWB 0-20a HWB 1-19a, HWB 1-20a HWB 2-19a, HWB 2-20a HWB 3-19a, HWB 3-20a	✓	✓	✓	✓
<b>Planning for Choices and Changes:</b>  My World of Work	<a href="https://www.myworldofwork.co.uk/partner-resources">https://www.myworldofwork.co.uk/partner-resources</a>	HWB 2-19a HWB 2-20a HWB 3-19a HWB 3-20a			✓	✓

## PSHE – Physical Education

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Physical Education:</b>  <b>My exercise routine</b>	This activity is designed to encourage children to become more aware of their body movements by designing their own exercise routine. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-exercise-routine-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-exercise-routine-early-level/</a>	HWB 0-21a	√			
<b>Physical Education:</b>  <b>My preferences</b>	At early level, children enjoy being involved in energetic play, either alone or with their friends. They engage in a range of physical activities, for example, riding a bike or playing in the park. This activity explores children’s preferences indoors and outdoors. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-preferences-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-preferences-early-level/</a>	HWB 0-25a	√			
<b>Physical Education:</b>  <b>Benefits of physical activity</b>	The aim of this activity is to support children to consider the benefits of physical activity in contributing to a healthy lifestyle. Children also learn some of the effects engaging in ‘moderate intensity’ exercise has on the body and mind. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/benefits-of-physical-activity-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/benefits-of-physical-activity-first-level/</a>	HWB 1-25a		√		
<b>Physical Education:</b>  <b>Physical fun</b>	The aim of this activity is to for children to experience short, fun physical activities and reflect on how these can contribute to the NHS recommendation for 60 minutes per day physical activity. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-fun-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-fun-first-level/</a>	HWB 1-23a HWB 1-25a		√		

## PSHE – Physical Education

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
Physical Education:  An hour a day	The aim of this activity is to support children to consider the amount of moderate intensity physical activity they take part in on a daily basis. The activity also allows children to reflect on their levels of activity and to produce some personal goals or advice for others. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/an-hour-a-day-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/an-hour-a-day-first-level/</a>	HWB 1-25a		√		
Physical Education:  Importance of daily physical activity	In this activity, children will consider some of the health benefits of regular physical activity, such as helping our heart, lungs, muscles and joints to stay healthy. They will identify opportunities for sport and physical activity and make a plan to take part in daily physical activities of their choice. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/importance-of-daily-physical-activity-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/importance-of-daily-physical-activity-second-level/</a>	HWB 2-22a HWB 2-25a HWB 2-26a			√	
Physical Education:  Thinking about activity and energy requirements	In this activity, children will learn how to take their pulse and will think about the amount of energy needed for taking part in activities of different intensities. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/thinking-about-activity-and-energy-requirements-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/thinking-about-activity-and-energy-requirements-second-level/</a>	HWB 2-15a HWB 2-22a HWB 2-28a			√	
Physical Education:  The importance of physical activity (play)	This activity is designed to support children to understand the importance of physical activity and how play can support this. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-importance-of-physical-activity-play-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-importance-of-physical-activity-play-second-level/</a>	HWB 2-25a			√	



## PSHE – Physical Education

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Physical Education:</b>  <b>Physical Activity 1</b>	This activity is designed to support young people to explore the types of physical activity that they may become involved in. It will also help their understanding of the importance of being physically active. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-activity-1-third-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-activity-1-third-fourth-level/</a>	<b>HWB 3-25a</b> <b>HWB 2-27a</b>				√
<b>Physical Education:</b>  <b>Physical Activity 2</b>	This activity is designed to support young people to consider the importance of physical activity to their health. It also supports them to think about activities that they may participate in locally. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-activity-2-third-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-activity-2-third-fourth-level/</a>	<b>HWB 3-26a</b>				√
<b>Physical Education:</b>  <b>Physical Activity 3</b>	This activity is designed to support young people to research physical activities which are typical of those carried out in another country. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-activity-3-third-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/physical-activity-3-third-fourth-level/</a>	<b>HWB 3-26a</b>				√

