Curriculum Improvement Cycle
Health and Wellbeing
Draft Technical Framework

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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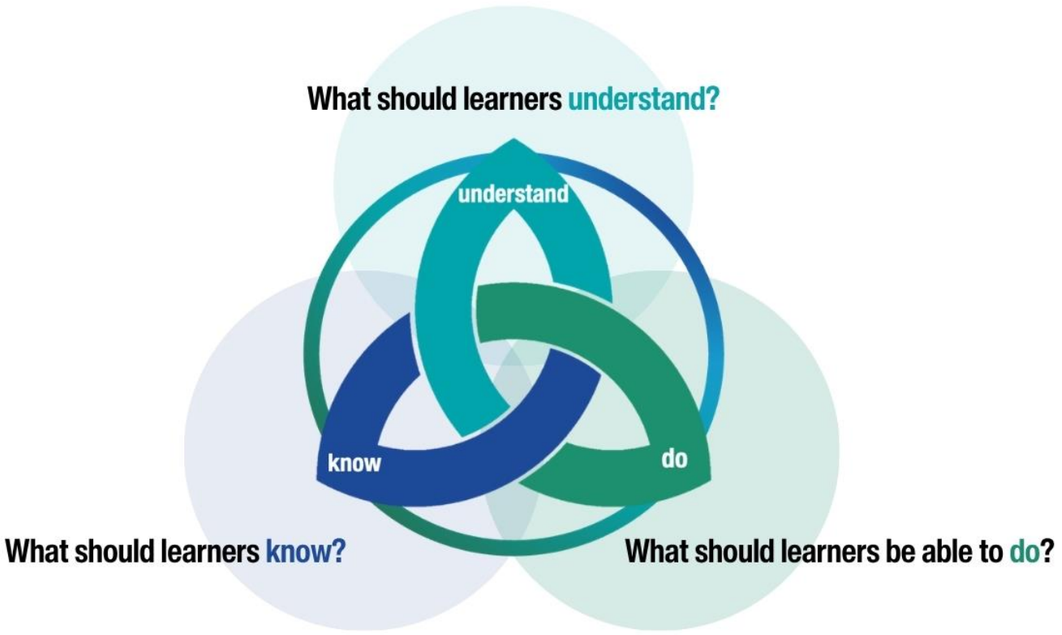
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
Skills, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction

Health and Wellbeing brings together Food and Health, Physical Education, Physical Activity and Sport, and Personal and Social Education. All children and young people are entitled to this curriculum learning. It is distinct from targeted wellbeing interventions and specialist support, which address individual needs and circumstances.

Four Big Ideas establish the overarching scope of the curriculum area. Shared concepts connect the three subjects, while each subject retains its distinctive knowledge and skills.

The framework sets out Know, Do and Understand statements from Early to Fourth Level. Know identifies the knowledge to develop. Do identifies how children and young people apply that knowledge. Shared Understand statements express the conceptual understanding that connects learning across the three subjects.

Each subject has separate Know and Do statements from Early Level. Across levels, the framework develops increasingly sophisticated knowledge, application and conceptual understanding.

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Health and Wellbeing Purpose Statement

The purpose of Health and Wellbeing is to develop children and young people's knowledge and understanding of bodies, relationships, behaviours, environments and communities. They apply this learning to make sense of health and wellbeing and the factors that shape it.

Children and young people develop the ability to interpret information and evidence, make informed judgements and understand themselves and others. They use their learning to navigate opportunities and challenges, recognise and respond to risk and participate meaningfully in a changing world.

Big Ideas

Health and Wellbeing are Interconnected	Belonging, Participating and Contributing	Making Sense of a Changing World	Growing, Developing and Adapting Through Life
Health and Wellbeing involves the interaction of mental, emotional, social and physical factors. Change in one aspect can influence others. Experiences, actions and outcomes rarely arise from a single cause. Learning in Health and Wellbeing helps explain these connections and how they develop and change throughout life.	People experience life through relationships and participation in communities. These connections influence support, belonging and inclusion, shaping individual and collective health and wellbeing. Learning in Health and Wellbeing explores how relationships and communities influence people. It also examines how people shape communities through participation and collective action.	Health and Wellbeing explores how opportunities, challenges and outcomes can vary across people's lives. Social, cultural, digital, economic and environmental circumstances influence individual choices. These circumstances can create different opportunities and constraints for individuals, groups and communities. Learning in Health and Wellbeing helps children and young people understand how these factors interact. They interpret information and make increasingly informed judgements in a changing world.	People grow, develop and change throughout life. Bodies, needs and circumstances change over time, creating different opportunities, challenges and responsibilities. Learning in Health and Wellbeing explores how decisions and circumstances influence health and wellbeing throughout life.

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Summary of Progression

Strand	Statements of Understanding				
	Early (Food and Health, Physical Education, Physical Activity and Sport, Personal and Social Education)	First (Food and Health, Physical Education, Physical Activity and Sport, Personal and Social Education)	Second (Food and Health, Physical Education, Physical Activity and Sport, Personal and Social Education)	Third (Food and Health, Physical Education, Physical Activity and Sport, Personal and Social Education)	Fourth (Food and Health, Physical Education, Physical Activity and Sport, Personal and Social Education)
Communities in Action	People can belong to and take part in diverse communities.	Participation and contribution can influence a sense of belonging within communities.	Opportunities and collective actions can influence how communities function.	Resources, structures and power can influence how communities function and change.	Changes within interconnected communities can have consequences for people, resources and opportunities.
Relationships	How people interact can affect their relationship with others.	People's needs and differences can influence how they relate to one another.	Needs, expectations and boundaries can influence relationships between people.	Communication, expectations and power can influence relationships between people.	Interacting needs, expectations and differences in power can influence relationships.
Habits for Health	Repeated actions can become part of everyday routines.	What people do regularly can influence the habits they develop over time.	Personal circumstances and external influences can affect how habits develop.	Repeated behaviour and changing influences can establish or disrupt habits over time.	Changes in circumstances and influences can affect how people maintain, adapt or change established habits.
Mental, Emotional, Social and Physical Health (MESP)	Thoughts, feelings and actions are connected and can change.	Thoughts, feelings and physical changes can interact and influence how people respond.	Decision making involves interactions between thoughts, emotions, physical responses and environments.	Mental, emotional, social and physical factors can interact to influence responses and decisions.	Interactions between mental, emotional, social and physical factors can change across contexts and influence responses and decisions in different ways.
Safety	Recognising risk can influence how people respond in different situations.	The nature of a hazard can influence the level of risk and how people respond.	The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.	Changing circumstances can affect how likely an event is to occur, its possible consequences and how people manage risk.	Complex and uncertain circumstances can alter how multiple factors combine to influence safety.
The Growing Body	The body grows and changes and its different parts can work together.	Body parts can work together to carry out different functions.	Growth and development can influence how body systems and structures function together.	Changes across life stages can influence how body systems function and respond.	Interactions between body systems can influence how the body functions and adapts across life stages.

Concept of Mental, Emotional, Social and Physical Wellbeing within the HWB Curriculum (MESP) - Mental, emotional, social and physical health differs from other concepts within the framework as progression is not expected to be linear. Although the mental, emotional, social and physical health concept has been separated into levels, learning is best supported through a spiral approach that enables learners to revisit and build upon knowledge, skills and understanding over time. Progress should be determined through practitioner judgement, with no requirement for diagnostic tools, standardised assessments or formal testing.

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Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="4">Communities in Action
How people participate in and contribute to communities, and how communities influence people’s experiences and opportunities.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td>Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
People can belong to and take part in diverse communities.</td><td colspan="2">Understand:
People can belong to and take part in diverse communities.</td><td>Understand:
People can belong to and take part in diverse communities.</td></tr>
<tr><td>Know:
Food and textiles can connect people, places and cultures.

Food can be shared in different ways within families and communities.

People do not always have the same access to food and clothing.

Food and textiles come from a variety of sources.

Food, clothing and other resources can be reduced, reused and recycled.</td><td>Do:
Connect foods and textiles to the people or places they come from.

Take part in a shared food experience.

Describe how food can be part of family or community life.

Recognise that people can have different access to food or clothing.

Identify benefits of reducing, reusing and recycling food and clothing.</td><td>Know:
People move and play together in different spaces and environments.

Shared rules and roles help people participate together.

People can have different needs when taking part in movement and play.

Activities, spaces and equipment can be changed to support participation.</td><td>Do:
Follow rules and take on different roles during movement and physical activity.

Coordinate actions with others towards a shared goal.

