



curriculum for excellence:
health and wellbeing
across learning:
responsibilities of all
experiences and outcomes

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Health and wellbeing across learning: responsibilities of all¹

Experiences and outcomes

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Building the Curriculum 1

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

¹ Because of the nature of development and learning in health and wellbeing, many of the experiences and outcomes are written to span two or more levels. They should be regularly revisited through a wide range of relevant and realistic learning experiences to ensure that every child and young person is progressing in his or her development and learning.

Mental, emotional, social and physical wellbeing

Mental, emotional, social and physical wellbeing are essential for successful learning.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.

	Early	First	Second	Third	Fourth
Mental and emotional wellbeing	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a				
	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a				
	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a				
	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a				
	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a				
	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a				
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a				
	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a				

Mental, emotional, social and physical wellbeing (continued)

	Early	First	Second	Third	Fourth
Social wellbeing	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.				
	HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a				
	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.				
	HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a				
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.				
	HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a				
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.					
HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a					
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.					
HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a					
I value the opportunities I am given to make friends and be part of a group in a range of situations.					
HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a					
Physical wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.				
	HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a				
	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.				
	HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a				
I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.					
HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a					
I know and can demonstrate how to travel safely.					
HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a					

Planning for choices and changes

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

	Early	First	Second	Third	Fourth
	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a	I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. HWB 3-19a	Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. HWB 4-19a

Physical activity and sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

	Early	First	Second	Third	Fourth
	<p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</p> <p>HWB 0-25a</p>	<p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</p> <p>HWB 1-25a</p>			

Relationships

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships.

	Early	First	Second	Third	Fourth
	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a / HWB 1-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b / HWB 1-44b</p>	<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p>	<p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3-44b / HWB 4-44b</p>		
	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b</p>				

Appendix – Explanations

These provide definitions of terms or advice on particular experiences and outcomes.

Introductory statements

Resilience

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Mental, emotional, social and physical wellbeing

Mental wellbeing

Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world.

Mental health

The World Health Organisation describes mental health as:

‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’

Emotional wellbeing

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

Social wellbeing

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

Social wellbeing – HWB 0-12a, etc

This will be developed by raising the young person’s awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

Self-esteem/Self worth

Self-esteem is a self rating of how well the self is doing. It means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

Physical wellbeing

Physical wellbeing refers to the knowledge, skills and attitudes that we need to understand how physical factors affect our health.

Physical wellbeing – HWB 0-18a, etc

This applies to all kinds of travel – whether on foot, bicycle, motor vehicle or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.

Particular attention should be paid at times of transition, especially during the transition from primary to secondary school, where there is a significant increase in road traffic accidents.