# PSHE – Physical Activity and Health

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Physical Activity and Health:</b>  Exploring ways of being active	This activity supports children to identify and describe different ways of being active in their daily lives. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-ways-of-being-active-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-ways-of-being-active-early-level/</a>	HWB 0-27a	√			
<b>Physical Activity and Health:</b>  Being active	This activity is designed to highlight the various ways children stay active in their daily lives. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/being-active-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/being-active-early-level/</a>	HWB 0-27a	√			
<b>Physical Activity and Health:</b>  Let's get active and move it!	This activity enables learners to describe how they feel by using simple vocabulary to describe the changes, such as feeling hot, sweaty, out of breath. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-move-it-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-move-it-early-level/</a>	HWB 0-28a	√			
<b>Physical Activity and Health:</b>  Let's get active and dance!	In this activity, children will engage in a range of dance based activities to support them to recognise what happens to their body after exercise. They will be able to describe how they feel by using simple vocabulary to describe the changes. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-dance-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/let-s-get-active-and-dance-early-level/</a>	HWB 0-28a	√			

# PSHE – Physical Activity and Health

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Physical Activity and Health:</b>  Feeling tired	In this activity, children are encouraged to consider how feeling tired can affect their thoughts, feelings and actions, and the impact this can have on their wellbeing. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/feeling-tired-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/feeling-tired-first-level/</a>	HWB 1-27a HWB 1-15a		√		
<b>Physical Activity and Health:</b>  Why we need to sleep	In this activity, children are supported to explore the benefits of sleep and why it is important for our bodies that we get enough rest and sleep. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/why-we-need-to-sleep-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/why-we-need-to-sleep-first-level/</a>	HWB 1-27a HWB 1-15a		√		
<b>Physical Activity and Health:</b>  Developing bedtime routines	This activity reinforces the importance of getting enough sleep for healthy bodies and minds. Children are encouraged to explore ideas for an effective routine at bedtime and, where necessary, identify strategies to help them get to sleep. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/developing-bedtime-routines-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/developing-bedtime-routines-first-level/</a>	HWB 1-27a HWB 1-15a		√		
<b>Physical Activity and Health:</b>  Physical activity, rest and sleep	This activity builds focuses on the importance of physical activity, rest and sleep for good health and wellbeing. This activity is designed to support children to explore this theme while learning at home. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-5-physical-activity-rest-and-sleep-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-5-physical-activity-rest-and-sleep-first-level/</a>	HWB 1-27a HWB 1-28a		√		

# PSHE – Physical Activity and Health

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Physical Activity and Health:</b>  <b>Fuelling our bodies</b>	In this activity, children learn about how food and drink provide the energy our bodies need to move, think and grow. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/fuelling-our-bodies-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/fuelling-our-bodies-first-level/</a>	<b>HWB 1-28a</b>		√		
<b>Physical Activity and Health:</b>  <b>The importance of rest and sleep</b>	In this activity, children will learn about the importance of rest and sleep and will think about things which can help the quality of people's sleep. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-importance-of-rest-and-sleep-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-importance-of-rest-and-sleep-second-level/</a>	<b>HWB 2-27a</b> <b>HWB 2-15a</b>			√	
<b>Physical Activity and Health:</b>  <b>Thinking about activity and energy requirements</b>	In this activity, children will learn how to take their pulse and will think about the amount of energy needed for taking part in activities of different intensities. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/thinking-about-activity-and-energy-requirements-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/thinking-about-activity-and-energy-requirements-second-level/</a>	<b>HWB 2-15a</b> <b>HWB 2-22a</b> <b>HWB 2-28a</b>			√	
<b>Physical Activity and Health:</b>  <b>The importance of physical activity (cycling)</b>	This activity is designed to support children to understand the importance of physical activity and how cycling can support this. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-importance-of-physical-activity-cycling-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-importance-of-physical-activity-cycling-second-level/</a>	<b>HWB 2-27a</b> <b>HWB 2-28a</b>			√	

