RATIONAL

Milestones for Health and Wellbeing
Curriculum for Excellence: Health & Wellbeing

Milestones for Health and Wellbeing Rational

The milestones have been developed in line with the key messages contained in these documents:
- Effective Assessment and Reporting in Fife Schools
- Building the Curriculum 1
- Building the Curriculum 4
- Building the Curriculum 5
- Assessment for Curriculum for Excellence Strategic Vision Key Principles
- Effective Assessment and Reporting in Fife Schools
- Fife Council Moderation Policy

The Health and Wellbeing Experiences and Outcomes begin with the following overarching learning intentions:

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.

(CfE HWB The Scottish Government 2009)

The Health and Wellbeing Principles and Practice paper states ‘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 enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children’

(CfE Principles and Practice The Scottish Government 2009)
The milestones are summary statements of progress that reflect the principles of Curriculum for Excellence. The terms ‘Developing’, ‘Consolidating’ and ‘Secure’ are used within the Health and Wellbeing milestones to indicate a learner’s progress within each E&O statement based on the following ‘rule of thumb’:

<table>
<thead>
<tr>
<th>Developing</th>
<th>Within the E&amp;O the learner can apply their skills in relatively simple examples and contexts. They might require some support to make progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidating</td>
<td>Within the E&amp;O the learner can apply their skills in more complex examples and in a wider range of contexts. They can work more independently.</td>
</tr>
<tr>
<td>Secure</td>
<td>Within the E&amp;O the learner is able to apply their skills confidently in new and unfamiliar contexts.</td>
</tr>
</tbody>
</table>

The features of effective learning and teaching in health and wellbeing would be expected to be in evidence in all schools. The need for involvement of families and the wider school community is an important element to ensure the greatest impact on the health and wellbeing of children and young people.

When planning for health and wellbeing the individual needs, stage of development and social context of pupil will require to be considered. By planning together, school staff and other practitioners will take these factors into account. Learners who are engaged and active participants in their learning will achieve the shared vision and goals which underpin Health and Wellbeing for All.

‘The learning is enriched when the views of children and young people are taken into account, particularly where sensitive issues are involved (as in health education) or choices to be made.

Acquiring skills, knowledge and understanding about health and wellbeing, however, is not enough. The aim is that young people should develop a commitment to promoting their own health and wellbeing throughout their lives’.

(Building the Curriculum 1)

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.

Moderation activities will help practitioners formulate a shared understanding of standards and expectations. This is essential for planning teaching, learning and assessment at the appropriate level. Evidence of progress will be gathered from day-to-day learning as well as from specific assessment activities and tasks carried out periodically with learners. Naturally occurring links between Es&Os within Health and Wellbeing and from other curricular areas should be exploited wherever possible when planning for assessment.
It is recognised that learners will progress at different rates and will require different amounts and types of support. Support may be given in a variety of ways, for example:

- use of technology i.e. videoing
- drama
- peer support
- tasks and activities broken down into smaller steps
- working with support staff
- extra input from the teacher

It is important that there is a record of the amount and type of support that individuals and groups receive as they work through assessment activities and tasks.

Summary statements for ‘Developing’, ‘Consolidating’ and ‘Secure’ should not be looked at in isolation. They need to be read in conjunction with each other and the appropriate E&O statement to identify the development expected at that level for that E&O. For example in HWB 2-44a (shown below) the Secure statement “I can discuss and explain why there are differences between different types of relationships” does not stand alone.

<table>
<thead>
<tr>
<th>Experience &amp; Outcome Statement</th>
<th>I can show that I am aware (Developing: Remembering and Understanding skills path)</th>
<th>I can show that I understand (Consolidating: Applying and Analysing skills path)</th>
<th>I can show that I can use my knowledge (Secure: Evaluating and Creating skills path)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand that a wide range of different kinds of friendships and relationships exist. HWB 2 – 44a</td>
<td>- I can talk about and give some examples of a wide range of different types of friendships and relationships.</td>
<td>- I can name and describe different types of friendships and relationships.</td>
<td>- I can discuss and explain why there are differences between different types of relationships</td>
</tr>
</tbody>
</table>

It is also important for staff to make the connections across the Health and Wellbeing experiences and outcomes with all other areas of the curriculum. Curriculum Design Support Materials have been produced to provide examples of progression, cross curricular links and partnership working that may help education staff and all other contributing services in the delivery of the health and wellbeing outcomes and experiences.

The suggestions provided to support the outcomes are not prescriptive and can be changed to meet the needs of the school or cluster. They can be found on the www.healthpromotingschoolsfsfie.co.uk website.
Curriculum for Excellence: Health and Wellbeing

MILESTONES

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