

Curriculum Improvement Cycle

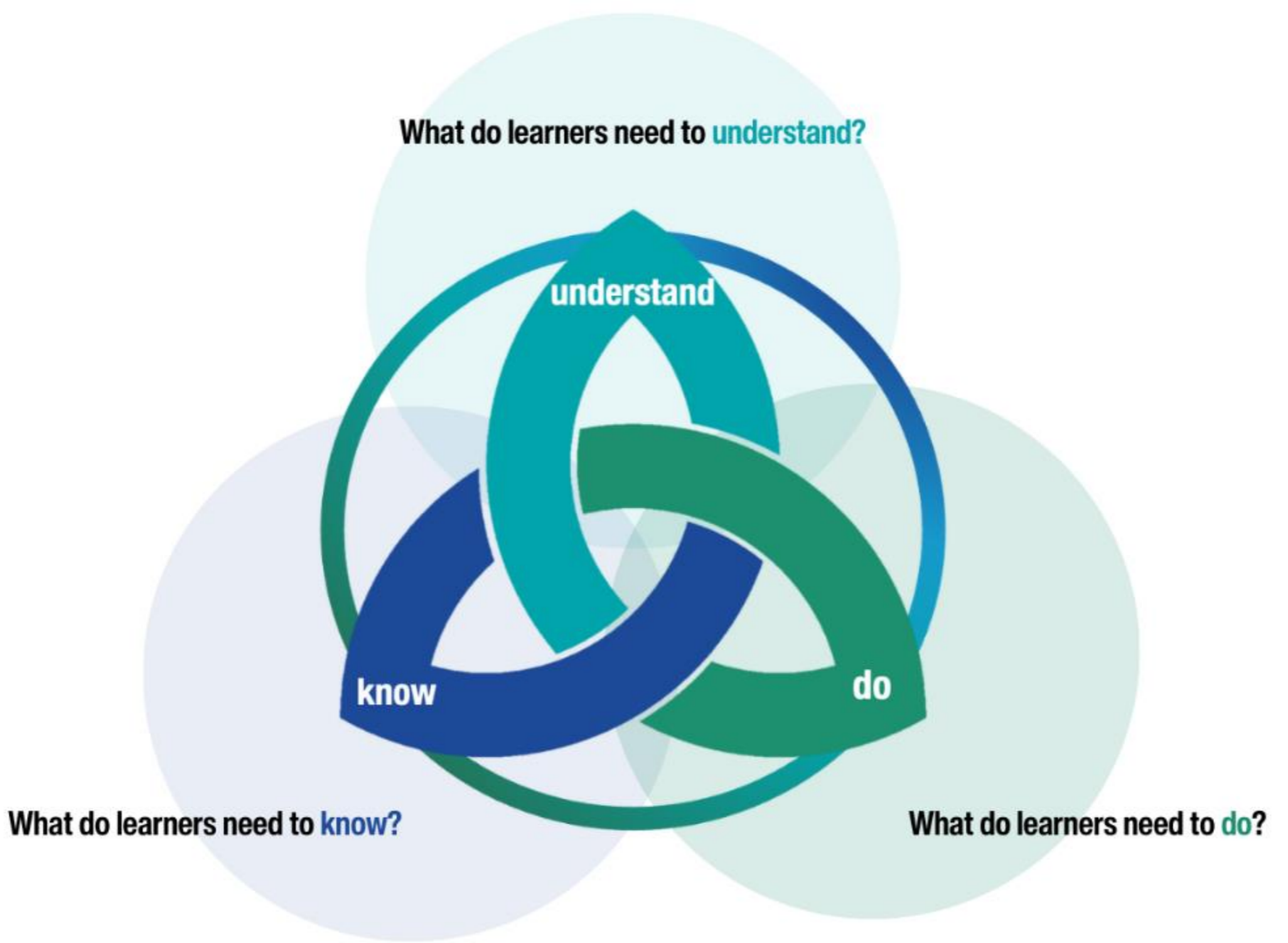
Draft Technical Framework

Health and Wellbeing Sample

June 2026

These are **draft materials**. The content, format and style are subject to change. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

There is **no expectation** on educators, schools or settings to do anything now with these samples. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session.



