

Achieving

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Achieving	Supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community. Can mean agency. This is about being able to understand our strengths, skills and qualities and being encouraged to set new targets and actions for personal improvement, doing something independently and succeeding.	Pupils are learning to: • understand what achieving means. • understand what they are learning and why, and that they learn in different places and from different people. • learn independently and monitor their own progress. • identify and develop their skills and qualities. • set their own learning goals, targets for improvement. • understand how their actions and behaviour impact on their learning. • identify who can support them to achieve their goals. • engage in cooperative tasks. • recognise that making a mistake provides a learning opportunity. • try new things and develop their skills to increase their future options. • participate in activities outwith the school and understand that these are valued learning experiences. • develop and use their creativity skills. • identify coping strategies and who can support them when things go wrong. • become a successful learner.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Feel? L2: Joining in	What Do I Want? L1: What helps me to learn? L2: What activities help me to learn?	What Do I Need? L1: What Do I Need help with? What Do I Want? L1: Things I enjoy doing	What Do I Choose to Do and Say? L1: What are my responsibilities at school?	What Do I Feel? L1: How I feel about myself What Do I Choose to Do and Say? L1: I can contribute	What Do I Need? L3: Things I do - in school L4: Things I do - after school What Do I Want? L2: Taking part in my community What Do I Value? L1: Learning	What Do I Need? L1: Skills & Qualities L2: What kind of learner are you? L3: Barriers to learning What Do I Choose to Do and Say? L3: Citizenship – Community Involvement L4: Citizenship – National Issues	What Do I Need? L1: Skills & Qualities L2: What kind of learner are you? L3: Barriers to learning What Do I Choose to Do and Say? L3: Social media

Healthy

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Healthy	Being able to achieve the highest attainable standard of physical and mental health, access to healthcare, and support in learning to make healthy, safe choices. Being healthy is something we work hard to achieve, through making positive choices and practice e.g. being able and confident to communicate our feelings, keeping physically fit, maintaining a healthy diet, good personal hygiene and keeping to personal routines.	Pupils are learning to: • understand what being healthy means and why this is important to maintain a healthy lifestyle. • identify healthy food and drink. • maintain a daily routine e.g. sleep, exercise etc. • know what a healthy choice is and make improvements. • have confidence in who they are and how their bodies work. • express their views and opinions. • identify their strengths and development needs. • ask for help when they need support. • know they are loved, trusted and valued by others. • maintain positive relationships. • show care and respect for others. • identify coping strategies and who can support them. • become a confident individual.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Want? L1: Food I like	What Do I Feel? L2: How do I feel when I play with my friends? What Do I Value? L1: What do I like and value about myself?	What Do I Need? L2: Asking for help What Do I Value? L2: Things I value	What Do I Need? L1: Getting the right help What Do I Choose to Do and Say? L4: Pupil voice	What Do I Feel? L2: Personal strengths What Do I Need? L1: Building on our strengths What Do I Need? L1: My emotions L2: What is the truth? L3: Different beliefs	What Do I Feel? L1: Knowing myself What Do I Need? L1: Self-help skills What Do I Think? L1: My emotions L2: What is the truth? L3: Different beliefs	What Do I Feel? L5: Disagreements What Do I Need? L1: My strengths What Do I Value? L4: Physical wellbeing What Do I Think? L2: Ways to reduce negative emotions	What Do I Feel? L1: My personal network What Do I Think? L1: Emotional wellbeing L2: Positive emotions What Do I Choose to Do and Say? L4: Digital citizenship