Carry out a change to equipment, space or rules to affect participation.

Identify how access to space, equipment or activities can differ.</td><td>Know:
People can belong to diverse communities.

Everyone is of equal value.

Communities can have similarities and differences.

People have different needs and circumstances.

People have different roles and jobs within families, settings and communities.</td><td>Do:
Identify communities to which people can belong.

Distinguish between treating everyone the same and responding to different needs.

Describe different roles and jobs people have within communities.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
• comfort blankets
• toys
• clothing

Notes
Food and textiles can have meaning within celebrations, traditions and community events.</td><td colspan="2">Notes</td><td>Notes</td></tr>
</table>

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<table>
<tr><td rowspan="4">First Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Participation and contribution can influence a sense of belonging within communities.</td><td colspan="2">Understand:
Participation and contribution can influence a sense of belonging within communities.</td><td colspan="2">Understand:
Participation and contribution can influence a sense of belonging within communities.</td></tr>
<tr><td>Know:
Food is grown, reared, caught and produced in Scotland and across the world.

Foods eaten within communities have diverse cultural and geographical origins.

Food can be transported and consumed in ways that supports sustainability.

Food moves through stages from producer to consumer.

Cost, availability and circumstances can influence access to food and clothing.</td><td>Do:
Identify the geographical origins of a range of foods.

Describe food that reflects diverse cultures or traditions and explain its connection to people or places.

Explore the journey of a food item from producer to consumer.

Compare food or clothing choices where cost or availability differ.</td><td>Know:
Shared rules, expectations and roles help groups participate, cooperate and compete.

Different spaces and environments can affect how people move and participate.

Needs, abilities and circumstances can influence participation.

Equipment, tasks and environments can be adapted to improve access.</td><td>Do:
Apply shared rules and expectations during group activities.

Adapt movement to suit different spaces and environments.

Take on different roles when participating with others.

Select equipment, space or task demands in response to a specified participation need.</td><td>Know:
People may belong to different communities and have diverse identities that are important.

Shared expectations and values can help communities work together.

Participation and contribution can strengthen a sense of belonging.

When people work together in a community, positive change can support health and wellbeing.

Equality is when everyone is treated fairly and has the same chance to take part and achieve.

Equity recognises that people may need different support to have fair opportunities.

Social and environmental changes can affect communities differently.</td><td>Do:
Compare how people engage in different communities.

Explain how individual or collective contributions can support change within a community.

Compare equality and equity in familiar situations.

Investigate how a change or challenge can affect a community.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Factors affecting access to food and clothing
• cost
• availability
• household circumstances
• location

Notes
Home life, economic circumstances and urban or rural location can affect access to food and clothing. Discussion of these circumstances requires sensitivity.</td><td colspan="2">Notes</td><td colspan="2">Notes</td></tr>
</table>

<table>
<tr><td rowspan="3">Second Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Opportunities and collective actions can influence how communities function.</td><td colspan="2">Understand:
Opportunities and collective actions can influence how communities function.</td><td colspan="2">Understand:
Opportunities and collective actions can influence how communities function.</td></tr>
<tr><td>Know:
Geography, climate, culture and other factors influence the food and textiles produced.

Production, processing and distribution connect producers, communities and consumers.

The production and consumption of food and clothing have social and environmental consequences.

Different places specialise in producing foods and textiles.

Locality, seasonality and supply influence access to food and clothing.

Sustainable food and textile practices can help reduce waste and protect natural resources.

Consumers have rights and responsibilities.

Advertising, digital marketing and influencers seek to shape choices.</td><td>Do:
Investigate how geographical, cultural or environmental factors influence production.

Identify key stages in the production, processing and distribution of food or textiles.

Compare practices between communities and environments.

Compare access to fresh produce in communities and environments.

Analyse the impact of locality and seasonality on the supply of food and clothing.

Compare social or environmental implications on different food and clothing choices.

Identify relevant consumer rights and responsibilities.

Analyse how marketing seeks to influence choices.</td><td>Know:
Resources, provision, environments and individual circumstances can create or reduce barriers to participation.

Reducing or removing barriers can increase opportunities to participate.

Individual and collective contributions can support physical activity and participation within communities.</td><td>Do:
Explain how environmental or community factors affect participation.

Identify factors that can enable participation or create barriers to participation.

Adapt role, movement or strategies to support effective group participation.

Adapt a feature of a group activity and evaluate its effect on access and participation.</td><td>Know:
Diverse identities contribute to the make-up of communities.

People and groups can respond differently to shared challenges.

Individual and collective contributions can influence how communities function.

People and groups can have different levels of power and influence within communities.

Rights and laws can protect against discrimination, harassment and victimisation.

Prejudice and discrimination can affect opportunity and community health and wellbeing.</td><td>Do:
Compare different responses to a community issue.

Explain how individual or collective action can contribute to change within a community.

Identify examples of power within communities.

Identify ways to advocate for change in a community.</td></tr>
<tr><td></td><td colspan="2">Includes, but not limited to:
Production
• farming
• growing
• production of raw materials
Textile practices
• fast fashion
• online platforms for buying, selling or exchanging clothing
• preloved clothing

Notes
Food processing turns raw materials into safe, edible and stable products.</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Individual and collective contributions
• community events
• local initiatives
• rallies
• protests
Community challenges
• gang activity
• knife crime
• extremism</td></tr>
</table>

	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Resources, structures and power can influence how communities function and change.		**Understand:** Resources, structures and power can influence how communities function and change.		**Understand:** Resources, structures and power can influence how communities function and change.	
Third Level	**Know:** Agriculture, fisheries, food and textile industries contribute to communities and economies. Production systems involve interconnected stages. Sustainable production practices seek to respond to environmental, economic and social challenges. Power within supply chains can affect producers, workers and consumers differently. Food and textile choices can involve competing ethical, economic and environmental considerations.	**Do:** Investigate relevant career pathways within the Food and Textile Industries. Explain connections between production, employment, communities and the economy. Investigate how production methods respond to sustainability challenges. Produce a food or textile outcome and evaluate how decisions about sourcing and production connect to communities and sustainability. Analyse and adapt a food or textile product in response to affordability, availability, production and distribution.	**Know:** Community values and expectations can influence access and participation. Resources, facilities and infrastructure can shape patterns of participation. Sporting legacy can influence opportunities for physical activity and sport.	**Do:** Analyse factors influencing participation. Explain how community provisions or opportunities can influence patterns of participation.	**Know:** Identity, culture and society can influence how communities function and change. Social, digital and economic change can create opportunities and challenges. Collective action can influence responses to community issues. Differences in power can influence whose views shape community decisions and which needs receive attention and resources. Rights, law and collective action provide mechanisms for promoting equality and equity.	**Do:** Analyse how identity, culture or society influence experiences within communities. Explain how social, digital or economic changes affect communities. Justify possible individual or collective responses to a community challenge. Evaluate how differences in power influence community decisions and responses to people's needs. Explain how individual and collective action can influence equality and equity.
	Includes, but not limited to: Production systems • primary production • secondary production **Notes** Primary production involves producing raw materials. Secondary production involves processing raw materials into food or textile products.		**Includes, but not limited to:** Community provision and support • sports clubs • facilities • volunteers • coaches • transport		**Notes**	

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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Changes within interconnected communities can have consequences for people, resources and opportunities.		**Understand:** Changes within interconnected communities can have consequences for people, resources and opportunities.		**Understand:** Changes within interconnected communities can have consequences for people, resources and opportunities.	
Fourth Level	**Know:** Environmental pressures, structural factors and global events affect production, supply and access. Local food and textile choices connect to wider environmental, economic and social consequences. Equity and sustainability of food and textiles can involve balancing social, economic and environmental considerations. Employment opportunities in the food and drink industry can change in response to local, national and global conditions. Policy, regulation and organisations can influence consumer behaviour.	**Do:** Analyse how environmental, social and economic factors influence access to food and textiles. Produce and evaluate a food or textile outcome. Justify resource and provenance decisions by considering their local, national or global consequences. Evaluate relationships between production, resources, sustainability and communities. Investigate food and textile career pathways and their relationship to skills and interests. Evaluate policy, regulation and a food or textile organisation's influence on consumer behaviour.	**Know:** Community structures, provision and access influence participation. Community physical activity and sport settings can provide pathways into volunteering, coaching and employment. Governing bodies and organisations can influence how physical activity and sport are organised, accessed and developed.	**Do:** Evaluate the likely benefits, limitations and unintended consequences of a change to community physical activity provision. Evaluate how organisations and participation pathways shape access to physical activity, sport and related roles.	**Know:** Identity is complex and can change over time, and this can contribute to community cohesion. Conflict, climate, technological development and economic change can affect communities differently. Local communities are connected to wider national and global systems. Social structures affect how opportunities and resources are experienced by diverse groups within communities. Community structures can give people and organisations unequal influence over decisions, resources and representation. These differences can affect opportunities within communities.	**Do:** Discuss how aspects of identity interact and contribute to community experiences. Analyse how local, national and global factors affect communities. Analyse how distributions of power can create or promote equity and equality. Evaluate individual, collective and systemic responses to community challenges using evidence. Analyse how unequal influence over community decisions and resources affects representation and opportunities.
	Includes, but not limited to: Equity and sustainability factors • sources of food and textile materials • production methods • transport and distribution • working conditions		**Notes**		**Notes** Systemic responses involve changes to policies, structures or services that shape community conditions.	

