

Healthy Lifestyle

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Healthy Lifestyle suite of units has been designed to develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Healthy Choices	List healthy foods	State how to improve own healthy lifestyle	List the factors of a healthy lifestyle	Everyday habits that contribute to physical and mental wellbeing	Plan a nutritious meal to support wellbeing
Physical and emotional responses	Identify physical and emotional responses	Know about different emotions and their causes	Describe ways to support physical and mental wellbeing	Give examples of how everyday habits contribute to physical and mental wellbeing	Analyse the relationship between diet and physical and mental wellbeing
Activities for a healthy lifestyle	State activities to support a healthy lifestyle	State activities that support own healthy lifestyle	Participate in an activity that supports physical or mental wellbeing	Participate in an activity that supports physical and mental wellbeing	Participate in an activity that promotes the wellbeing of others
Cognitive Demand	List, state	List, state, identify	List, explain, describe, identify	Explain, describe, discuss, give examples	Evaluate, analyse, explain, describe, reflect

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of health and wellbeing, including physical health, mental wellbeing, nutrition and lifestyle choices
- be able to support learners in developing practical strategies to improve their wellbeing, including goal setting and reflection
- be able to facilitate discussions on potentially sensitive topics in a safe and supportive environment

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this must include:

Learning Environment

- a safe, inclusive and supportive environment that enables discussion, reflection and participation in wellbeing activities

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials covering topics such as diet, physical activity, mental wellbeing and lifestyle choices
- scenario-based materials and case studies to explore real-life health and wellbeing situations
- templates to support planning and reflection, e.g., goal-setting sheets, wellbeing plans or activity logs

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to digital devices where appropriate for research and recording progress
- classroom resources including whiteboard, stationery and basic measuring or tracking tools (e.g., timers, simple fitness tracking where appropriate)

Practical Resources

- resources to support practical wellbeing activities, e.g., space for physical activity, group activities or relaxation exercises
- materials to support nutrition understanding, e.g., food labels, example meal plans or visual aids
- resources to support reflection and self-assessment, e.g., journals, worksheets or digital tools
- access to safe and appropriate spaces for physical activity where required

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Healthy Lifestyle at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Picture Selection	State one activity that helps the body and one activity that helps the mind (learners can point to pictures of activities)
Pointing / Identifying	List healthy foods (learners can point to various pictures of foods such as fruit and vegetables)
Short Verbal Responses	Identify a physical and an emotional response

Entry Level 2

Assessment Type	Examples of Tasks
Identifying Tasks	Identify simple strategies to express emotions safely
Pointing / Identifying	Identify different emotions and what causes them (learners could point to cards showing different emotions)
Short verbal or written responses	State activities that promote wellbeing
Simple Reflection	State a way to improve own healthy lifestyle

Entry Level 3

Assessment of Healthy Lifestyle at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Descriptions	Describe how everyday choices contribute to a healthy lifestyle
Participation Task	Participate in an activity that supports physical or mental wellbeing
Observation of Practice	Assessor observation of participation and contribution
Structured Reflection	Describe how the activity influenced own emotions
Explanation Tasks	Explain the benefits of participation

Level 1

Assessment of Healthy Lifestyle at Level 1 should include:

Assessment Type	Examples of Tasks
Short Descriptions	Describe own ways of living a healthy lifestyle
Participation Task	Participate in an activity that supports physical and mental wellbeing
Observation of Practice	Assessor observation of participation and contribution
Reflective Review	Discuss the benefits of participation
Application Tasks	Create an action plan to improve wellbeing

Level 2

Assessment of Healthy Lifestyle at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Explain how physical and emotional changes can affect behaviour
Participation Task	Participate in an activity that promotes the wellbeing of others
Observation of Practice	Assessor observation of participation and contribution
Reflective Evaluation	Reflect on what went well and what could be improved
Analytical Tasks	Analyse how different contexts influence physical and emotional wellbeing
Evaluation Tasks	Evaluate a range of strategies

Unit Content

Entry level 1

Unit Title: Healthy Lifestyle

Unit Reference Number: CBM086

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Principles of Progression

Progression step 1 - I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know aspects of a healthy lifestyle	1.1 List healthy foods
	1.2 State why a healthy lifestyle is important
	1.3 List factors that contribute to a healthy lifestyle
2. Know about physical and emotional responses	2.1 Identify a physical response
	2.2 Identify an emotional response
	2.3 State a reason for a physical or emotional response
3. Know about healthy lifestyle activities	3.1 State one activity that helps the body
	3.2 State one activity that helps the mind

Indicative Content

LO1 AC 1.1 Learners will need to create a list of at least three healthy foods.