Safe

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Safe	Protected from abuse, neglect or harm at home, in school and in the community. Being safe is being protected from harm, feeling secure and sheltered.	Pupils are learning to: • understand what safe means in the context of their school community. • identify a trusted adult who they can talk to about their feelings. • feel confident in expressing themselves. • maintain regular contact with an adult they trust. • feel safe and secure in their relationships with individuals across the school community, peers, friends and staff. • understand risks to make informed safe choices. • identify coping strategies and who can support them when things go wrong.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Feel? L1: Emotions What Do I Need? L4: What do children need?	What Do I Feel? L1: Emotions	What Do I Choose to Do and Say? L1: Why do children come to school?	What Do I Feel? L1: Actions and behaviours What Do I Value? L1: Things I value about my school	What Do I Value? L1: Who looks after us?	What Do I Want? L1: Decision making What Do I Value? L2: What do I value?	What Do I Feel? L1: My personal network What Do I Value? L1: Children's rights What Do I Choose to Do and Say? L1: Changes	What Do I Choose to Do and Say? L1: I am a citizen

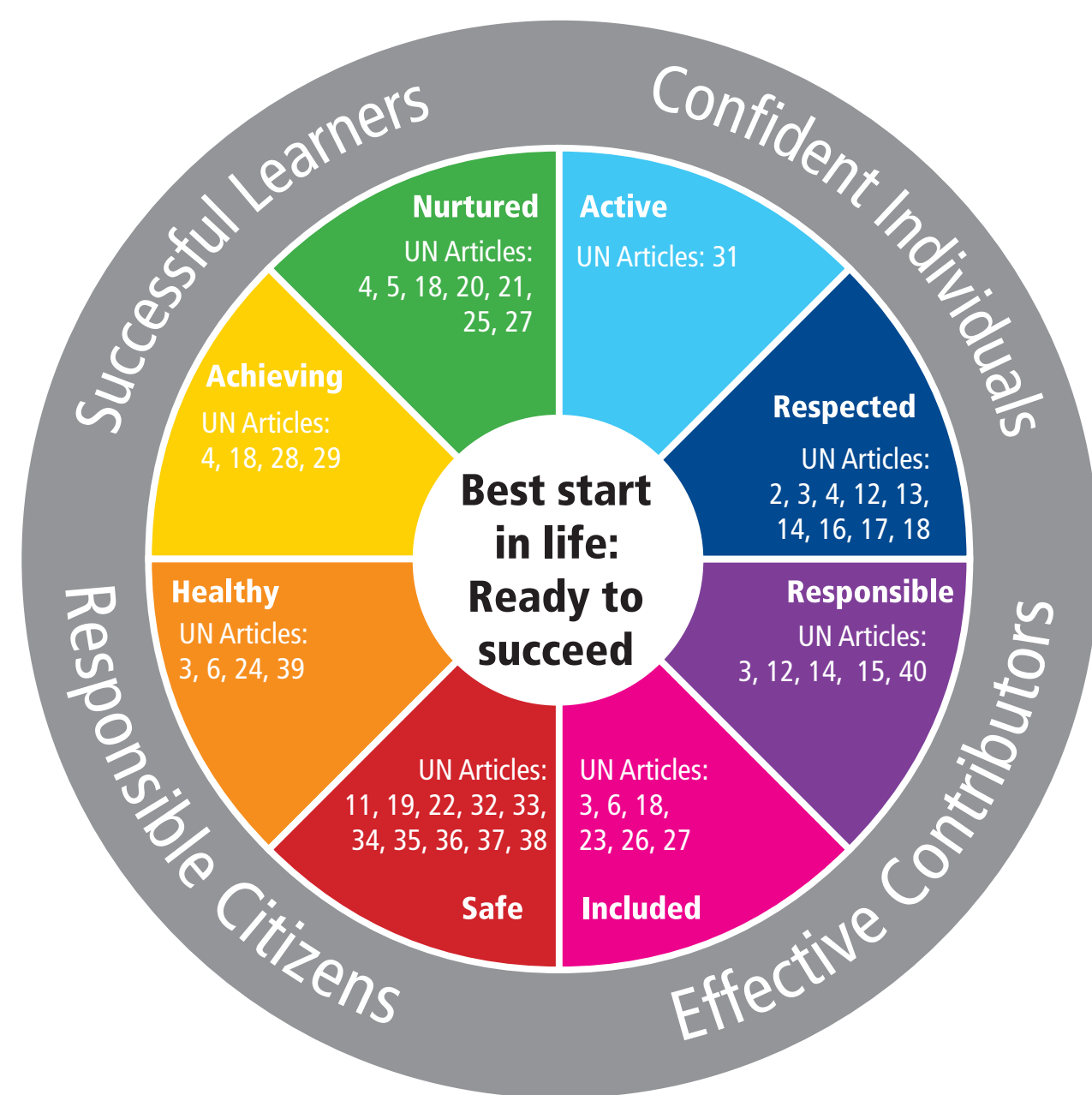
Nurtured

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Nurtured	A nurturing place to live in a family setting, with additional help if needed, or when not possible, in a suitable care setting. Can mean affiliation. This is about being connected, feeling cared for, having positive relationships, supported to be the best you can be, being encouraged, as well as feelings of attachment	Pupils are learning to: • understand what nurture means. • identify who they, what they know and what they like about themselves. • express how they are feeling. • show care and respect for others. • identify an adult they can trust. • recognise their strengths and development needs. • receive and accept praise and encouragement from others. • build positive relationships with adults, peers and friends. • connect with local community groups and clubs including the faith community. • follow rules and listen to what others have to say. • understand how to regulate their feelings and express their emotions in an appropriate way. • identify coping strategies and who can support them when things go wrong.