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<table>
<tr><td>Strand</td><td colspan="5">Relationships
How people form and experience relationships, and how communication, difference, needs, rights, boundaries, expectations and power shape those relationships.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td>Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
How people interact can affect their relationship with others.</td><td colspan="2">Understand:
How people interact can affect their relationship with others.</td><td>Understand:
How people interact can affect their relationship with others.</td></tr>
<tr><td>Know:
People can share and experience food in different ways.</td><td>Do:
Recognise different ways in which people take part in shared food experiences.</td><td>Know:
Personal qualities can influence how people take part in physical activity with others.

Encouragement can affect confidence and participation.</td><td>Do:
Describe how personal qualities can affect participation in physical activity with others.

Offer and respond to encouragement during physical activity.</td><td>Know:
Relationships can be formed with family members, friends and trusted adults.

Families and relationships can take different forms.

Caring, kindness, fairness and respect can support positive relationships.

Everyone has the right to be treated with respect in their relationships.</td><td>Do:
Identify relationships in people’s lives.

Recognise types of families and relationships.

Recognise characteristics of caring, fair and respectful relationships.

Describe how people can help others feel respected and included.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Ways of eating
• eating with hands
• using forks
• using spoons
• using chopsticks</td><td colspan="2">Includes, but not limited to:
Personal qualities
• helpfulness
• courage
• patience
• determination</td><td colspan="2">Includes, but not limited to:
Family relationships
• parents and children
• carers and children
• siblings
• extended family members
.</td></tr>
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<table>
<tr><td rowspan="4">First Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
People’s needs and differences can influence how they relate to one another.</td><td colspan="2">Understand:
People’s needs and differences can influence how they relate to one another.</td><td colspan="2">Understand:
People’s needs and differences can influence how they relate to one another.</td></tr>
<tr><td>Know:
Culture, faith and belief can influence food practices.</td><td>Do:
Describe how culture, faith or belief can shape food practices in shared food experiences.</td><td>Know:
Communication, cooperation and trust influence how people take part in physical activity together.

People have different strengths, needs and personal boundaries when taking part in physical activity with others.</td><td>Do:
Use communication and cooperation when taking part in physical activity with others.

Adapt communication and cooperation in response to different strengths, needs or boundaries.</td><td>Know:
Families, friendships and other loving relationships can take many forms.

People have diverse identities which can influence how they experience relationships.

Empathy involves considering another person’s feelings or perspective.

Relationships can change over time.

Stereotypes can influence expectations about people and relationships.

Rights help protect dignity, fairness and inclusion within relationships.</td><td>Do:
Describe diversity across families, friendships and other loving relationships.

Explain how identity can influence people’s experiences of relationships.

Explain how empathy can influence relationships.

Describe ways in which relationships can change.

Identify stereotypes and explain how they can influence expectations about people and relationships.

Explain how rights support dignity, fairness and inclusion within relationships.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Family relationships
• parents and children
• carers and children
• siblings
• extended family members</td></tr>
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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Needs, expectations and boundaries can influence relationships between people.		**Understand:** Needs, expectations and boundaries can influence relationships between people.		**Understand:** Needs, expectations and boundaries can influence relationships between people.	
Second Level	**Know:** Food practices can involve different ingredients, preparation methods and ways of serving or sharing food.	**Do:** Plan a shared food experience that takes account of different food practices.	**Know:** Cooperation, opposition and competition involve responsibilities towards other participants. Agreed rules and appropriate conduct can support fairness during physical activity and sport. Disagreement and conflict can affect relationships and participation.	**Do:** Adapt an aspect of participation to support fairness within a group. Apply agreed rules and communication strategies during cooperative and competitive physical activity. Respond constructively to disagreement or conflict during physical activity.	**Know:** Families, friendships and other loving relationships can take different forms and can involve care, trust, respect and affection. Families and relationships may include people of diverse sexual orientation and gender identities. Identity and perspective influence relationships. Consent means freely agreeing and can be given, withheld or withdrawn. Consent applies to physical and digital interactions. Peer and social pressure can influence decisions within relationships. Gender expectations and assumptions can influence people's experiences, opportunities and relationships. Gender based violence involves harmful behaviour and can be linked to gender inequality. Abuse can take different forms and is never acceptable. Support is available when relationships are unsafe, abusive or cause concern.	**Do:** Describe different characteristics of positive loving relationships. Explain how diversity in sexual orientation and gender identity contribute to different experiences of families and relationships. Compare how different perspectives can influence relationships. Explain how consent applies to physical and digital interactions. Explain how peer and social pressures can influence relationship decisions. Examine how gender expectations and assumptions can affect people’s experiences, opportunities and relationships. Recognise characteristics and behaviours associated with abusive relationships. Identify behaviours that may contribute to gender-based violence, including gender-based bullying, harassment and unwanted behaviour. Identify appropriate sources of support for relationship concerns.
	Includes, but not limited to: Planning shared food experiences • menu planning • planning food for celebrations • planning food preparation **Notes** Plans take account of the resources and facilities available.		**Includes, but not limited to:** Aspects of participation • roles • rules • groupings • space • equipment		**Includes, but not limited to:** Family relationships • parents and children • carers and children • siblings • extended family members	

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<table>
<tr><td></td><td colspan="2"></td><td colspan="2">Notes
Fairness may require different adaptations for different participants or contexts.</td><td colspan="2"></td></tr>
<tr><td rowspan="4">Third Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Communication, expectations and power can influence relationships between people.</td><td colspan="2">Understand:
Communication, expectations and power can influence relationships between people.</td><td colspan="2">Understand:
Communication, expectations and power can influence relationships between people.</td></tr>
<tr><td>Know:
Food-related expectations and assumptions can affect whether people feel respected or excluded in shared food experiences.

Shared food experiences may require different needs and food practices to be accommodated.</td><td>Do:
Analyse how food-related assumptions can affect respect and inclusion.

Prepare and adapt food to meet specified cultural, dietary or individual requirements, and justify the decisions made.</td><td>Know:
Interactions within a group can affect whose views shape decisions and how people participate.

Status, confidence, roles and relationships can affect how much say people have in decisions during physical activity and sport.

Captains, coaches, officials and leaders can have formal authority to make or enforce decisions in physical activity and sport.

Peers and performers can have informal power through their status, experience or relationships with others.

Stereotypes, discrimination, harassment and exclusion can impact relationships and participation.</td><td>Do:
Analyse how group dynamics influence participation.

Adapt roles, movement strategies or communication during physical activity in response to group dynamics.

Evaluate how group organisation can make participation more equitable.</td><td>Know:
Positive relationships involve mutual respect, trust, communication and regard for individual boundaries.

The legal age of consent to sexual activity in Scotland is 16.

Beliefs, values, culture and social expectations can shape perspectives on relationships.

Rights, consent, boundaries and safety always apply within relationships.

Differences in power can affect autonomy and choices.

Pressure, coercion and manipulation undermine consent.

Gender based violence is rooted in unequal beliefs and attitudes.

Digital influences can affect expectations about relationships.</td><td>Do:
Analyse how respect, trust, communication and boundaries affect relationships.

Explain how the law on age of consent protects rights and informs decisions.

Analyse how beliefs, values, culture and social expectations influence perspectives on relationships.

Examine how rights, consent and boundaries influence choices within relationships.

Analyse how differences in power influence autonomy, choice and consent.

Distinguish consent from pressure, coercion and manipulation.

Analyse how unequal beliefs and attitudes can contribute to gender-based violence.