# PSHE – Physical Activity and Health

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Physical Activity and Health:</b>  Physical activity and health	This activity is designed to support young people to develop their understanding of the importance of physical activity in developing and maintaining good health. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-5-physical-activity-and-health-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-5-physical-activity-and-health-third-and-fourth-level/</a>	HWB 3-27a HWB 3-28a				✓
<b>Physical Activity and Health:</b>  Sleep Scotland website	<a href="https://www.sleepscotland.org/education/">https://www.sleepscotland.org/education/</a>					

## PSHE – Substance Misuse

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Not for eating or drinking</b>	At early level, children are beginning to recognise that not everything is safe to eat and drink. They are becoming aware that there are many harmful substances in their environment. Children are also learning that some substances can be helpful and harmful. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/not-for-eating-or-drinking-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/not-for-eating-or-drinking-early-level/</a>	<b>HWB 0-38a</b> <b>HWB 0-42a</b>	√			
<b>Substance Misuse:</b>  <b>Call the doctor</b>	At early level, children are beginning to recognise that not everything is safe to eat and drink. They are becoming aware that sometimes if you are unwell and visit a doctor, you may be given medicine. Children are learning that it can be safe to take medicine, however they should not take anything without an adult’s permission and supervision. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/call-the-doctor-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/call-the-doctor-early-level/</a>	<b>HWB 0-38a</b>	√			
<b>Substance Misuse:</b>  <b>Helping animals</b>	At early level, children are developing their understanding of who to call in an emergency. They recognise that help can come from many different people and emergency services. This activity explores who to contact if they or someone they know has a pet who has an accident or is unwell. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/helping-animals-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/helping-animals-early-level/</a>	<b>HWB 0-42a</b>	√			
<b>Substance Misuse:</b>  <b>Emergency situations</b>	This activity provides learning activities about the emergency services. This activity is designed to support children to explore this theme while learning at home. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-7-emergency-situations-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-7-emergency-situations-first-level/</a>	<b>HWB 1-42a</b>		√		

## PSHE – Substance Misuse

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Safe use of medicines</b>	This activity aims to help children to understand the importance of following safety advice on storing and taking medicine to keep themselves safe and well. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/safe-use-of-medicines-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/safe-use-of-medicines-first-level/</a>	HWB 1-38a		√		
<b>Substance Misuse:</b>  <b>Safe use of substances</b>	In this activity, children will explore a range of substances and products used in or on our bodies, and whether they are harmful or helpful. They will consider the purpose of medicines. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/safe-use-of-substances-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/safe-use-of-substances-first-level/</a>	HWB 1-38a		√		
<b>Substance Misuse:</b>  <b>Inside and out</b>	This activity provides suggested learning about the human body and things we put into it. Additionally, children will be asked to think about both safe and substances, which can be safe or dangerous to us. This activity is designed to support children to explore this theme while learning at home. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-7-inside-and-out-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-7-inside-and-out-first-level/</a>	HWB 1-38a		√		
<b>Substance Misuse:</b>  <b>Different kinds of medicines</b>	In this activity, children will investigate a range of illnesses and medical conditions which can be eased or prevented by taking medication. They will explore how medicines can be administered. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/different-kinds-of-medicine-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/different-kinds-of-medicine-first-level/</a>	HWB 1-38a		√		