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Value? L3: Valuing my friends What Do I Think? L4: Communication skills What Do I Choose to Do and Say? L3: Help I need	What Do I Choose to Do and Say? L2: How can I help other children?	What Do I Feel? L2: Different feelings L3: Feelings & choices What Do I Choose to Do and Say? L2: My responsibilities	What Do I Think? L1: Rules in practice	What Do I Think? L1: People L2: Accepting people	What Do I Feel? L1: Friends L3: Billy's story - Friendship What Do I Want? L1: Being content and wanting more What Do I Think? L1: Expressing ourselves	What Do I Feel? L3: Billy's story – Friendship What Do I Value? L1: Legal changes from 12 – 16 years	What Do I Feel? L2: Bullying and peer pressure What Do I Value? L1: Legal changes from 12 – 16 years

KNOWING ME, KNOWING YOU



A Wellbeing Programme of Lessons Incorporating the 4 Capacities, GIRFEC Indicators and the United Nations Convention on the Rights of the Child

Included

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Included	Help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn. Means affiliation. This is about being involved, attached, connected to others, having positive relationships, not being judged and having equal opportunities.	Pupils are learning to: • understand what included means. • improve their understanding of who they are and seek support to achieve their potential. • identify people they can trust in the school community. • feel as if they are being listened to and their opinions taken seriously. • value, respect and celebrate difference. • recognise that others may need different support/s. • plan for the future, remove barriers to being successful and stay positive. • identify coping strategies and who can support them when things go wrong. • become an active member of their school and community.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Feel? L3: Excluded What Do I Want? L3: Positive behaviour What Do I Think? L3: Expressing myself	What Do I Value? L2: What do I like and value about my friends? L3: What do I like and value about someone at home? What Do I Think? L3: What do we mean by unique?	What Do I Feel? L1: How do I feel?	What Do I Want? L1: Wants and needs L2: Things in common	What Do I Need? L2: Getting the right help What Do I Value? L2: How is care shown?	What Do I Need? L2: Inclusion – Exclusion	What Do I Need? L2: Inclusive design L3: Equal opportunities What Do I Think? L3: Stereotypes and discrimination	What Do I Feel? L5: Decision making

