

Understanding physical development, health and wellbeing

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

To enjoy healthy, active and fulfilling lives, children must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to children's mental, social, emotional⁰, economic² and physical³ development. It is central to their development as confident individuals.

Children learn about their changing bodies and the importance of nutrition and rest for a healthy, balanced lifestyle. Through sport and other physical activities, they learn to increase body control, coordination and dexterity.

Children also learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.

As they become more confident, children develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to happy and healthy lives. They raise their aspirations, set goals and work to achieve them, seeing how this will influence their opportunities in education, leisure and in the world of work.

1. Teachers will continue to find the guidance on social and emotional aspects of learning (SEAL) a support for planning in this area of learning
2. Aspects of economic and business understanding are also included in *Historical, geographical and social understanding*
3. The physical activities in this area of learning contribute to the five-hour offer per week of physical activity. This should include at least two hours of high-quality physical education

1. Essential knowledge

Children should build secure knowledge of the following:

- a. healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest to promote wellbeing⁴
- b. physical competence and performance can be improved through practice, control and dexterity as well as creative thinking and commitment
- c. good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences
- d. personal wellbeing depends upon high aspirations and the development of financial and enterprise capability
- e. challenge and risk can be managed through well-informed choices that lead to safe, full and active lives.

2. Key skills

These are the skills that children need to learn to make progress:

- a. reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- b. generate and implement ideas, plans and strategies, exploring alternatives
- c. move with ease, poise, stability and control in a range of physical contexts
- d. find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- e. communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

3. Cross-curricular studies⁵

This area of learning should provide opportunities for:

- a. children to develop and apply their literacy, numeracy and ICT skills
- b. personal, emotional and social development
- c. enhancing children's understanding of physical development, health and wellbeing by making links to other areas of learning and to wider issues of interest and importance.

4. Personal wellbeing includes physical, mental, intellectual, social, emotional and economic aspects

5. Further guidance and case studies to help teachers plan for cross-curricular studies are available on the National Curriculum website (curriculum.qcda.gov.uk) from early 2010

4. Breadth of learning

- a. When learning about exercise and health children should:
1. participate in a range of activities that promote physical skilfulness and development through indoor and outdoor activities, including creative play
 2. be able to identify what types of physical activities they enjoy and find out how to get involved
 3. take part in physical activities that involve competing with and outwitting opponents⁶, accurate replication of actions⁷, optimum performance⁸ and creative problem solving⁹.
 4. learn to swim a minimum distance of 25m¹⁰
 5. refine physical skills within aerobic activities and ball games¹¹
 6. learn about the importance of healthy lifestyles and have opportunities to prepare and cook simple balanced meals
 7. learn how nutrition, exercise and hygiene contribute to their wellbeing.
- b. When learning about the physical and emotional changes that take place as they grow, children should:
1. learn about relationships and sex within the context of caring and stable relationships¹²
 2. learn how to make decisions that promote and sustain better physical, mental and emotional health
 3. learn about staying safe and how to handle risks relating to issues including harmful relationships, drugs and alcohol, and how and where to get help
 4. learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others
 5. collaborate and compete individually, in pairs, groups and teams. Through these activities, children learn about their capabilities, their limitations and their potential.
- c. In developing their awareness of the adult world and raising their aspirations, children should:
1. solve problems, embrace and overcome challenges and deal with change
 2. come to recognise that there is a range of work that people do and a variety of ways in which people contribute to society
 3. learn how education and training can improve their opportunities in later life¹³
 4. meet people from a range of occupations as well as attend events outside of school¹⁴
 5. learn about where money comes from, its uses and how to manage it¹⁵
 6. develop and use enterprise skills.
6. This includes competing and collaborating in activities and games
7. This includes gymnastics and dance activities. Dance is also included in *Understanding the arts*
8. This includes athletics and competitive games including swimming
9. This includes adventurous activities such as expeditions, camping and personal survival
10. All children should learn to float and move safely in water and to swim unaided or unsupported on their front and on their back. They should learn how to swim unaided and to survive in water
11. Children should have opportunities to develop coordination through activities such as hitting, striking, catching, throwing, running, jumping, skipping and hopping
12. This includes making judgements about the appropriateness of sex and relationships education in relation to the age and maturity of learners
13. Children should be encouraged to learn about the pathways they might take in their future education through secondary, further and higher education
14. This could include meeting sports people, exercise and nutrition experts, chefs, medical and business professionals, attending sports and