## PSHE – Substance Misuse

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Rory – Reducing Harm caused by Alcohol</b>	Rory is a resource aimed at primary school children. The resource pack is based on the Rory storybook which tells the story of a dog who can't understand why his owner is acting a certain way, until it's explained to him that his owner drinks too much alcohol. <a href="https://www.roryresource.org.uk/">https://www.roryresource.org.uk/</a>			√	√	
<b>Substance Misuse:</b>  <b>The effects of drinking alcohol</b>	Children will consider some of the effects of drinking alcohol on the body. They will learn that alcohol comes in different strengths. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-effects-of-drinking-alcohol-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-effects-of-drinking-alcohol-second-level/</a>	<b>HWB 2-38a</b>			√	
<b>Substance Misuse:</b>  <b>Smoking and tobacco</b>	This activity is designed to support children to recognise and explore the impact of tobacco on the body. It also supports children to start to think of the impact of peer pressure and how this can influence their choices. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-7-smoking-and-tobacco-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-7-smoking-and-tobacco-second-level/</a>	<b>HWB 2-38a</b> <b>HWB 2-39a</b>			√	
<b>Substance Misuse:</b>  <b>Passive smoking</b>	In this activity, children will learn about the respiratory system, then discuss the effects of passive smoking on the body. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/passive-smoking-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/passive-smoking-second-level/</a>	<b>HWB 2-38a</b> <b>LIT 2-02a</b> <b>SCN 2-12a</b>			√	



## PSHE – Substance Misuse

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Trade Winds</b>	Trade winds is an Interdisciplinary Resource Pack aimed at P5-P7. Trade winds offers a holistic approach to tobacco education that goes beyond health and explores issues that are relevant to young people. <a href="https://www.nhs.uk/your-health/healthy-living/smokefree/quit-your-way/quit-your-way-youth/schools/trade-winds-primary-school-programme/">https://www.nhs.uk/your-health/healthy-living/smokefree/quit-your-way/quit-your-way-youth/schools/trade-winds-primary-school-programme/</a>				√	
<b>Substance Misuse:</b>  <b>The effects of smoking tobacco</b>	In tis activity, children will research the effects of smoking tobacco and will present their findings in a written form of their choice. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-effects-of-smoking-tobacco-second-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/the-effects-of-smoking-tobacco-second-level/</a>	HWB 2-38a LIT 2-15a LIT 2-24a			√	
<b>Substance Misuse:</b>  <b>Substance Misuse Classroom Videos</b>	<a href="https://www.bbc.co.uk/bitesize/topics/z8b97ty/resources/1">https://www.bbc.co.uk/bitesize/topics/z8b97ty/resources/1</a>	HWB 2-38a HWB 2-40a HWB 2-41a HWB 2-43a			√	
<b>Substance Misuse:</b>  <b>Choices for Life</b>	'Choices for Life' aims to raise awareness amongst young people aged 11-18, about the dangers of smoking, alcohol and drugs as well as online safety and information on how to deal with negative peer pressure. <a href="https://young.scot/campaigns/national/choices-for-life">https://young.scot/campaigns/national/choices-for-life</a>				√	√

## PSHE – Substance Misuse

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Talk to Frank</b>	Information about drugs. <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>				√	√
<b>Substance Misuse:</b>  <b>St John Ambulance First Aid</b>	Lesson Plans and Resources <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/</a>	HWB 2-42a HWB 3-42a			√	√
<b>Substance Misuse:</b>  <b>Substance Misuse Curriculum Pack</b>	This provides teachers with suggested lessons and resources to support delivery of substance misuse lessons as part of the PSE curriculum in Secondary Schools. <a href="https://www.nhsggc.org.uk/about-us/professional-support-sites/substance-misuse-toolkit/drugs/substance-misuse-pse-curriculum-pack">https://www.nhsggc.org.uk/about-us/professional-support-sites/substance-misuse-toolkit/drugs/substance-misuse-pse-curriculum-pack</a>					√
<b>Substance Misuse:</b>  <b>Decision making about smoking cigarettes</b>	In this activity, young people will learn about the effects of smoking cigarettes on health, including on unborn babies. They will then practise how to say no to peer pressure. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/decision-making-about-smoking-cigarettes-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/decision-making-about-smoking-cigarettes-third-and-fourth-level/</a>	HWB 3-38a HWB 3-40a HWB 3-40b				√