Health and Wellbeing						
Work is being undertaken to explore what the Know-Do-Understand model means for practitioners who use a range of progression frameworks and guidance documents, including the ASN Milestones, to plan learning for children with complex needs.						
Illustrative Big Idea	Health and Wellbeing are interconnected					
	Our mental, emotional, social, and physical health are interconnected. Insight into the relationship between body and mind, alongside recognition of identity and strengths, supports care for self and others. Our bodies and minds are systems that support our ability to thrive, learn, and grow. By understanding how the body and mind function, recognising these connections and valuing our unique identities and strength, we can make informed and compassionate choices that help to create safe, fair, active, and sustainable communities where everyone can belong, grow, and flourish.					
Habits for Health						
Habits for Health are about how routines, choices and environments change over time and context.						
Early Level	Food & Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Daily routines support health and wellbeing.		Understand: Daily routines support health and wellbeing.		Understand: Daily routines support health and wellbeing.	
	Know: Eating regularly fuels your body. Drinking enough water helps keep you hydrated. There are different food groups.	Do: Eat and drink regularly throughout the day to maintain energy levels. Use knowledge of food groups to make balanced choices.	Know: Rest and sleep help the body recover and grow.	Do: Engage in daily movement and play to develop likes and dislikes. Notice how the body feels before, during and after activity.	Know: Daily hygiene routines help keep the body healthy and prevent the spread of germs.	Do: Carry out personal hygiene routines with increasing independence.
	Notes Food Groups: see guidance on five food groups in Eat Well Plate guidance. Eat Well plate		Notes N/A		Notes N/A	
First Level	Food & Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Choices and preferences begin to shape habits for health.		Understand: Choices and preferences begin to shape habits for health.		Understand: Choices and preferences begin to shape habits for health.	
	Know: People have different dietary needs, preferences and responses to food. Food habits change as the body grows and develops. Portion sizes help support a balanced diet.	Do: Make choices that suit individual preferences and requirements. Select and use appropriate portion sizes when eating food. Make food choices that support growth.	Know: Preparing before (e.g. warm-ups), during and after (e.g. cool-downs) physical activity helps develop habits for health. Moderate to vigorous physical activity helps the body develop.	Do: Explore a variety of physical activities and sports. Notice how the body responds during activity. Rest and adjust routines in response to physical activity demands.	Know: Habits can be healthy or unhealthy. Sleep impacts daily performance and long-term health.	Do Make choices that develop habits for health.

	<p>Notes Portion size – current guidance see link below:</p> <p>Setting the Table</p>	<p>Notes Different activities will require appropriate preparation.</p> <p>Moderate – vigorous exercise defined by World health Organisation.</p> <p>WHO Guidelines on physical activity and sedentary behaviour</p>	<p>Notes Habits including but not limited to</p> <ul style="list-style-type: none"> • Exercise • Screen time • Substances 	
Second Level	<p>Food & Health</p> <p>Understand: Habits are influenced by internal and external factors.</p>	<p>Physical Education, Physical Activity and Sport</p> <p>Understand: Habits are influenced by internal and external factors.</p>	<p>Personal and Social Education</p> <p>Understand: Habits are influenced by internal and external factors.</p>	
	<p>Know: Food choices are influenced by needs, preferences, feelings, culture, faith and environments.</p> <p>Consumer needs and choices are influenced by their environment.</p> <p>Portion sizes vary depending on individual factors.</p>	<p>Do: Express personal food preferences.</p> <p>Investigate influences on consumer choices.</p>	<p>Know: Daily physical activity recommendations are linked to age.</p> <p>There are a variety of approaches to develop physical activity.</p> <p>Sustaining physical activity can impact on people’s energy and mood.</p>	<p>Do: Select and sustain activities at appropriate intensities to strengthen muscle and bone development.</p>
	<p>Know: Some habits become addictive.</p> <p>Sustaining habits for health (including sleep) can have a long-term impact on energy and mood.</p> <p>Change and loss can have an impact on the development of habits for health.</p>	<p>Do: Recognise how environments and interactions influence personal habits.</p> <p>Develop awareness of how daily routines support sleep patterns.</p>		
	<p>Notes Sensitive consideration of the young person’s environment is required.</p> <p>Culture Strategy Action Plan</p> <p>Environment refers to the conditions in which you live and work.</p> <p>Individual factors including but not limited to</p> <ul style="list-style-type: none"> • Activity levels • Age • Lifestyle 	<p>Notes Moderate to vigorous activity will vary according to children and young people’s needs.</p> <p>WHO Guidelines on physical activity and sedentary behaviour</p> <p>Children and adolescents aged 5-17 years should do at least 60 minutes of moderate to vigorous-intensity physical activity daily.</p> <p>Physical activity of amounts more than 60 minutes daily provides additional health benefits.</p> <p>This should include activities that strengthen muscle and bone, at least 3 times per week.</p>	<p>Notes Sensitive consideration of the young person’s environment is required.</p> <p>Culture Strategy Action Plan</p> <p>Environment: The conditions in which you live and work.</p> <p>Addiction including but not limited to</p> <ul style="list-style-type: none"> • Gaming • Over exercising • Pornography • Substances • Sunbed use 	