Explanatory text

dance events and different places of work, and participating in residential visits

15. Aspects of financial education are also included in *Mathematical understanding*

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY ¹⁶	MIDDLE	LATER
Across the area of learning		
<p>E1. to work and play independently and in groups</p> <p>E2. to listen to, and show consideration for, other people's views</p> <p>E3. to identify and talk about their own and others' strengths and how to improve</p> <p>E4. how to keep safe and know how and where to get help¹⁷</p> <p>E5. to use strategies to stay safe when using ICT and the internet</p> <p>E6. to recognise right and wrong, what is fair and unfair and explain why</p> <p>E7. to recognise how attitude and behaviour, including bullying, may affect others¹⁸</p>	<p>M1. to work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>M2. to listen to, reflect on and respect other people's views and feelings</p> <p>M3. to recognise and respect similarities and differences between people</p> <p>M4. to recognise their own and others' strengths and weaknesses and how to improve</p> <p>M5. to recognise and respond to issues of safety relating to themselves and others and how to get help²⁵</p> <p>M6. to use ICT safely, including keeping their electronic data secure²⁶</p> <p>M7. to recognise and manage risk in their everyday activities</p> <p>M8. to recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying²⁷</p>	<p>L1. to take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>L2. to listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views</p> <p>L3. to recognise and challenge stereotyping and discrimination³⁶</p> <p>L4. to self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>L5. to recognise their strengths and how they can contribute to different groups</p> <p>L6. to take responsibility for their own safety and the safety of others and where to seek help in an emergency³⁷</p> <p>L7. to use ICT safely, including using software features and settings³⁸</p> <p>L8. how to respond to challenges, including recognising, taking and managing risks</p> <p>L9. about the factors influencing opinion and choice, including the media³⁹</p> <p>L10. to recognise how their behaviour and the behaviour of others may influence people both positively and negatively⁴⁰</p>

EARLY ¹⁶	MIDDLE	LATER
Physical education		
<p>E8. to develop control and coordination of their physical movements</p> <p>E9. to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important</p> <p>E10. to devise and use repeat compositions and sequences in physical activities¹⁹</p> <p>E11. to use and apply simple tactics and strategies</p> <p>E12. to improve performance by observation and use criteria for evaluation</p> <p>E13. about the benefits of regular exercise and how their bodies feel when they exercise</p>	<p>M9. to control and coordinate their bodies and movements with increasing skill and confidence</p> <p>M10. to follow and apply more complex rules in a range of competitive and cooperative games and physical activities</p> <p>M11. to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards²⁸</p> <p>M12. to use tactics, strategies and compositional ideas to achieve set objectives and improve performance</p> <p>M13. to recognise ways in which stamina and flexibility can be improved through daily physical activity</p>	<p>L11. to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency</p> <p>L12. to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities</p> <p>L13. to develop and perform sequences and compositions using appropriate movements to express ideas and emotions</p> <p>L14. to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance</p> <p>L15. to recognise the benefits of practice and reflection for improving personal and group performance⁴¹</p> <p>L16. to understand the particular benefits of different physical activities for promoting health</p>
Personal wellbeing		
<p>E14. why healthy eating and physical activity are beneficial</p> <p>E15. to make healthy eating choices and prepare simple healthy foods</p> <p>E16. that some substances can help or harm the body²⁰</p> <p>E17. about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people²¹</p> <p>E18. to manage personal hygiene</p> <p>E19. to identify different relationships that they</p>	<p>M14. about the relationship and balance between physical activity and nutrition²⁹ in achieving a physically and mentally healthy lifestyle</p> <p>M15. to plan and help prepare simple healthy meals</p> <p>M16. about the impact of some harmful and beneficial substances on their body³⁰</p> <p>M17. about the physical and emotional changes that take place as they grow and approach puberty³¹</p> <p>M18. how to form and maintain relationships with a range of different people³²</p>	<p>L17. to take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle⁴²</p> <p>L18. to plan, prepare and cook simple healthy meals</p> <p>L19. how to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs⁴³</p> <p>L20. about the physical changes that take place in the human body as they grow and how these relate to human reproduction</p> <p>L21. how to manage changing emotions and</p>