## PSHE – Substance Misuse

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Decision making about drinking alcohol</b>	In this activity, young people will learn facts about alcohol and the effects of drinking alcohol on health. They will demonstrate how they make informed choices and consider how to apply them. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/decision-making-about-drinking-alcohol-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/decision-making-about-drinking-alcohol-third-and-fourth-level/</a>	HWB 3-38a HWB 3-40a HWB 3-40b				√
<b>Substance Misuse:</b>  <b>Decision making about illegal substances</b>	In this activity, Young people will learn facts about drugs and about the effects of illegal substances on health. They will also learn how to make their own decisions. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/decision-making-about-illegal-substances-third-and-fourth-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/decision-making-about-illegal-substances-third-and-fourth-level/</a>	HWB 3-38a HWB 3-40a HWB 3-40b				√
<b>Substance Misuse:</b>  <b>Glasgow Council on Alcohol</b>	<a href="https://www.glasgowcouncilonalcohol.org/portfolio-item/know-your-way/">https://www.glasgowcouncilonalcohol.org/portfolio-item/know-your-way/</a>					√

# PSHE – Substance Misuse Whole School Resources

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Childline</b>	Information and advice on drugs, alcohol and smoking. <a href="https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/">https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/</a>					
<b>Substance Misuse:</b>  <b>First Aid Champions – Red Cross</b>	<a href="https://firstaidchampions.redcross.org.uk/">https://firstaidchampions.redcross.org.uk/</a>					
<b>Substance Misuse:</b>  <b>St Andrew’s First Aid</b>	<a href="https://www.firstaid.org.uk/volunteering/schools-programme">https://www.firstaid.org.uk/volunteering/schools-programme</a>					
<b>Substance Misuse:</b>  <b>First Aid – NHS Inform</b>	<a href="https://www.nhsinform.scot/tests-and-treatments/emergencies/first-aid">https://www.nhsinform.scot/tests-and-treatments/emergencies/first-aid</a>					

# PSHE – Substance Misuse Whole School Resources

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
<b>Substance Misuse:</b>  <b>Education Scotland</b>	<a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/?Page=2">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/?Page=2</a>					
<b>Substance Misuse:</b>  <b>Glasgow City Council Wakelet</b>	<a href="https://wakelet.com/@GlasgowCityCouncil">https://wakelet.com/@GlasgowCityCouncil</a>					

# PSHE – Relationships, Sexual Health and Parenthood

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
RSHP: My Family	At early level, children are developing their sense of belonging. They are beginning to understand that they are part of a family unit and that the make-up of families and people who care for them may look different. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-family-early-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/my-family-early-level/</a>	HWB 0-45a	√			
RSHP: Let Toys Be Toys	Resources for Early Years Practitioners <a href="https://www.lettoysbetoys.org.uk/resources/resources-early-years/">https://www.lettoysbetoys.org.uk/resources/resources-early-years/</a>		√			
RSHP: The Gender Friendly Nursery	<a href="https://www.nhsggc.org.uk/about-us/professional-support-sites/gender-based-violence-resources/the-gender-friendly-nursery/">https://www.nhsggc.org.uk/about-us/professional-support-sites/gender-based-violence-resources/the-gender-friendly-nursery/</a>		√			
RSHP: Gender Equality in Early Years	<a href="https://www.zerotolerance.org.uk/work-early-years/">https://www.zerotolerance.org.uk/work-early-years/</a>		√			

# PSHE – Relationships, Sexual Health and Parenthood

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
RSHP: Connecting with others 1	This activity highlights the importance of building positive connections through different relationships, which is important for supporting good mental health. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/connecting-with-others-1-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/connecting-with-others-1-first-level/</a>	HWB 1-44a		√		
RSHP: Connecting with others 2	This activity highlights the importance of building positive relationships with others through being kind, which is important for supporting good mental health. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/connecting-with-others-2-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/connecting-with-others-2-first-level/</a>	HWB 1-44a		√		
RSHP: Friendships	This activity develops learners' understanding of friendships and exploring ways to make friends. It also focuses on how to make and sustain friendships and what to do if worried or upset. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-2-friendships-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/week-2-friendships-first-level/</a>	HWB 1-44a HWB 1-44b HWB 1-45a		√		
RSHP: All kinds of families	This activity is designed to build on children's early level experiences of recognising that families may be made up of different people. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/all-kinds-of-families-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/all-kinds-of-families-first-level/</a>	HWB 1-45a HWB 1-05a		√		

