KNOWING ME, KNOWING YOU

A Wellbeing Programme of Lessons Incorporating the 4 Capacities, GIRFEC Indicators and the UNCRC (Incorporation) (Scotland) Act 2024. (*UNCRC rights are interlinked*.)

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Respect for views Article 12 - To be safe Article 19

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

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Child's best interests Article 3 - Health and health services Article 24

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 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

Wellbeing Indicator	Definition	When planning 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. • identity 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.

Themes and Lessons from the programme supporting UNCRC: Right to education Article 28 - Goals of education Article 29

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?** **L2:** What do I like to do in the nursery? **What Do I Value?** **L1:** Unique **L2:** Identifying similarites and difference	**What Do I Want?** **L1:** What helps me to learn? **L2:** What activities help me to learn? **What Do I Choose to Do and Say?** **L1:** What are we good at?	**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?** **L3:** Things which influence me **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

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Child's best interests Article 3 - The right to life Article 6

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 Feel?** **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?** **L2:** Bullying and peer pressure **What Do I Value?** **L1:** Legal changes from 12 – 16 years

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Relax and play Article 31

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

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Discrimination of any kind Article 2 - Freedom of expression Article 13

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

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Know their rights Article 42 - Respect for views Article 12

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?** **L3:** What happens when we help?	**What Do I Think?** **L1:** 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 - B**ullying **L2:** Citizenship – Actions & behaviours	**What Do I Feel?** **L2:** Gemma's story – Bullying **What Do I Need?** **L2:** My home **What Do I Choose to Do and Say?** **L2:** Citizenship – Social responsibility	**What Do I Value?** **L2:** Rights & responsibilities **What Do I Choose to Do and Say?** **L2:** Citizenship – Community Issues **L3:** Citizenship – Global Issues

Wellbeing Indicator	Definition	When planning 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.

Themes and Lessons from the programme supporting UNCRC: Free from discrimination Article 2 - Life and development Article 6

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?** **L4:** Inclusive design **What Do I Value?** **L3:** Equal opportunities **What Do I Think?** L3: Stereotypes and discrimination	**What Do I Feel?** **L5:** Decision making

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