



Principles for effective action: Promoting children and young people's social and emotional wellbeing in education establishments

A self-assessment tool for strategic partners
delivering health and wellbeing within
Curriculum for Excellence

Secondary school

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Background

Curriculum for Excellence endeavors to ensure that all children and young people in Scotland, aged three to 18 years develop the attributes, knowledge and skills they will need to flourish in life, learning and work. As one of the eight curriculum areas within Curriculum for Excellence, health and wellbeing establishes a set of mental, social, emotional and physical wellbeing outcomes which are the responsibility of all practitioners working in and with education establishments. The rationale for this partnership approach is outlined in the paper 'Health and wellbeing across learning: Responsibilities of all: Principles and practice' (Learning and Teaching Scotland, 2009). This states that:

'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.' (p1)

'Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach; schools and their partners working together closely to plan their programme for health and wellbeing explicitly, taking account of local circumstances and individual needs.' (p1)

Purpose

By providing a self-assessment tool, this resource aims to support strategic partners in the effective delivery of an evidence-informed approach to mental health improvement planning and delivery, within the context of Curriculum for Excellence.

Who the resource is for

This resource is for strategic partners involved in supporting the delivery of health and wellbeing within Curriculum for Excellence. For example, those employed within public health, health improvement and NHS services; strategic planners within NHS Boards; professionals with public health as part of their remit in education; education support services; social work services, local authorities, and the wider voluntary and community sectors.

Principles for effective action resource

This resource was developed in collaboration with a network of key partners involved in implementation and evaluation of the curriculum: NHS Health Scotland, Learning and Teaching Scotland, HM Inspectorate of Education and the Scottish Government.

This resource contains two tables to aid you in self-assessment of your current practice and future activity:

1. Table 1 highlights the links between Curriculum for Excellence health and wellbeing experiences and outcomes, recent evidence-based mental health improvement

recommendations concerning social and emotional wellbeing and Scottish Government policy. Specifically, the table draws attention to the following¹:

- Curriculum for Excellence health and wellbeing experiences and outcomes (see appendix 1 for the complete health and wellbeing experiences and outcomes, including those which are the responsibility of all).
- Evidence-based recommendations derived from NICE PHG 20: 'Promoting young people's social and emotional wellbeing in secondary education' a Public Health Guidance produced by the National Institute for Health and Clinical Excellence (NICE) and the associated NHS Health Scotland (NHS HS) Scottish Perspective on this guidance (see appendix 2 for details).
- Service element action points adapted from 'The Mental Health of Children and Young People: A Framework for Promotion, Prevention and Care', Scottish Government policy developed to assist agencies working together in the planning and delivery of integrated approaches to children and young people's mental health across the continuum of promotion, prevention and care.

A number of the action points taken from the evidence and policy base do not have direct links to specific health and wellbeing experiences and outcomes. These actions are still important for mental health improvement and should be undertaken. They are supported by the wider philosophy of Curriculum for Excellence, the Principles and Practice Papers for health and wellbeing and the overarching statements setting out the ways in which children and young people can expect their learning environment to support their health and wellbeing. There are also important links with care and welfare and support for learners within establishments.

The included Curriculum for Excellence health and wellbeing experiences and outcomes are not intended to be a definitive list but rather a guide for your own practice, to be added to or amended as required.

The evidence-based recommendations contained within NICE PHG 20: 'Promoting young people's social and emotional wellbeing in secondary education and the associated NHS Health Scotland Perspective relates to 'all education establishments for young people aged 11 to 19, including further education colleges, technology colleges, academies and private sector establishments'.

2. Table 2 provides a self-assessment checklist and action plan to assist you in identifying service elements which will be the focus of future activity. This includes the associated actions, lead agency, supporting partners, timescale and annual local output indicators.

Monitoring and assessment of Curriculum for Excellence

By systematically measuring and assessing children's social and emotional wellbeing, the findings can be used in planning and evaluation. The outcomes can be used as the basis for planning activities and evaluating their impact. This should be done in line with the principles and practices of Curriculum for Excellence where progress and achievement is defined in

¹ This resource does not refer to sources of evidence other than those contained in the public health guidance produced by NICE and the associated NHS Health Scotland Scottish Perspective.

terms of 'how much' and 'how well' rather than 'how fast'. This will involve assessing the breadth, challenge and application of learning and is discussed in more detail in *Building the Curriculum 5: A framework for assessment*.

'It is important that assessments should be carried out consistently with shared standards being applied across the country. Arrangements will be put in place for moderation and schools will be expected to assure the quality of their own assessment procedures. A National Assessment Resource is being set up to share assessment materials and to help teachers develop a shared understanding of standards.' BtC5 (2010)

Table 1: Linking policy action points, health and wellbeing experiences and outcomes, evidence-based recommendations and current practice¹

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
<p>1. Involve young people, parents, carers and partner agencies in developing information, resources and services.</p>	<p><i>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.</i></p> <p style="text-align: right;"><i>HWB 3–10a / 4–10a</i></p> <p><i>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></p> <p style="text-align: right;"><i>HWB 3–11a / 4–11a</i></p> <p><i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i></p> <p style="text-align: right;"><i>HWB 3–13a / 4–13a</i></p>	<ul style="list-style-type: none"> ▪ Work in partnership with parents, carers and other family members to promote young people’s social and emotional wellbeing. ▪ Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing. ▪ Introduce a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing. ▪ Involve young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing. ▪ Help secondary schools to share practical advice on how to promote the social and emotional wellbeing of young people. 	