Analyse how digital influences can shape expectations about relationships.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes
Formal authority comes from roles with responsibility for making or enforcing decisions. Informal power can arise through status, experience or relationships.</td><td colspan="2">Includes, but not limited to:
Family relationships
• parents and children
• carers and children
• siblings
• extended family members

Notes
Misogyny involves prejudice, contempt or hostility towards women and girls. Misogynistic beliefs and attitudes can contribute to gender-based violence.</td></tr>
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<table>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Interacting needs, expectations and differences in power can influence relationships.</td><td colspan="2">Understand:
Interacting needs, expectations and differences in power can influence relationships.</td><td colspan="2">Understand:
Interacting needs, expectations and differences in power can influence relationships.</td></tr>
<tr><td>Know:
Shared food experiences can involve competing dietary, cultural and practical requirements. Decisions about these requirements can affect inclusion and participation.</td><td>Do:
Evaluate how decisions about competing food requirements affect inclusion and participation in shared food experiences.</td><td>Know:
Leadership distributes influence and responsibility in different ways.

Leadership approaches can affect relationships, decision-making and participation within physical activity and sport.

Cultures within physical activity and sport can challenge or reinforce discrimination and inequality.</td><td>Do:
Analyse how power and expectations affect participation.

Apply and adapt leadership approaches during physical activity to support equitable participation.

Evaluate how practices or culture within physical activity and sport can support or restrict equitable participation.</td><td>Know:
Changing needs, circumstances and expectations can affect relationships.

Rights and responsibilities can interact within complex relationships.

Gender based violence reflects and reinforces inequalities in power and status.

Social and cultural attitudes can reinforce or challenge expectations and inequalities within relationships.

Power can influence autonomy, consent and decision making within relationships.

Discrimination and unequal power can affect relationships and outcomes.

Relationship decisions can involve diverse perspectives, rights and ethical considerations.

Abuse may involve patterns of coercion, control, intimidation or exploitation.</td><td>Do:
Evaluate how communication and negotiation can support relationships as needs, circumstances and expectations change.

Evaluate how rights and responsibilities influence choices within relationships.

Evaluate how social and cultural attitudes can reinforce or challenge inequalities within relationships.

Evaluate how power influences autonomy, consent and decision-making within relationships.

Evaluate how discrimination and unequal power affect relationships and the choices available to people.

Justify decisions about relationship issues using relevant evidence, rights and ethical considerations.

Analyse patterns of coercion, control, intimidation or exploitation within abusive relationships.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Family relationships
parents and children
carers and children
siblings
extended family members
Patterns of abusive behaviour
coercion
control
intimidation
exploitation
Notes
Changes in behaviour, wellbeing or circumstances can raise concerns but do not, by themselves, establish that abuse has occurred.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="5">Habits for Health
How repeated behaviours and routines develop into habits, what sustains and changes them and how these influence health and wellbeing.</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Repeated actions can become part of everyday routines.</td><td colspan="2">Understand:
Repeated actions can become part of everyday routines.</td><td colspan="2">Understand:
Repeated actions can become part of everyday routines.</td></tr>
<tr><td>Know:
The body needs food and water regularly.

Food provides energy and nutrients.

Foods can be grouped according to their characteristics and contribution to a balanced diet.</td><td>Do:
Identify repeated food and drink choices that can become habits.

Sort familiar foods into food groups.

Use food group knowledge to identify balanced choices.</td><td>Know:
Movement and rest are part of daily routines.

People enjoy different ways of moving.

The body can feel different during physical activity and rest.</td><td>Do:
Identify and explain preferred movement experiences.

Describe how the body feels before, during and after physical activity.

Identify opportunities for movement and rest within daily routines.</td><td>Know:
Everyday routines can help care for the body.

Personal hygiene routines help reduce the spread of germs.

Sleep and rest are part of everyday routines that support health.</td><td>Do:
Identify routines that help care for the body.

Sequence familiar personal hygiene routines.

Explain why hygiene, sleep and rest are important.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Experiences that can support enjoyment
• choice
• success
• appropriate challenge
• belonging
• personal progress

Notes
Enjoyment involves positive and personally meaningful movement experiences. Every activity does not need to feel fun.</td><td colspan="2">Notes</td></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
What people do regularly can influence the habits they develop over time.</td><td colspan="2">Understand:
What people do regularly can influence the habits they develop over time.</td><td colspan="2">Understand:
What people do regularly can influence the habits they develop over time.</td></tr>
<tr><td>Know:
People can have different dietary needs and preferences.

A balanced diet includes appropriate amounts and proportions of different food groups.

Food habits can change as people grow.</td><td>Do:
Identify foods in response to specified needs or preferences.

Identify appropriate portions for different specified needs.

Explain how food habits can change as the body grows.</td><td>Know:
A physical activity habit is a pattern of participation repeated over time.

Enjoyment can influence whether a physical activity is repeated.

Repeated participation can help physical activity become part of a routine.</td><td>Do:
Identify repeated physical activities and create an activity routine.

Choose and repeat enjoyable physical activities.

Practise movement skills as part of a routine.

Use movement to explore, remember, choose or solve a problem.</td><td>Know:
Habits can be behaviours or routines repeated over time.

Habits can have helpful or harmful effects on health and wellbeing.

Sleep affects physical and cognitive function. Routines, environments and daily activities can support or disrupt sleep.</td><td>Do:
Identify repeated behaviours or routines that can become habits.

Explain how habits can affect health and wellbeing.

Describe factors that can support or disrupt sleep routines.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes
Repeated participation can build familiarity and confidence in movement. Moving to learn involves using movement to explore, remember, choose and solve problems.</td><td colspan="2">Notes</td></tr>
</table>

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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Personal circumstances and external influences can affect how habits develop.</td><td colspan="2">Understand:
Personal circumstances and external influences can affect how habits develop.</td><td colspan="2">Understand:
Personal circumstances and external influences can affect how habits develop.</td></tr>
<tr><td>Know:
Needs, preferences and accessibility can influence food choices.

Marketing and food environments can influence consumer choices.

Food requirements and appropriate portion sizes vary according to individual factors.

Repeated food choices contribute to dietary patterns over time.</td><td>Do:
Compare food choices and explain how different factors influence them.

Analyse how marketing or food environments can influence consumer choices.

Select food and portion amounts in response to specified individual needs.</td><td>Know:
Physical activity habits vary in their type, frequency, duration and setting.

Enjoyment, confidence, movement competence and choice can influence continued participation.

Repeated patterns of physical activity and rest can affect health and wellbeing over time.

Opportunities for physical activity are available in different settings.</td><td>Do:
Describe and compare different physical activity habits.

Explain how enjoyment, confidence, competence or choice can affect participation.

Describe how a repeated pattern of physical activity and rest can affect health and wellbeing.

Identify opportunities for physical activity at school, home or in the community.

Develop or adapt a physical activity routine for an identified need or preference.</td><td>Know:
Relationships, environments and digital experiences can influence habits.

Changes to routines can affect established habits.

Significant life events can impact habits.

Behaviours repeated over time can become automatic.

Repeated substance use can become an established habit and for some substances, can lead to dependence.

Some repeated behaviours can become compulsive and difficult to change.</td><td>Do:
Analyse how internal and external factors can influence a habit.

Analyse how changes in circumstances can disrupt established habits.

Explain why repeated behaviours can become automatic.

Identify reliable sources of information and appropriate support relating to substance use or compulsive behaviours.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes
Learning to move involves developing movement skills, control, confidence and competence. Moving to learn uses movement to support attention, decision-making, problem-solving and other aspects of learning. These processes can interact.</td><td colspan="2">Includes, but not limited to:
Substance use
• alcohol use
• nicotine use, including vaping
• use of other drugs
Repeated behaviours
• exercise
• gaming and online activities

Notes
Repeated behaviours are not necessarily compulsive. Substance use does not necessarily involve dependence.</td></tr>
</table>

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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Repeated behaviour and changing influences can establish or disrupt habits over time.</td><td colspan="2">Understand:
Repeated behaviour and changing influences can establish or disrupt habits over time.</td><td colspan="2">Understand:
Repeated behaviour and changing influences can establish or disrupt habits over time.</td></tr>
<tr><td>Know:
Repeated dietary patterns can have cumulative effects on health.

Food labels and other nutritional information can inform decisions.

Consumer trends and food production can impact availability, affordability and desirability.

Allergies and intolerances can require established food habits to change.</td><td>Do:
Evaluate how different factors influence food habits.

Analyse food information to justify an informed food decision.

Plan and produce a meal in response to specified nutritional needs, social and environmental considerations.

Select and adapt food in response to specified allergies or intolerances.

