

Curriculum for Excellence factfile — Health and Wellbeing



What is new about Health and Wellbeing?

Curriculum for Excellence gives a new focus to Health and Wellbeing and it is now spread right across the curriculum. The aim is to develop young people as successful learners, confident individuals, effective contributors and responsible citizens.

Why does Health and Wellbeing matter?

Children and young people who feel cared for and valued are much more likely to be happy and do well in life. Children who know themselves well and have self-respect are more likely to be resilient and strong, cope with change and challenge in life, and make good choices. We want all children and young people to feel safe and secure and be able to work in a supportive environment that promotes respect.

So is it a subject?

Health and Wellbeing isn't a single subject or class. It is organised into 6 areas and taught right across the curriculum. It's also about the whole approach of the nursery, school, college or other setting. The ethos should support what children are learning and the climate – the behaviour that's modelled and encouraged – should reflect this. For example, in class young people will learn about respect, so they should experience respectful relationships with each other and staff. Similarly, they will learn about healthy eating so should have access to healthy food options for lunch.

Who is responsible for Health and Wellbeing?

All staff have responsibility for the welfare of young people in their care and for developing learning in the 6 areas that make up Health and Wellbeing.

What does Health and Wellbeing cover and what will young people learn?

Health and Wellbeing is organised in 6 areas:

1 Mental, Emotional, Social and Physical Wellbeing

Mental and emotional wellbeing: children learn to recognise and express feelings, understand how feelings affect how we behave, know where to get help and support and how to manage stressful situations.

Social wellbeing: children learn about rights and responsibilities and how to put these into practice.

This is about how to value ourselves and others and how young people can contribute to the life of their nursery, school, college or community. It explores finding out about relationships and how to build good and supportive friendships with others.

Physical wellbeing: young people learn about the body and how to apply that knowledge to stay healthy and well. It examines risk, giving young people skills to keep safe, to cope in an emergency and to travel safely.

2 Planning for Choices and Changes

Children take part in activities that widen knowledge about choices in life and the costs and benefits attached.

Young people will learn how to manage expectations and hopes, and develop decision-making skills that will help them make good choices for the future.

3 Physical Education, Physical Activity and Sport

Children take part in physical activity and sport, indoors and outdoors, promoting regular activity as an essential and enjoyable part of being healthy. Schools are working towards providing a minimum of hours quality PE a week and young people will develop skills to take part in a wide range of activity.

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4 Food and Health

This covers practical, enjoyable food activities, which will help to build knowledge and skills in preparing healthy, tasty, affordable dishes. Young people will learn about good food choices with the aim of understanding diet and hopefully develop lifelong healthy eating habits. Learners will also develop an understanding of food hygiene and will learn about other links and influences like religious beliefs, culture, advertising and the media.

5 Substance Misuse

This covers understanding of the use and misuse of a variety of substances including over-the-counter and prescribed medicines, alcohol, drugs, tobacco and solvents. Young people will explore the impact of risk-taking behaviour on life choices to promote positive choices. This is done in a way that's appropriate to their age and maturity.

6 Relationships, Sexual Health and Parenthood

This covers how to build and keep good relationships with a variety of people. It explores awareness of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships. As children grow older and mature, they'll learn about sexual health and develop an understanding of the responsibilities of caring and parenthood. Teaching reflects the ethos of the school – particularly important in faith schools.

How can parents help?

Parents can help by exploring issues covered in Health and Wellbeing at home. Listening to children's concerns, answering questions and exploring values and choices help children form their own values and make life enhancing choices. Parents have a right to be consulted and Parents Evenings and meetings offer a chance to discuss what's coming up in Health and Wellbeing.

What happens at different ages/stages?

Young people develop at their own pace so learning is planned to suit to their stage of development, maturity and ability, not age.

Pre-school

In nursery and early primary, children learn through play, exploration and investigation. They'll learn about hygiene, how to take care of their teeth, how to choose and prepare foods and how to learn and play together.

Primary

Children develop their knowledge and skills to higher levels. They will enjoy daily physical activity and learn more about how to keep themselves safe and healthy. Health and Wellbeing will be woven into learning across a variety of subjects.



Curriculum for Excellence in action

Watch films and hear teachers and young people talk about their experience of Curriculum for Excellence. There's factfiles too on the background and benefits, assessment and qualifications, secondary experience, supporting learners and parents as partners.

www.scotland.gov.uk/cfeinaction

Secondary

Health and wellbeing is taught through a range of courses and topics, as outlined before. All continue to plan for choices, learn about substance misuse and other issues in line with their maturity and some will choose to specialise in PE or food and nutrition.

Who else has a role to play?

Learners are encouraged to take personal responsibility for their health and wellbeing.

Parents can play their role at home by supporting what their child is learning... and hopefully learning from it too.

Professionals like health, social services and specialists like speech therapists or counsellors work in partnership with school.

Employers will be able to make a contribution in the school community or offer opportunities in the workplace that expose young people to real life experiences that help with their development.

Organisations and volunteers youth workers and others work alongside schools to support young people by offering a range of learning opportunities within and outwith school. This may include the chance for young people to gain accreditation, like Duke of Edinburgh and other awards.

Useful links and information

www.youngscot.org (learners)

www.ltscotland.org.uk/parentzone (parents)

www.parentforumscotland.org (new parent forum)

www.engageforeducation.org (access to education ministers)

www.hmie.gov.uk (standards, inspections)

www.employersandyoungpeople.org (employers)

www.sptc.info (parent teacher councils)

www.enquire.org.uk (additional support)

www.sqa.org.uk and www.scqf.org.uk (qualifications)

Curriculum for Excellence is a major change to the education system that aims to raise standards of learning and teaching for all 3-18 year olds, wherever they learn. This factfile answers questions from parents and learners about the changes and about Health and Wellbeing – a new focus within the curriculum. In the factfile we sometimes use the term 'parents' for short – we mean all parents and carers. When we talk about 'learners' we mean all young people in nursery, school, college, community learning and training, special schools, extended support and secure settings. 'Teachers' or 'teaching staff' means all staff, lecturers, nursery nurses, trainers, support workers.