EARLY¹⁶	MIDDLE	LATER
<p>have and why these are important²²</p> <p>E20. how to recognise, manage and control strong feelings and emotions</p>	<p>M19. strategies for managing and controlling strong feelings and emotions</p>	<p>relationships and how new relationships may develop⁴⁴</p> <p>L22. that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence</p> <p>L23. strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>
Economic wellbeing		
<p>E21. about the different types of work people do and about different places of work²³</p> <p>E22. about where money comes from and the choices people make to spend money on things they need and want</p> <p>E23. ways to contribute to enterprise activities²⁴</p>	<p>M20. why people work and the different jobs people do³³</p> <p>M21. what influences the choices people make about how money is spent³⁴</p> <p>M22. how they can contribute to a range of activities that help them to become more enterprising³⁵</p>	<p>L22. about the connections between their learning, the world of work and their future economic wellbeing⁴⁵</p> <p>L23. about how people manage money and about basic financial capability⁴⁶</p> <p>L24. to show initiative and take responsibility for activities that develop enterprise capability⁴⁷</p>

Explanatory text**Early stage**

16. Each area of learning should build on children's experiences and development in the Early Years Foundation Stage to ensure continuity of curriculum provision and their continuing progress
17. This includes knowing how to stay safe in physical activities and in different social settings and other aspects of staying safe in the home, in water and road safety
18. This includes what bullying is, that it is wrong and how to challenge it
19. This includes activities in which they perform skills, phrases and sequences as accurately as possible, such as dance and gymnastics
20. This includes safe storage of household substances
21. This includes simple physical changes, growth, hair, height and the differences between boys and girls
22. This includes starting with close family, carers, friends and widening their recognition to people less known to them including personal safety relating to relationships with adults. This includes learning about changing relationships, about marriage, separation and loss
23. This should help to broaden children's view of the adult world and the world of work
24. This includes generating ideas, solving problems with more than one solution and collaborating towards common goals

Middle stage

25. This includes risk in the home, road safety, water, electricity and personal safety relating to relationships with adults
26. This includes not disclosing personal information while online and not disclosing passwords
27. This includes both positive and negative influences and learning about how to deal with different types of bullying (physical, verbal, via mobile phones, online), how to recognise it, how to seek help and how to develop strategies for coping with it
28. This includes activities in which they need to perform skills, phrases and sequences as accurately as possible such as gymnastics, dance or Tai Chi
29. This includes achieving healthy weight by balancing exercise and nutrition
30. This includes the effects of medicines, tobacco, alcohol and other drugs on their bodies
31. This includes changes to their bodies, emotions, feelings and attitudes
32. This includes valuing relationships within their families and with carers and with people different from themselves. This also includes changing relationships, marriage, civil partnerships, separation, loss and bereavement
33. This should further develop children's view of the world of work and career pathways
34. This could include knowing about organisations that promote ethical spending, about peer, media and other influences that help them become critical consumers

35. This includes developing the thinking skills, attitudes and dispositions needed to be enterprising, such as adaptability, perseverance and creative problem solving

Later stage

36. This includes cultural, ethnic and religious diversity, gender and disability
37. Children should know about some basic aspects of first aid
38. This includes altering security settings on social network sites and knowing how to respond to chat/video requests from unknown people
39. This includes increasing children's awareness of consumerism and how advertising and access to the internet can influence choice and behaviour
40. This includes both positive and negative influences and learning about how to deal with different types of bullying (physical, verbal, in and out of school, via the internet and mobile phones), how to recognise it, how to seek help and how to develop strategies for coping with bullying
41. This includes the use of ICT to monitor, record and review performance
42. This includes developing understanding of what constitutes physical and mental health and things that may threaten both
43. This includes awareness of misuse of volatile substances, including aerosols, glue and petrol
44. This includes learning about changing relationships within their family and friendship groups, including marriage, civil partnerships, separation, loss and bereavement
45. This should help children to make the link between their learning at school and learning in other settings
46. This will help children develop a basic understanding of the difference between cost, price and the notion of profit
47. This includes further developing enterprise capability through activities such as organising and hosting events and performances, designing outdoor trails and making and selling products