Evaluate how repeated dietary patterns can influence health over time.</td><td>Know:
Personal, social and environmental factors influence physical activity habits.

Physical activity preferences and motivation can change through experience and over time.

A participation pathway is a route through which a person accesses and continues physical activity.

Changes in circumstances can alter established physical activity habits.</td><td>Do:
Analyse factors that influence physical activity habits.

Compare how experiences can affect enjoyment, preferences and motivation.

Identify and compare participation pathways.

Plan an adaptation to an activity habit in response to a changing circumstance.</td><td>Know:
Internal and external influences can sustain or disrupt habits.

Repeated behaviours strengthen the brain’s reward system, making habits easier to continue.

Changing a habit may require adaptations to routines, environments or sources of support.</td><td>Do:
Explain how reward processes contribute to habit formation.

Analyse factors that make habits easier or harder to sustain or change.

Evaluate different approaches to changing or maintaining a habit.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Participation pathways
• physical education
• active travel
• recreation
• outdoor activity
• community activities
• exercise
• sport

Notes
Participation pathways are different ways people access and continue physical activity.</td><td colspan="2">Notes</td></tr>
</table>

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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
Fourth Level	**Understand:** Changes in circumstances and influences can affect how people maintain, adapt or change established habits.		**Understand:** Changes in circumstances and influences can affect how people maintain, adapt or change established habits.		**Understand:** Changes in circumstances and influences can affect how people maintain, adapt or change established habits.	
	Know: Long-term food habits, combined with other lifestyle factors can increase or reduce the risk of future health conditions. Evidence about diet and health varies in quality. Advertising and social media can influence consumer habits.	**Do:** Analyse how interacting influences contribute to dietary patterns. Evaluate and justify a food related decision using relevant dietary and health evidence. Analyse how information and consumer influences can affect judgement and established food habits.	**Know:** Patterns of physical activity can have cumulative effects on health, functioning and participation. Physical activity needs, preferences and opportunities can change across life stages. Lifelong participation can involve different activities, pathways and roles. Physical activity habits can be maintained, modified or replaced as circumstances change. Knowledge and evidence can inform decisions about physical activity habits.	**Do:** Review a pattern of physical activity and explain its possible effects over time. Compare activities, pathways and roles available at different life stages. Investigate a pathway or role which takes account of a specific need, preference or circumstance. Develop and adapt a physical activity plan for a period of change. Use relevant information to explain a decision about maintaining, modifying or replacing a physical activity habit.	**Know:** Periods of change can strengthen, disrupt or reshape established habits. Evidence about health behaviours varies in reliability and relevance to different circumstances. Wider social, technological, economic and environmental contexts influence health behaviours.	**Do:** Analyse how changing circumstances can affect established habits. Evaluate the reliability and relevance of evidence about health behaviours in different circumstances. Justify a response to changing health habits using evidence and considering wider factors that support or limit choices.
	Notes		**Notes** Lifelong participation means engagement in physical activity across life stages. Activities, pathways, roles, frequency and forms of participation can change over time.		**Notes**	

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<table>
<tr><td>Strand</td><td colspan="4">Mental, Emotional, Social and Physical Health (MESP)
How mental, emotional, social and physical health factors interact to influence feelings, responses, participation and decisions.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Thoughts, feelings and actions are connected and can change.</td><td colspan="2">Understand:
Thoughts, feelings and actions are connected and can change.</td><td colspan="2">Understand:
Thoughts, feelings and actions are connected and can change.</td></tr>
<tr><td>Know:
People can have different thoughts and feelings about food, drink and textiles.

People can like and dislike different foods, drink and textiles.

Sensory experiences can affect how people respond to food and textiles.

Eating and drinking can affect how the body feels.</td><td>Do:
Recognise that people can respond differently to the same food or drink.

Express likes, dislikes and feelings about food, drink and textiles.

Identify ways food and drink can affect how the body feels.</td><td>Know:
Movement can produce physical and emotional responses.

Body signals and emotions can change during movement.

Environments can contribute to how people feel and respond when moving.</td><td>Do:
Try a range of movements.

Take turns and cooperate during movement.

Describe how different movement experiences can feel.

Recognise body signals and emotions associated with movement.

Adapt movement in response to simple body or environmental cues.</td><td>Know:
People experience a range of thoughts and feelings, and these are all important.

People can respond differently to the same situation.

Feelings can be accompanied by physical responses.

The things people say and do can affect how others feel.

People can provide support when it is needed.

Mistakes can help people learn and improve.</td><td>Do:
Identify and describe a range of emotions.

Recognise physical responses associated with different feelings.

Notice that people can think, feel and respond differently to the same situation.

Describe how an action can affect another person.

Identify ways a person might respond when something feels difficult.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Physical responses
• a faster heartbeat
• butterflies in the stomach
• facial flushing
• shaky hands
• feeling warm

Notes
The effects of regulation strategies can vary according to individual needs, strengths and circumstances.</td></tr>
</table>

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<table>
<tr><td rowspan="4">First Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Thoughts, feelings and physical changes can interact and influence how people respond.</td><td colspan="2">Understand:
Thoughts, feelings and physical changes can interact and influence how people respond.</td><td colspan="2">Understand:
Thoughts, feelings and physical changes can interact and influence how people respond.</td></tr>
<tr><td>Know:
Thoughts and feelings can contribute to food choices.

Food preferences can change over time.

Social situations and environments can influence experiences of food.</td><td>Do:
Explain how thoughts, feelings or circumstances can influence food choices.

Describe how food preferences can differ between people and situations.

Select from food options in response to a specified situation.</td><td>Know:
Thoughts, emotions and physical responses can influence participation and movement.

Movement can support mental, emotional, social and physical health.

Attention, confidence and focus can influence movement and learning.

Communication can support teamwork.

Challenges, success and setbacks can create different physical and emotional responses.</td><td>Do:
Recognise changes in thoughts, feelings and physical responses during activity.

Describe how movement affects mental, emotional, social and physical health.

Explain how attention, confidence or focus can affect participation.

Identify and use ways to support concentration during movement and learning activities.</td><td>Know:
Feelings vary in intensity and can change over time.

Thoughts can influence feelings and actions.

People’s experiences and perspectives can lead to different responses.

Different strategies can influence thoughts, feelings and actions.

Different people can provide help and support.

Mistakes and setbacks can provide opportunities for learning.</td><td>Do:
Describe connections between thoughts, feelings and actions.

Identify how different people might respond to the same situation.

Identify strategies that could support different emotional responses.

Identify trusted adults and sources of support.

Compare different responses to a familiar setback or challenge.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes
Success can involve progress towards a movement or participation goal, taking account of individual capabilities.</td><td colspan="2">Notes
The effects of regulation strategies can vary according to individual needs, strengths and circumstances.</td></tr>
</table>

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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Decision making involves interactions between thoughts, emotions, physical responses and environments.</td><td colspan="2">Understand:
Decision making involves interactions between thoughts, emotions, physical responses and environments.</td><td colspan="2">Understand:
Decision making involves interactions between thoughts, emotions, physical responses and environments.</td></tr>
<tr><td>Know:
Thoughts, emotions, relationships and social environments influence food choices.

Emotional responses to food can differ between people and across situations.

Media and social influences can affect perceptions of food and bodies.</td><td>Do:
Compare how food preferences and responses vary across people and situations.

Analyse factors that can influence food and drink decisions.

Explain how media or social influences can affect perceptions of food or bodies.</td><td>Know:
Thoughts, emotions, physical responses and social interactions influence movement decisions.

Motivation, confidence and concentration can influence learning and performance.

Physical and emotional responses can interact during activity.

Movement and physical activity can support mental, emotional, social and physical health.</td><td>Do:
Make and adapt movement decisions in response to body signals, emotions, other people and environmental cues.

Analyse how motivation, confidence or concentration can influence performance.

Evaluate a strategy used in response to a movement or performance challenge.

Use feedback to refine and improve movement.</td><td>Know:
Thoughts, feelings, physical responses and actions can influence one another.

Personal responses can vary when circumstances, relationships or environments change.

Regulation strategies have different purposes and effects.

Conflict can affect mental, emotional, social and physical health.

Decisions can have short or long term consequences.

Success, challenge and feedback can create different emotional and physical responses.

Sources of support can meet different needs.

Responses to mistakes and setbacks can affect learning, focus and participation.</td><td>Do:
Explain relationships between thoughts, feelings, physical responses and actions.

Compare strategies for responding to different situations.

Analyse different perspectives within a conflict.

Recognise emotional responses and use them to inform decisions.

Identify appropriate sources of support for different situations.