AC 1.2 Learners must state why a healthy lifestyle is important (e.g., balanced diet, being physically active, looking after mental health).

	AC 1.3 Learners must list factors that contribute to a healthy lifestyle (e.g., walking, running, exercising, eating fruit and vegetables, relaxing, meditation, relationships, sleep).
LO2	AC 2.1 Learners must identify a physical response (e.g., faster heartbeat, sweating). AC 2.2 Learners must identify an emotional response (e.g., happy, nervous, sad, excited, angry). AC2.3 Learners must state a reason for a physical or emotional response (e.g., I get sad when break is over, my heart beats faster when I am nervous).
LO3	3.1 Learners must state one activity that helps the body (e.g., walking, running, stretching, exercising). 3.2 Learners must state one activity that helps the mind (e.g., relaxing, breathwork).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Understanding the environmental impact of lifestyle choices or community health initiatives

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights / RSE	Learners are required to recognise mental and emotional wellbeing, safe and unsafe behaviours, and the importance of positive lifestyle choices. This directly supports learners' rights to safety, dignity, and healthy development
Sustainability / Ethical Citizenship	Learners are encouraged to adopt everyday habits that promote wellbeing, such as walking or choosing healthier foods, which naturally link to sustainable living (active travel, reduced reliance on processed foods). Participation in healthy activities also supports ethical citizenship by fostering responsibility for personal health

Entry level 2

Unit Title: Healthy Lifestyle

Unit Reference Number: CBM087

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Principles of Progression

Progression step 3 - I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about different emotions	1.1 List different emotions
	1.2 Identify what causes different emotions
	1.3 Identify ways to change emotions
2. Understand own emotions	2.1 List how own feelings can be communicated
	2.2 Identify simple strategies to express emotions safely
3. Understand own healthy lifestyle	3.1 State activities that promote own physical wellbeing
	3.2 State activities that promote own mental wellbeing
	3.3 State a way to improve own healthy lifestyle

Indicative Content

LO1	AC 1.1 Learners must list different emotions (e.g., angry, sad, happy, nervous, excited)
	AC 1.2 Learners must identify what causes different emotions (e.g., playing with friends = happy, birthday = exciting, being left out = sad)

	AC 1.3 Learners must identify ways to change emotions (e.g., I was sad, but I spoke to my friends and that made me happy).
LO2	AC 2.1 Learners must list how their own feelings can be communicated (e.g., when I am sad, I could tell my teacher). AC 2.2 Learners must identify simple strategies to express emotions safely (e.g., when I am angry, I take a time out).
LO3	AC 3.1 Learners must state activities that promote their own physical wellbeing (e.g., exercising, taking part in sports, playing) AC 3.2 Learners must state activities that promote own mental wellbeing (e.g., exercising, playing sports, relaxation, mindfulness) AC 3.3 Learners must state a way they could improve their own healthy lifestyle (e.g., I could go to bed earlier, I could spend less time watching tv before bed).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Understanding the environmental impact of lifestyle choices or community health initiatives

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights / RSE	Learners are required to recognise mental and emotional wellbeing, safe and unsafe behaviours, and the importance of positive lifestyle choices. This directly supports learners' rights to safety, dignity, and healthy development
Sustainability / Ethical Citizenship	Learners are encouraged to adopt everyday habits that promote wellbeing, such as walking or choosing healthier foods, which naturally link to sustainable living (active travel, reduced reliance on processed foods). Participation in healthy activities also supports ethical citizenship by fostering responsibility for personal health

Entry level 3

Unit Title: Healthy Lifestyle

Unit Reference Number: CBM088

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Principles of Progression

Progression step 4 - I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to live a healthy lifestyle	1.1 Explain what a healthy lifestyle is
	1.2 List the factors of a healthy lifestyle
	1.3 Describe how everyday choices contribute to a healthy lifestyle
2. Understand personal lifestyle choices	2.1 Describe own way of supporting physical and mental wellbeing
	2.2 Identify changes that could improve own physical and mental wellbeing
3. Be able to participate in healthy lifestyle activities	3.1 Participate in an activity that supports physical or mental wellbeing
	3.2 Explain the benefits of participation
	3.3 Describe how the activity influenced own emotions

