Curriculum for Excellence: Health and Wellbeing

Responsibilities of ALL

SEPTEMBER 2009
### Curriculum for Excellence

**Health and Wellbeing - overarching italic statements that are the responsibility of ALL STAFF**

#### Successful Learners
- 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.
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.
- 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. (early)
- 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. (first)
- 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. (second)
- I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. (early & first)
- I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. (second)

#### Confident Individuals
- I am aware of and able to express my feelings and am developing the ability to talk about them.
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways to manage them.
- 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.
- I value the opportunities I am given to make friends and be part of a group in a range of situations.
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
- I know and can demonstrate how to travel safely.
- I am enjoying daily opportunities to participate in different kinds of energetic play both outdoors and indoors. (early)
  - 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. (first)

#### Responsible Citizens
- 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.
- 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.
- I am learning skills and strategies which support me in challenging times, particularly in relation to change and loss.
- 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.
- 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. (fourth)
- I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships. (early & first)
- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

#### Effective Contributors
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
- 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.
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
- Through contributing my views, time and talents, I play a part in bringing about positive change to my school and wider community.
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.
- 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. (third)
- I understand and can demonstrate the qualities and skills required to sustain different types of relationships. (third & fourth)
Responsibilities of ALL

The four capacities and the aspects of Health and Wellbeing that are the responsibility of all - a staff development resource.

It is intended that these reflective questions should be used with the poster that details the aspects of Health and Wellbeing that are the responsibility of all.

ACTIVITY 1

What does Health and Wellbeing mean in your learning establishment/department?

a. What is the common vision of Health and Wellbeing across your school community?

b. How is this vision shared with children and young people, staff, parents and partners?

c. Where can you give examples of seeing this vision in practice?

ACTIVITY 2

The aspects of Health and Wellbeing that are the responsibility of all to deliver have been placed under the four capacities to make sense of how they might be used.

Discuss:

a. How can this model support Health and Wellbeing within your establishment?

b. What would be the practical next steps to ensure that these aspects of Health and Wellbeing become everyone’s responsibility?
ACTIVITY 3

Reflect on the aspects of Health and Wellbeing that are the responsibility of all.

a. Consider one aspect of whole school practice (eg behaviour management policy or pupil council) and audit current practice against statements

b. Identify areas where there are gaps and decide where the practice should change in your establishment/department

ACTIVITY 4

Select one of the 4 capacities and consider the following:

a. How are these outcomes already reflected in the ethos of your class/department/school?

b. What elements would require to change and why?

TASK

Think about an element of an existing course and redesign its content and delivery to reflect this capacity.

(Curriculum design support materials around the 6 organisers in Curriculum for Excellence Health and Wellbeing Experiences and Outcomes are available online to support discussion)