Adapt strategies when faced with challenges or setbacks.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Notes
The effects of regulation strategies can vary according to individual needs, strengths and circumstances.</td></tr>
</table>

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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Mental, emotional, social and physical factors can interact to influence responses and decisions.		**Understand:** Mental, emotional, social and physical factors can interact to influence responses and decisions.		**Understand:** Mental, emotional, social and physical factors can interact to influence responses and decisions.	
Third Level	**Know:** Personal, social, cultural and media factors can influence body image. Stress and emotional states can influence food-related decisions. Food choices can affect physical and emotional responses. Food and drink choices can affect physical performances, concentration and participation.	**Do:** Analyse how thoughts, feelings, body image and social influences can affect food-related decisions. Compare possible responses to a specified food or body-related situation. Evaluate information or messages about food, bodies or health. Evaluate how food and drink choices can affect physical performance, concentration and participation.	**Know:** Emotions, cognition, relationships and physical responses interact during performance. Concentration and arousal can affect decision-making. Pressure can influence thoughts, emotions, physical responses and actions. Regulation strategies have different effects depending on person, task and context. Clear goals can focus attention, support motivation and provide a way to review progress.	**Do:** Analyse how interacting mental, emotional, social and physical factors influence performance. Select and apply a strategy in response to changing performance demands. Analyse how pressure can affect thoughts, emotions, physical responses, actions and movement decisions. Evaluate the effect of selected strategies on movement decisions or performance. Set and review a goal for a specified physical activity challenge and explain how it can support focus and motivation.	**Know:** Previous experiences, relationships and circumstances can impact responses. Internal and external circumstances can affect responses to challenge. Stress involves interacting psychological, emotional and physical responses. A range of support is available for different circumstances. Goal setting, planning and problem-solving can support decision-making. Feedback and reflection can affect confidence, participation and future actions. Effort, persistence and self-regulation can help people respond to challenge and change.	**Do:** Analyse factors influencing responses to stress or challenge. Compare the effectiveness of strategies for different situations. Apply goal setting or planning to a specified scenario. Use feedback and reflection to refine strategies that improve outcomes.
	Notes		**Notes**		**Notes** The effects of regulation strategies can vary according to individual needs, strengths and circumstances.	

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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Interactions between mental, emotional, social and physical factors can change across contexts and influence responses and decisions in different ways.		**Understand:** Interactions between mental, emotional, social and physical factors can change across contexts and influence responses and decisions in different ways.		**Understand:** Interactions between mental, emotional, social and physical factors can change across contexts and influence responses and decisions in different ways.	
Fourth Level	**Know:** Social, cultural, emotional and digital influences can interact to shape beliefs about food, bodies and health. Health information and claims vary in reliability and can influence judgement and food-related decisions. Specialist support can address concerns involving food, body image or health.	**Do:** Analyse interacting influences on a complex food or body related decision. Evaluate relevant information or claims and justify an informed response. Explain when specialist support may be appropriate.	**Know:** Cognitive, emotional, social, physical and environmental factors interact to influence movement, participation and performance. Attention, anticipation, decision-making, emotions and physical state can change as performance conditions change. Regulation strategies have different effects depending on performer, task and context. Motivation, confidence, leadership and group cohesion can affect performance.	**Do:** Adapt movement and performance decisions in response to interacting physical, cognitive, emotional and social demands. Evaluate the effectiveness of different responses across changing performance contexts. Evaluate performance decisions using relevant evidence. Evaluate how interacting cognitive, emotional, social and physical factors influence the effectiveness of a group performance.	**Know:** Complex decisions can involve interacting thoughts, emotions, relationships, physical responses, values and circumstances. Stress and uncertainty can affect judgement. Reliable information and appropriate support can strengthen decision-making. Mistakes, setbacks and feedback can provide valuable information for decision making. Sources and support vary in purpose and effectiveness. Self-awareness and reflection can support growth and decision making.	**Do:** Analyse interacting influences within a complex decision or challenge. Evaluate different responses to challenges and setbacks using evidence. Use evidence and judgement to make decisions in complex or unfamiliar situations.
	Includes, but not limited to: Food and health information and claims • dietary trends • weight-management claims • claims about weight-loss medicines • specific diets Specialist support • dieticians • qualified healthcare professionals • specialist eating disorder services **Notes** Different sources of support address different food, body image and health concerns.		**Includes, but not limited to:** Cognitive factors • attention • concentration • perception • memory • anticipation **Notes** Cognitive factors concern how people attend to, process and use information. These factors can affect how people interpret cues, select actions and adapt during physical activity.		**Notes** The effects of regulation strategies can vary according to individual needs, strengths and circumstances.	

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Strand	**Safety** How people recognise, assess, manage and evaluate risk to make informed decisions about safety.					
Early Level	**Food and Health**		**Physical Education, Physical Activity and Sport**		**Personal and Social Education**	
	Understand: Recognising risk can influence how people respond in different situations.		**Understand:** Recognising risk can influence how people respond in different situations.		**Understand:** Recognising risk can influence how people respond in different situations.	
	Know: Food, utensils and materials need to be handled safely and hygienically. Clean hands, surfaces and utensils help reduce the spread of germs. People can have allergies to food, medicines and textiles and these can affect people in different ways.	**Do:** Use food, utensils and materials safely for their intended purpose. Follow hygiene routines when handling and preparing food. Recognise when an allergy may require support from a trusted adult.	**Know:** Movement and play involve rules, routines and possible risks. People, space and equipment can affect safety. Body signals can indicate when someone needs to slow down, stop or rest.	**Do:** Move with awareness of people, space and equipment. Respond to safety cues. Respond appropriately to familiar body signals during activity.	**Know:** Everyone has a right to feel safe. People have a right to personal space and boundaries. Trusted adults and emergency services can provide help. Personal information should not always be shared, including online. Medicines have different purposes and should be used with guidance from an appropriate adult.	**Do:** Recognise situations at home, in school and in the community that may be unsafe. Identify a trusted person who can provide help. Explain how to access emergency services. Recognise examples of personal information that should be protected. Describe what medicines are for and how an appropriate adult can help with their safe use.
	Notes		**Notes**		**Notes** Activities can involve both opportunities and risks. Recognising and managing risk can support participation.	

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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: The nature of a hazard can influence the level of risk and how people respond.		**Understand:** The nature of a hazard can influence the level of risk and how people respond.		**Understand:** The nature of a hazard can influence the level of risk and how people respond.	
First Level	**Know:** Food and textile tasks require different tools and techniques. Safe preparation, cooking and storage procedures help reduce food safety risks. Food allergens can cause different reactions and need to be managed safely.	**Do:** Select and use appropriate tools and techniques safely. Apply safe and hygienic procedures when preparing, cooking and storing food. Follow information or guidance provided to manage a specified food allergen safely.	**Know:** Activities, spaces and equipment present different hazards. Attention, awareness and control help reduce risk during movement.	**Do:** Identify hazards within an activity environment. Adapt movement, use of space or equipment in response to an identified hazard. Apply agreed safety routines during physical activity.	**Know:** Environments present different types of risk. Medicines can have different effects on the body and using them as intended supports safe use. Privacy and protecting personal information contribute to safety. People online may be unknown or may be dishonest. Substances can affect the body, feelings or behaviour, and their effects can differ.	**Do:** Compare risks in physical, social and digital situations and explain what makes one situation safer than another. Explain how people can protect personal information. Identify when an interaction should end and seek help. Explain how substances can affect the body, feelings or behaviour.
	Notes		**Notes**		**Notes**	

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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.</td><td colspan="2">Understand:
The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.</td><td colspan="2">Understand:
The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.</td></tr>
<tr><td>Know:
Harmful microorganisms or allergens can contaminate food and cause food poisoning.

Cross contamination can transfer microorganisms or allergens between foods, surfaces, utensils or equipment.

Food labels provide information that can support safe storage, preparation and allergen management.</td><td>Do:
Select and apply appropriate food safety and hygiene controls.

Explain how cross-contamination occurs and how food safety practices can reduce it.

Use food labelling and allergen information to identify and manage a food safety risk.</td><td>Know:
Managed risk can be part of movement and physical activity.

Interactions between environment, task, equipment and people affect risk.

Fatigue, confidence, attention and changing conditions can affect risk.</td><td>Do:
Assess risk within changing activity contexts.

Adapt movement, strategy or equipment in response to identified risk.

Explain the reasoning behind a safety decision.</td><td>Know:
Health information varies in reliability.

Risk taking behaviours take many forms.