Indicative Content

LO1	AC 1.1 Learners must be able to explain what a healthy lifestyle is (e.g., a healthy lifestyle that keeps the body, mind and emotions in good condition).
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	AC1.2 Learners must list the factors of a healthy lifestyle (e.g., drinking water throughout the day, exercising, getting enough sleep, reducing stress). AC 1.3 Learners must describe how everyday choices affect wellbeing. Learners should recognise that choices they make each day — such as what they eat, how active they are, or how they manage stress — have direct effects on their mental and physical wellbeing. For example, choosing to walk instead of taking the bus can improve fitness, while choosing to stay up late may lead to tiredness and poor concentration.
LO2	AC 2.1 Learners must describe everyday activities that can support their own physical and mental wellbeing. This could include activities that promote wellbeing, such as walking, cycling, playing sports, cooking healthy meals, listening to music, or practising relaxation techniques. AC 2.2 Learners must be able to identify changes that could improve own physical and mental wellbeing.
LO3	AC 3.1 Learners must participate in an activity that supports physical or mental wellbeing such as taking a short walk, stretching, a basic fitness routine, breathing exercises, listening to calming music, guided mindfulness, or yoga stretches. AC 3.2 Learners must be able to explain the benefits of participation in the activity from 3.1. AC 3.3 Learners must describe how the activity influenced own emotions (e.g., taking part in a yoga class made me feel calm).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Understanding the environmental impact of lifestyle choices or community health initiatives

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights / RSE	Learners are required to recognise mental and emotional wellbeing, safe and unsafe behaviours, and the importance of positive lifestyle choices. This directly supports learners' rights to safety, dignity, and healthy development
Sustainability / Ethical Citizenship	Learners are encouraged to adopt everyday habits that promote wellbeing, such as walking or choosing healthier foods, which naturally link to sustainable living (active travel, reduced reliance on processed foods). Participation in healthy activities also supports ethical citizenship by fostering responsibility for personal health

Level 1

Unit Title: Healthy Lifestyle

Unit Reference Number: CBM089

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Principles of Progression

Progression step 4 - I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work with others to plan and refine strengths and areas for improvements.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to live a healthy lifestyle	1.1 Describe own ways of living a healthy lifestyle
	1.2 Describe how own lifestyle could be improved
	1.3 Describe how everyday choices contribute to a healthy lifestyle
2. Understand how own choices impact a healthy lifestyle	2.1 Describe own everyday habits that contribute to physical and mental wellbeing
	2.2 Give examples of how lifestyle choices affect physical and mental wellbeing
3. Be able to set own lifestyle goals	3.1 Identify goals relevant to own wellbeing
	3.2 Describe the steps to reach the goal
4. Be able to participate in healthy lifestyle activities	4.1 Participate in an activity that supports wellbeing
	4.2 Participate in an activity that supports mental wellbeing
	4.3 Discuss the benefits of participation
	4.4 Create an action plan to improve wellbeing

Indicative Content

LO1	AC 1.1 Learners must describe own ways of living a healthy lifestyle. These must be personal to the learner and describes what they currently do to keep physically and mentally well. AC 1.2 Learners must describe their own lifestyle and suggest ways it could be improved. AC 1.3 Learners must describe how all choices contribute to a healthy lifestyle (e.g., I drink water every day and fizzy drinks in moderation to ensure I am well hydrated)
LO2	AC 2.1 Learners must describe everyday habits that contribute to mental and physical wellbeing. Learners can include everyday habits such as eating regular balanced meals, drinking water, getting enough sleep, and taking part in light exercise like walking or cycling. They should also recognise habits that support mental wellbeing, such as talking to friends, taking breaks, and practising relaxation. AC 2.2 Learners must give examples of how lifestyle choices affect mental and physical wellbeing. Learners should be able to give clear examples of how choices impact wellbeing. For instance, choosing to eat fruit instead of sweets can improve energy and concentration; exercising regularly can reduce stress and improve fitness; staying up late every night can lead to tiredness and poor mood. Learners should be encouraged to link choices to outcomes, demonstrating recognition of cause and effect in simple, everyday contexts.
LO3	AC 3.1 Learners must identify personal goals relevant to their own wellbeing. AC 3.2 Learners must describe the steps to work towards this goal (e.g., I want to improve my stamina for running so I will start doing shorter and longer runs throughout the week).
LO4	AC.4.1 Learners must participate in an activity that supports wellbeing (e.g., walking outdoors, Pilates, cycling, swimming, joining a club or activity group, cooking, painting and drawing) AC 4.2 Learners must participate in an activity that supports mental wellbeing (e.g., reading for pleasure, mindfulness or meditation, yoga, running, journaling, learning a new skill)

AC 4.3 Learners will be able to discuss the benefits of participation.