# PSHE – Relationships, Sexual Health and Parenthood

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
RSHP: Exploring positive relationships	This activity is designed to build on children’s early level experiences of developing positive relationships, and explore the range of positive relationships children have. <a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-positive-relationships-first-level/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/exploring-positive-relationships-first-level/</a>	HWB 1-44a HWB 1-05a		√		
RSHP: Let Toys Be Toys	<a href="http://www.lettoysbetoys.org.uk/resources/resources-teachers/">http://www.lettoysbetoys.org.uk/resources/resources-teachers/</a>			√	√	√
RSHP: Stonewall Lesson Plans	<a href="https://www.stonewallscotland.org.uk/organisation-type/lesson-plan">https://www.stonewallscotland.org.uk/organisation-type/lesson-plan</a>		√	√	√	√



## Other Resources

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
Health and Wellbeing wakelet	<a href="https://wakelet.com/wake/b6dcd28c-00be-4f64-a313-1eeb5bc89954">https://wakelet.com/wake/b6dcd28c-00be-4f64-a313-1eeb5bc89954</a>		√	√	√	√
Rights Respecting Schools – Primary Pack	<a href="https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2020/07/outright-primary-pack.pdf">https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2020/07/outright-primary-pack.pdf</a>			√	√	
Childline	<a href="https://www.childline.org.uk/info-advice/">https://www.childline.org.uk/info-advice/</a>		√	√	√	√
Health and Wellbeing Resources	<a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/health-and-wellbeing-activities/</a>		√	√	√	√

## Other Resources

Theme	Content / Link	Experiences & Outcomes	Early	First	Second	Third
Divided City – novel study (Primary pack)	<a href="https://education.gov.scot/improvement/learning-resources/sense-over-sectarianism-the-divided-city-novel-study-lesson-pack/">https://education.gov.scot/improvement/learning-resources/sense-over-sectarianism-the-divided-city-novel-study-lesson-pack/</a>				√	
Divided City – Sense Over Sectarianism (Primary pack)	<a href="https://education.gov.scot/improvement/learning-resources/sense-over-sectarianism-primary-school-workshop-lesson-pack/">https://education.gov.scot/improvement/learning-resources/sense-over-sectarianism-primary-school-workshop-lesson-pack/</a>	HWB 2-01a, HWB 2-07a, HWB2-04a, HWB 2-08a HWB 2-09a, HWB 2-10a HWB 2-13a, HWB 2-19a HWB 2-44b			√	
Divided City – Exploring Sectarianism (Primary pack)	<a href="https://education.gov.scot/improvement/learning-resources/divided-city-exploring-sectarianism-primary-pack/">https://education.gov.scot/improvement/learning-resources/divided-city-exploring-sectarianism-primary-pack/</a>				√	
Mentors in Violence Prevention	<a href="https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/">https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/</a>					√

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Divided City – Sense Over Sectarianism (Primary pack)	<a href="https://education.gov.scot/improvement/learning-resources/sense-over-sectarianism-primary-school-workshop-lesson-pack/">https://education.gov.scot/improvement/learning-resources/sense-over-sectarianism-primary-school-workshop-lesson-pack/</a>	HWB 2-01a, HWB 2-07a, HWB2-04a, HWB 2-08a HWB 2-09a, HWB 2-10a HWB 2-13a, HWB 2-19a HWB 2-44b			√	
Divided City – Exploring Sectarianism (Primary pack)	<a href="https://education.gov.scot/improvement/learning-resources/divided-city-exploring-sectarianism-primary-pack/">https://education.gov.scot/improvement/learning-resources/divided-city-exploring-sectarianism-primary-pack/</a>				√	
Mentors in Violence Prevention	<a href="https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/">https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/</a>					√ 