Active

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Active	Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, at home, in school and in the community. Can mean agency. This is about having a personal sense of control, the ability and initiative to act and choose what interests and activities you would like to do.	Pupils are learning to: • understand what active means. • understand why being active helps to support and maintain their mental wellbeing. • become involved in things that interest them and appreciate how this helps them to meet new people and make friends. • pursue, learn and participate in community activities, physical activities, competitive sports, hobbies and interests. • play and have fun indoors and outdoors with their peers and friends. • recognise their talents and skills, pursue and develop these. • engage in cooperative tasks and help others who need support. • celebrate their achievements and recognise other peoples. • praise and encourage others. • recognise their strengths and development needs. • view mistakes as a learning opportunity. • identify coping strategies and who can support them when things go wrong. • become an effective contributor.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Need? L1: What do babies need? L2: What do plants need? L3: What do pets need?	What Do I Need? L1: What can I do by myself? L2: What have I learned	What Do I Want? L2: Who do I like spending time with?	What Do I Need? L2: Helping at home What Do I Value? L2: My contributions at home	What Do I Choose to Do and Say? L2: My goals	What Do I Want? L4: What do we mean by work? What Do I Choose to Do and Say? L3: Lewis's story – volunteering	What Do I Want? L2: Consumerism L3: Advertising	What Do I Feel? L4: Friends in secondary school What Do I Want? L1: Transitions L2: Action planning L3: Travelling to secondary school L4: My transition plan

Respected

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Respected	Having opportunities, along with parents/carers, to be heard and involved in decisions that affect them. Can mean autonomy. This is being independent, being able to express yourself, having feelings of self-worth, being appreciated, valued and confident.	Pupils are learning to: • understand what respected means. • show respect for others. • express their opinions on a range of issues in variety of ways: discussions, surveys, projects, campaigning, class/school improvements and celebrations. • feel confident they are respected and respect what others contribute to their lives. • be involved in decisions being made about them. • identify the rights of others and show respect for their opinions, values and beliefs. • recognise how their actions and behaviours impact on others. • accept regular praise and encouragement from others. • plan, assess, and review their learning. • contribute to the school community positively. • identify coping strategies and who can support them when things go wrong.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Think? L1: Recognising difference L2: Celebrating difference	What Do I Think? L1: Same or different L2: Just the same	What Do I Value? L1: Celebrating difference	What Do I Feel? L2: What is bullying? What Do I Think? L2: Is it fair?	What Do I Want? L1: Role models	What Do I Value? L3: Our values L4: Valuing money	What Do I Feel? L4: Assumptions What Do I Value? L2: Same or different	What Do I Feel? L3: Billy's story – Friendship What Do I Value? L3: Values L4: My money L5: Claire's story – Money

Responsible

Wellbeing Indicator	Definition	When planning progressive lessons to support the wellbeing indicators consider what we need children to learn using the following points.
Responsible	Having opportunities and being encouraged to play active and responsible roles at home, school and the community. This is about having appropriate guidance and supervision and being involved in decisions that affect them. Means autonomy. This is about being independent, being able to confidently express yourself, having feelings of self-worth, being appreciated and valued. This is about being accountable, sharing and negotiating.	Pupils are learning to: • understand what responsible mean and to know the difference between right and wrong. • assess risk and make the right choices. • improve their knowledge and understanding about their rights. • access support from others in their decisions making. • recognise how their actions have consequences as well as the importance of taking responsibility for choices/decisions they make. • show respect for others. • access the right information to make informed and positive choices. • develop their life skills, relationship building and leadership skills. • be a role model to others. • become actively involved in planning, assessing, and reviewing their learning. • work in a team and use their initiative. • cooperate with others and help those who need it. • identify coping strategies and who can support them when things go wrong. • become a responsible citizen.

Knowing Me, Knowing You - Themes and Lessons

Nursery:	Primary 1:	Primary 2:	Primary 3:	Primary 4:	Primary 5:	Primary 6:	Primary 7
What Do I Choose to Do and Say? L1: Helping other children L2: Helping adults	What Do I Choose to Do and Say? L2: What happens when we help?	What Do I Think? L2: What is fairness? L2: Class rules	What Do I Choose to Do and Say? L2: What are my responsibilities at home?	What Do I Want? L2: How role models influence us	What Do I Feel? L2: Gemma's story – Bullying What Do I Want? L3: Responsibilities in my community What Do I Choose to Do and Say? L1: Citizenship - Bullying L2: Citizenship – Actions & behaviours	What Do I Feel? L2: Gemma's story – Bullying What Do I Need? L2: My home	What Do I Value? L2: Rights & responsibilities What Do I Choose to Do and Say? L2: Citizenship – Community Issues L3: Citizenship – Global Issues