	Food & Health	Physical Education, Physical Activity and Sport	Personal and Social Education
	Understand: Habits are shaped by complex interactions between influences and can be reflected on and adapted.	Understand: Habits are shaped by complex interactions between influences and can be reflected on and adapted.	Understand: Habits are shaped by complex interactions between influences and can be reflected on and adapted.
	<p>Know: Ethical considerations influence food habits and their impacts on people and environments.</p> <p>Allergies and intolerances can have an impact on habits for health.</p>	<p>Know: Personal activity routines include elements such as:</p> <ul style="list-style-type: none"> • Goals • Monitoring • Progression • Recovery <p>Sustained physical activity, influenced by internal and external factors, supports growth and overall health.</p>	<p>Know: Internal influences can affect the ability to sustain habits for health.</p> <p>Repeated behaviours strengthen the brain's reward system, making habits easier to continue.</p>
	<p>Do: Reflect on how choices influence long-term habits for health.</p> <p>Produce ethical and sustainable food which support growth.</p> <p>Analyse food information to make informed judgements.</p>	<p>Do: Apply approaches to activity routines that support confidence, capability, and sustained participation.</p> <p>Apply principles of effective practice and training to support development within an activity.</p> <p>Reflect on decisions that shape activity habits over time.</p>	<p>Do: Adapt routines using;</p> <ul style="list-style-type: none"> -critical thinking -informed decision-making to respond to changing circumstances. <p>Develop habits in response to changes in life and environment.</p>
Third Level	<p>Notes Ethical considerations - Includes, but not limited to:</p> <ul style="list-style-type: none"> • Animal welfare (free range or organic products) • Environmental stability (meat free days) • Fair Trade • Food production methods (pesticides or organic) • Sustainability of food systems (e.g. overconsumption). 	<p>Notes N/A</p>	<p>Notes Life and environmental changes including but not limited to</p> <ul style="list-style-type: none"> • Changes in family circumstances • Exam stress • Peer group challenges <p>Brain responds to addictive behaviours including but not limited to:</p> <ul style="list-style-type: none"> • Alcohol • Drugs • Energy drinks • Exercise • Gaming/online activities • Processed foods • Sugar • Tobacco products/Vaping

	Food & Health	Physical Education, Physical Activity and Sport	Personal and Social Education			
	Understand: Habits for health are shaped by complex personal and global factors, requiring critical evaluation and adaptation.	Understand: Habits for health are shaped by complex personal and global factors, requiring critical evaluation and adaptation.	Understand: Habits for health are shaped by complex personal and global factors, requiring critical evaluation and adaptation.			
Fourth Level	<p>Know: Global issues can affect the availability and sustainability of food.</p> <p>Eating habits change over time and can impact on long term health.</p>	<p>Do: Critically evaluate global consumer trends.</p> <p>Analyse environmental and social considerations within food supply chains.</p> <p>Create a meal which reflects these factors.</p>	<p>Know: Long-term physical activity habits are sustained by adapting to fit individual circumstances and lifestyle.</p> <p>Long term physical activity supports brain, heart, and lung function.</p>	<p>Do: Transfer and sustain personal activity habits across different contexts.</p> <p>Evaluate the impact of personal activity habits over time.</p> <p>Plan and sustain a physical activity programme to support long-term brain, heart, and lung function.</p>	<p>Know: Global issues can have a significant impact on health behaviours, influencing the choices individuals make.</p> <p>Life changes can disrupt or reshape habits for health.</p>	<p>Do: Reflect upon and enhance personal routines to achieve positive long-term health and wellbeing.</p>
	<p>Notes Global issues including but not limited to</p> <ul style="list-style-type: none"> • Climate change • Food production • Food security • Food supply chains • Trends. 	<p>Notes Strong heart and lungs improve energy levels, support brain function and concentration and work towards reducing non-communicable disease risk.</p>	<p>Notes Global issues including but not limited to</p> <ul style="list-style-type: none"> • Conflict • Global media • Social trends • Technology. <p>Life changes including but not limited to</p> <ul style="list-style-type: none"> • Childhood – adolescence • Adolescence - adulthood 			

Version History

Version	Date	Detail
Version 1	23 June 2026	First released

Early Draft Sample