Digital interactions can create risks relating to privacy, relationships and safety.

Substances can affect judgement, decision-making and health with consequences for individuals, families or communities.</td><td>Do:
Compare sources of health information for reliability.

Assess risk across environments by considering hazards, likelihood and possible consequence.

Explain how digital behaviour can impact people.

Explain how substances can affect a decision and describe possible consequences for individuals, families or communities.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Food-labelling information
• date marks
• storage instructions
• allergen information
• assurance marks, such as the British Lion mark

Notes
Food businesses must provide information about the 14 regulated allergens when they occur as ingredients.
Some microorganisms can cause illness. Others contribute to digestion or food production.</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Situations involving risk
• substance use that affects health or judgement
• sexual interactions involving pressure or absent consent
• sharing personal information online
• unsafe online relationships or interactions
• accessing or sharing harmful or illegal content
• online challenges involving possible harm
• unsafe use of bikes or vehicles in public spaces

Notes
The nature and level of risk depend on the circumstances.</td></tr>
</table>

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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Changing circumstances can affect how likely an event is to occur, its possible consequences and how people manage risk.</td><td colspan="2">Understand:
Changing circumstances can affect how likely an event is to occur, its possible consequences and how people manage risk.</td><td colspan="2">Understand:
Changing circumstances can affect how likely an event is to occur, its possible consequences and how people manage risk.</td></tr>
<tr><td>Know:
Time, temperature, hygiene and storage conditions influence the growth and spread of harmful microorganisms.

Different food safety hazards require different controls during preparation, cooking, storage and service.

Food safety controls can work together to reduce the likelihood and consequences of harm.</td><td>Do:
Identify and control interacting hazards across a food or textile process.

Select and apply appropriate controls for different identified hazards.

Evaluate the effectiveness of selected controls.

Use allergen information when selecting and applying food safety controls.</td><td>Know:
Experience, confidence, pressure and competition can influence risk perception.

Risk can change rapidly in dynamic activity environments.

Risk management involves balancing challenge with possible consequences.</td><td>Do:
Assess changing risks during physical activity.

Adapt performance decisions as risk changes.

Evaluate the effectiveness of a risk-management decision.</td><td>Know:
Social pressure, manipulation and unequal power can affect individuals, families and communities.

Digital interactions can affect wellbeing, respect, consent, trust and relationships.

Sexual health information can support safer and more informed decisions.

Harmful situations may develop gradually.
The effects and risks of substance use can vary according to the substance, amount, pattern of use and circumstances.

Substances can alter risk perception and decision making.</td><td>Do:
Analyse how pressure, power, substances or digital influences can alter risk perception.

Evaluate possible responses to a complex risk situation.

Evaluate the reliability of-sexual-health information used to inform a decision.

Identify ways of protecting against Sexually Transmitted Infections (STIs).

Analyse indicators of harmful behaviours.

Identify an appropriate source of support.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Harmful behaviours
• grooming
• coercion
• control
• intimidation
• manipulation
• exploitation</td></tr>
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<table>
<tr><td rowspan="4">Fourth Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Complex and uncertain circumstances can alter how multiple factors combine to influence safety.</td><td colspan="2">Understand:
Complex and uncertain circumstances can alter how multiple factors combine to influence safety.</td><td colspan="2">Understand:
Complex and uncertain circumstances can alter how multiple factors combine to influence safety.</td></tr>
<tr><td>Know:
Food safety decisions can involve biological, chemical, physical and allergen hazards.

Risk controls differ according to food, process, environment and people involved.

Preventative controls reduce the likelihood and consequences of harm.

Food safety regulations and regulatory organisations establish requirements for managing risks within food systems.</td><td>Do:
Assess interacting risks within complex food or textile processes.

Select, apply and evaluate appropriate controls.

Justify safety decisions using relevant evidence or guidance.

Apply relevant food safety requirements to a specified process and evaluate their implications for risk management.</td><td>Know:
Risk changes through interactions between the participant, activity, environment and circumstances.

Decisions made under pressure involve balancing benefits and possible consequences.

Risk-management strategies need to adapt as circumstances change.</td><td>Do:
Anticipate changing risks and adapt movement, strategy or equipment accordingly.

Justify decisions about participation or performance using evidence from the context.</td><td>Know:
Complex safety decisions can involve competing risks, rights and consequences.

Manipulation, coercion and social influence can affect risk perception.

Digital environments can present benefits and risks.

Reliable information and specialist support matter when risks are complex or serious.

Substance use can have immediate and longer-term health consequences.

Using substances together can change their effects and increase risk.</td><td>Do:
Evaluate risk across complex physical, social and digital contexts.

Evaluate the reliability of information used in a safety decision.

Compare possible responses and consequences.

Justify when specialist or emergency support is appropriate.

Evaluate how substance use and interactions between substances can affect health and risk.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Areas of food regulation
• food hygiene
• allergen information
• nutrition labelling
• food promotion and placement

Notes
Food Standards Scotland and local authorities have roles in overseeing and enforcing food law.</td><td colspan="2">Notes</td><td colspan="2">Notes</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">The Growing Body
How the body functions, grows, develops and adapts throughout life, including the roles of interacting body systems, puberty, nutrition and movement.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
The body grows and changes and its different parts can work together.</td><td colspan="2">Understand:
The body grows and changes and its different parts can work together.</td><td colspan="2">Understand:
The body grows and changes and its different parts can work together.</td></tr>
<tr><td>Know:
The body, including the brain, needs food and water to grow and develop.

Senses contribute to experiences of food and drink.</td><td>Do:
Identify familiar foods and drinks that help meet the body’s needs for growth and development.

Use taste, touch, smell, sight and sound to explore food and drink.</td><td>Know:
The brain receives information and helps the body respond.

The body can move in different ways.

Different body parts can be used to create movement.

Physical activity can make the body feel different.</td><td>Do:
Use and develop a range of fundamental movement skills in different movement contexts.

Use fine and gross motor skills to move and interact with objects in different ways.

Identify and use different body parts when moving.

Notice and describe simple changes in the body during physical activity.</td><td>Know:
All bodies are unique.

Body parts have names.

Bodies and brains change as people grow.

Body autonomy is the right to make decisions about the body.</td><td>Do:
Identify and name relevant parts of the body using appropriate terminology.

Recognise ways bodies can grow and change over time.

Recognise examples of personal boundaries.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Fundamental movement skills
travelling, including walking, wheeling, running, hopping and skipping
balance and body control, including stopping, starting and changing direction
interacting with objects, including rolling, throwing, catching and kicking
Notes
Changes to skills and equipment can support participation.
Gross motor skills involve large muscle groups. Fine motor skills involve smaller, precise movements, particularly of the hands and fingers.
Movement describes an action of the whole body or a body part. Physical activity involves bodily movement that uses energy.</td><td colspan="2">Notes</td></tr>
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<table>
<tr><td rowspan="4">First Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Body parts can work together to carry out different functions.</td><td colspan="2">Understand:
Body parts can work together to carry out different functions.</td><td colspan="2">Understand:
Body parts can work together to carry out different functions.</td></tr>
<tr><td>Know:
Food contains nutrients that have different functions.

Nutrients contribute to growth, energy and body function.

Nutritional needs can change as people grow.

Digestion breaks down food.</td><td>Do:
Select and combine foods in response to specified needs associated with growth or activity.

Identity foods that provide nutrients needed for growth, energy and body function.

Describe what happens during digestion.</td><td>Know:
The brain, senses and body work together to coordinate movement.

Fundamental movement skills can be linked together in different ways.

Increasing control can help movement become more coordinated and effective.

Bones can support and protect the body.

Joints can enable body parts to move.

Muscles can help create movement.

Physical activity can change breathing, body temperature and heart rate.</td><td>Do:
Describe how information from the senses helps the body coordinate movement.

Combine fundamental movement skills, developing control and coordination in different activities.

Identify bones, joints and muscles involved in movement.
Recognise and compare changes in breathing, body temperature and heart rate before, during and after physical activity.</td><td>Know:
The brain supports thinking, feelings and actions and continues to develop as the body grows.

Bodies grow and develop at different rates.

Body changes can affect thoughts and feelings.

Physical changes occur as people move towards puberty.</td><td>Do:
Describe functions of the brain associated with thinking, feelings and actions.

Use appropriate anatomical language.

Identify changes across stages of development.