AC 4.4 Learners will need to create an action plan to improve wellbeing.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Understanding the environmental impact of lifestyle choices or community health initiatives,

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights / RSE	Learners are required to recognise mental and emotional wellbeing, safe and unsafe behaviours, and the importance of positive lifestyle choices. This directly supports learners' rights to safety, dignity, and healthy development
Sustainability / Ethical Citizenship	Learners are encouraged to adopt everyday habits that promote wellbeing, such as walking or choosing healthier foods, which naturally link to sustainable living (active travel, reduced reliance on processed foods). Participation in healthy activities also supports ethical citizenship by fostering responsibility for personal health

Level 2

Unit Title: Healthy Lifestyle

Unit Reference Number: CBM090

Level: Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Principles of Progression

Progression step 5 - I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others. I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the connection between physical and emotional changes	1.1 Evaluate how physical changes are linked to emotional responses
	1.2 Analyse how different contexts influence physical and emotional wellbeing
	1.3 Explain how physical and emotional changes can affect behaviour
2. Understand the impact diet has on physical and mental wellbeing	2.1 Describe how different types of diet can affect physical health
	2.2 Analyse the relationship between diet and mental wellbeing
	2.3 Evaluate the short-term and long-term impacts of diet on physical and mental wellbeing
	2.4 Reflect on own diet and effect on own wellbeing
	2.5 Plan a nutritious meal to support wellbeing
3. Be able to apply strategies to support wellbeing	3.1 Evaluate a range of strategies to support physical and mental wellbeing
	3.2 Apply strategies to support own wellbeing

	3.3 Participate in an activity that promotes the wellbeing of others
	3.4 Reflect on what went well and what could be improved

Indicative Content

LO1 AC 1.1 Learners must evaluate how physical changes are linked to emotional responses (e.g., feeling angry might cause the blood pressure to rise which could cause physical symptoms like sweating and chest pain).

AC 1.2 Learners must analyse how different contexts influence physical and emotional wellbeing (e.g., social, physical activity, stressful situations).

AC1.3 Learners must explain how physical and emotional changes can affect behaviour.

LO2 AC 2.1 Learners must describe how different types of diet can affect physical health. For example, a diet high in saturated fats and sugars can increase the risk of obesity, type 2 diabetes, and cardiovascular disease. A diet rich in fruits, vegetables, whole grains, and lean proteins can improve heart health, support immune function, and maintain healthy body weight.

AC 2.2 Learners must analyse the relationship between diet and mental wellbeing. For example, a balanced diet with sufficient vitamins, minerals, and omega-3 fatty acids has been linked to improved mood and cognitive function. Diets high in processed foods and refined sugars can increase the risk of anxiety and depression.

AC 2.3 Learners must evaluate the short-term and long-term impacts of diet on physical and mental wellbeing Short-term impacts of an unhealthy diet may include fatigue, poor concentration, and digestive discomfort. Long-term effects can involve chronic illnesses such as obesity, cardiovascular disease, or mental health conditions like depression. A nutritious diet can lead to sustained energy, stronger immunity, better mental focus, and reduced risk of chronic disease over a lifetime.

AC 2.4 Learners must reflect on their own diet and well-being (e.g., snacks, take aways, readymade meals, homemade meals, fizzy drinks, vegetables and fruit, mental health, stressful situations).

AC 2.5 Learners must plan a nutritious balanced meal considering different food groups to support overall wellbeing

LO3 AC 3.1 Learners must evaluate more than two types of strategies to support physical and mental well-being. These could include regular physical activity, such as walking, swimming, or strength training, supports cardiovascular health, muscle strength, and mental wellbeing by reducing stress and anxiety. Mindfulness practices, meditation, and adequate sleep are also effective strategies for managing stress and improving mental clarity. Nutrition plays a key role; a balanced diet rich in whole foods can enhance energy levels and cognitive function.

AC 3.2 Learners be able to apply strategies to support own wellbeing.

AC 3.3 Learners should participate in an activity that promotes the wellbeing of others (e.g., a team sport activity, group dance class, yoga class).

AC 3.4 Learners must be able to reflect on what went well and what could be improved.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Understanding the environmental impact of lifestyle choices or community health initiatives

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights / RSE	Mental and emotional wellbeing content links to respect, resilience, and positive relationships, supporting learners' rights to safety, dignity, and healthy development
Sustainability / Ethical Citizenship	Lifestyle strategies such as walking instead of having someone driving or choosing healthier diets can connect to sustainable living choices and responsible citizenship