Describe physical changes associated with growth and development.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Basic nutrition
• carbohydrates for energy
• calcium for bones
• water for hydration
Digestion
• different organs in the digestive system work together to digest food
• digestion breaks down food and releases nutrients
• nutrients pass into the bloodstream
• the body uses nutrients for growth, repair, energy and other functions</td><td colspan="2">Includes, but not limited to:
Linked fundamental movement skills
• running and stopping under control
• jumping and landing before moving into a roll
• hopping followed by throwing at a target</td><td colspan="2">Notes</td></tr>
</table>

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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Growth and development can influence how body systems and structures function together.</td><td colspan="2">Understand:
Growth and development can influence how body systems and structures function together.</td><td colspan="2">Understand:
Growth and development can influence how body systems and structures function together.</td></tr>
<tr><td>Know:
Nutritional requirements change during growth and development.

During digestion, nutrients are released from food, absorbed and used by the body for growth, energy, repair and body function.

Carbohydrates, proteins, fats, vitamins, minerals, fibre and water have different functions.

Dietary patterns can affect body function and health.</td><td>Do:
Explain how selected nutrients contribute to growth, development or body function.

Plan and/or prepare food in response to specified nutritional requirements.

Compare foods using relevant nutritional information.

Describe how the body processes different nutrients during digestion and their role in supporting growth.</td><td>Know:
Fluency, control, rhythm and timing contribute to movement and skill development.

Growth and physical changes can affect balance and control.

Muscles, bones and joints can work together to create movement.

Physical activity can be made more or less demanding by changing how often, how hard or how long people are active.

Movement skills can be practised as a whole or in smaller parts, and through repetition or varied activities.

Regular physical activity can support physical health, emotional wellbeing and cognitive functions.</td><td>Do:
Combine movement skills with increasing fluency and control, adjusting rhythm and timing for different activities.

Describe how growth and physical changes affect balance and control and adapt movement when needed.

Use or observe whole body and/or isolated movements to explain the role of muscles, bones and joints in producing movement.

Vary or observe changes in the frequency, intensity or duration of physical activity and compare the resulting body responses.

Select and use a suitable way to practise a movement skill.

Notice and describe how being active can affect the body, feelings, concentration and thinking.</td><td>Know:
The brain continues to develop during puberty and adolescence.

Puberty involves physical changes associated with hormonal activity.

Puberty occurs at different times and rates.

Puberty can affect emotions, thoughts and relationships.

Reproductive changes occur during puberty.

Human reproduction can result in pregnancy and birth.</td><td>Do:
Describe how brain development continues alongside other changes during puberty and adolescence.

Explain key physical and hormonal changes associated with puberty.

Use accurate anatomical and reproductive terminology.

Interpret reliable information about growth and puberty.

Describe basic human reproduction, pregnancy and birth.</td></tr>
<tr><td colspan="2">Notes
“Plan and/or prepare” allows for differences in available resources and facilities across educational settings.</td><td colspan="2">Includes, but not limited to:
Methods of practice
practising a whole skill
practising parts of a skill
repeating a skill in the same way
practising a skill in different activities or situations
Cognitive functions
attention
memory
decision-making
problem-solving</td><td colspan="2">Includes, but not limited to:
Changes associated with puberty
menstruation
hair growth
changes in body shape
body odour</td></tr>
</table>

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Third Level

Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
Understand: Changes across life stages can influence how body systems function and respond.		**Understand:** Changes across life stages can influence how body systems function and respond.		**Understand:** Changes across life stages can influence how body systems function and respond.	
Know: Nutritional requirements vary according to age, biological factors, health and activity. Varied dietary patterns can meet nutritional needs. Allergies involve immune responses, while intolerances involve different mechanisms.	**Do:** Explain relationships between nutrition and body function during growth and development, including brain function. Compare ways of meeting nutritional requirements through different dietary patterns. Prepare and adapt food for interacting nutritional needs and justify decisions using nutritional knowledge. Distinguish between food allergy and food intolerance.	**Know:** Muscles, joints and body position can impact how movement is produced and controlled. Movement skills and movement decisions can be adapted and transferred between activities with similar demands. Technique, timing and coordination can be refined to make movement more controlled and fluent. Different methods of practice can support learning and development in different ways. Principles such as specificity, progression, appropriate challenge and recovery can guide how physical activity is adapted to different strengths, needs and goals. Repeated physical activity can produce adaptations in the body's systems. Physical activity, sleep and recovery can influence cognitive as well as physical functioning. Recovery needs vary and can influence adaptation and continued participation. Rest, sleep, nutrition, hydration and changes to activity can support recovery.	**Do:** Analyse a selected movement and explain how muscles, joints and body position contribute. Refine movement by adjusting timing, coordination and body position. Apply or adapt movement skills or movement decisions across physical activities with similar demands. Select and use an appropriate method of practice to support development of a movement skill. Apply selected principles to plan and adapt physical activity for an identified strength, need or goal. Observe or monitor responses to repeated physical activity and describe physical, emotional or cognitive changes. Analyse changes in physical and cognitive responses to activity and recovery. Select and explain suitable recovery approaches for different activities and individual needs.	**Know:** Adolescence is associated with neurological development and changes in executive functions. Hormonal changes can affect brain and body function during adolescence. Hormonal and reproductive processes affect sexual development, fertility and reproductive health. Contraceptive methods differ in how they prevent pregnancy and whether they protect against Sexually Transmitted Infections (STIs). Development, relationships, culture and media can influence body image.	**Do:** Explain how hormonal changes can affect brain and body function during adolescence. Explain relationships between sexual development, fertility and reproductive health. Evaluate reliable sexual-health information. Distinguish pregnancy prevention from STI protection. Explain what contraceptive methods are and their effectiveness.
Includes, but not limited to: Interacting nutritional needs can reflect combinations of • age • health • activity requirements.		**Notes**		**Includes, but not limited to:** Neurological development • reward processing • emotional responses • sleep regulation Executive functions • planning • organisation	

			• impulse control • decision-making Sexual and reproductive health • fertility • contraception • pregnancy prevention • protection against sexually transmitted infections **Notes** Consent, sexual rights and relationship boundaries connect with learning in Relationships.

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	Food and Health		Physical Education, Physical Activity and Sport		Personal and Social Education	
	Understand: Interactions between body systems can influence how the body functions and adapts across life stages.		**Understand:** Interactions between body systems can influence how the body functions and adapts across life stages.		**Understand:** Interactions between body systems can influence how the body functions and adapts across life stages.	
Fourth Level	**Know:** Energy and nutrient requirements reflect interacting biological and lifestyle factors. Dietary patterns can affect brain health and other body systems over time. Nutrient deficiency and excess can affect body function. Nutrition claims vary in reliability and strength of evidence.	**Do:** Adapt a food plan as nutritional requirements change across life stages. Justify adaptations using nutritional evidence and changing life stage needs. Evaluate the reliability and strength of evidence supporting nutritional information or health claims.	**Know:** The musculoskeletal and nervous systems interact to coordinate and control movement. Physical activity, sleep and recovery can influence brain and body function across life stages. The cardiovascular and respiratory systems interact to support physical activity. Movement can be adapted through changes in technique, timing, coordination or movement mechanics. Training principles can be combined and adapted to meet different physical activity needs and goals. Methods of practice can be selected and adapted according to individual needs, the activity and the intended movement, participation or performance goal. Physical, emotional and cognitive responses to activity, training and recovery vary between individuals and over time. Information about these responses can inform decisions.	**Do:** Explain how interacting body systems contribute to movement and physical activity. Observe and analyse movement, then select an appropriate adaptation for an identified need or goal. Apply or adapt selected training principles to meet a physical activity need or goal. Select and adapt a method of practice to support an identified movement, participation or performance goal. Monitor and compare responses, then use the findings to make and explain decisions about physical activity, technique, practice or recovery.	**Know:** Brain structure and function continue to change across life stages. Hormonal and reproductive processes can vary across the life stages and can affect body function. Fertility and reproductive health change across the life stages. Contraceptive methods differ in mechanism, effectiveness and protection. STIs differ in transmission, prevention, testing and treatment. Health information varies in reliability.	**Do:** Analyse changes in brain structure and function across life stages. Analyse how hormonal and reproductive changes affect body function across life stages. Analyse how reproductive and sexual health needs can change across the life stages. Compare reproductive health options using reliable information. Evaluate reproductive and sexual health information. Justify evidence-informed responses to specified reproductive or developmental health situations.
	Notes		**Notes** Performance is the application of movement skills, knowledge and decision-making to achieve an intended purpose in physical activity. Performance can be individual or shared. Goals can vary according to the person, activity and context.		**Notes**	

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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity, and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
Version 1.0	4 November 2026	First released

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