¹ A number of the action points taken from the evidence and policy base do not have direct links to specific health and wellbeing experiences and outcomes. These actions are still important for mental health improvement and should be undertaken.

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
<p>2. Ensure school policies on tackling bullying are being implemented.</p>	<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships, I care and show respect for myself and others</i> HWB 3–05a / 4–05a</p> <p><i>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.</i> HWB 3–09a / 4–09a</p> <p><i>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.</i> HWB 3–10a / 4–10a</p> <p><i>I understand the importance of being cared for and caring for other in relationships, and can explain why.</i> HWB 3–44a / 4–44a</p> <p><i>I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</i> HWB 3–44b / 4–44b</p>	<ul style="list-style-type: none"> ▪ Tackling bullying is not included specifically within the recommendations for secondary schools. 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
	<p><i>I recognise that power can exist within relationships and can be used positively as well as negatively.</i></p> <p style="text-align: center;"><i>HWB 3–45a / 4–45a</i></p> <p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i></p> <p style="text-align: center;"><i>HWB 3–45b / 4–45b</i></p>		
<p>3. Provide training and consultation for teaching and non-teaching staff on mental health and emotional wellbeing, including providing activities to promote emotional literacy.</p>		<ul style="list-style-type: none"> ▪ Integrate social and emotional wellbeing within the training and continuing professional development of practitioners and relevant others involved in secondary education. ▪ Help secondary schools to develop necessary organisational capacity to promote social and emotional wellbeing. This includes leadership and management arrangements, specialist skills and resources. 	
<p>4. Provide training for teaching and non-teaching staff on specific issues relating to mental health, e.g. aggressive behaviour, self-harm, ADHD.</p>	<p><i>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></p> <p style="text-align: center;"><i>HWB 3–03a / 4–03a</i></p>	<ul style="list-style-type: none"> ▪ Ensure practitioners have the knowledge, understanding and skills they need to develop young people’s social and emotional wellbeing. Training may cover: <ul style="list-style-type: none"> - listening and facilitating skills and the ability to be non-judgemental 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
	<p><i>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></p> <p>HWB 3–04a / 4–04a</p>	<ul style="list-style-type: none"> - how to manage behaviours effectively, based on an understanding of the underlying issues - identifying and responding to the needs of young people who may be experiencing emotional and behavioural difficulties - how to access pastoral care and support based in secondary education or specialist services provided by other agencies, such as child and adolescent mental health services - the issues in relation to different medical conditions (such as diabetes, asthma, and epilepsy) to ensure young people with these conditions are not bullied, inappropriately excluded from school activities or experience any undue emotional distress - opportunities to reflect upon and develop their own social and emotional skills and awareness. 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
<p>5. Develop and deliver activities to promote emotional literacy.</p>	<p><i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 3–01a / 4–01a</p> <p><i>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.</i> HWB 3–02a / 4–02a</p> <p><i>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> HWB 3–04a / 4–04a</p> <p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships, I care and show respect for myself and others.</i> HWB 3–05a / 4–05a</p>	<ul style="list-style-type: none"> ▪ Provide a curriculum that promotes positive behaviours and successful relationships and helps reduce disruptive behaviour and bullying. This can be achieved by integrating social and emotional skills development within all areas of the curriculum. Skills that should be developed include: motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings, and how to manage relationships with parents, carers and peers. ▪ Tailor social and emotional skills education to the development needs of the young people. The curriculum should build on learning in primary education and be sustained throughout their education. ▪ Reinforce curriculum learning on social and emotional skills and wellbeing by integrating relevant activities into all aspects of secondary education. 	
<p>6. Develop and deliver activities to promote peer support, especially at times of transition.</p>	<p><i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 3–07a / 4–07a</p>	<ul style="list-style-type: none"> ▪ Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it. This could involve developing a peer 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
	<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give them appropriate support.</i> HWB 3–08a / 4–08a</p> <p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 3–14a / 4–14a</p> <p><i>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships and sexual behaviour.</i> HWB 3–46a / 4–46a</p>	<p>education or peer mediation approach. Note, young people who act as peer supporters need training and the support of staff and other professionals.</p>	
<p>7. Support the mental health and wellbeing of school staff.</p>		<ul style="list-style-type: none"> ▪ Ensure policies and arrangements are in place to promote the social and emotional wellbeing of those who work with young people in secondary education. 	
<p>8. Provide confidential, accessible and non-stigmatising counselling support for pupils and staff.</p>	<p><i>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> HWB 3–03a / 4–03a</p> <p><i>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</i></p>	<ul style="list-style-type: none"> ▪ There is no inclusion of counselling in the NICE Guidance recommendations. Pastoral care and support and specialist child and adolescent mental health services feature more highly in the evidence. ▪ Ensure young people have access to pastoral care and support, as well as specialist services, so that emotional, social and behavioural problems can be 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
	<p><i>always possible to enjoy good mental health and that if this happens there is support available.</i> HWB 3–06a / 4–06a</p> <p><i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 3–07a / 4–07a</p>	<p>dealt with as soon as they occur (Specialist services include child and adolescent mental health services).</p> <ul style="list-style-type: none"> Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality. Make young people aware of their rights on confidentiality. 	
<p>9. Provide group support sessions on particular issues or at particular times of stress.</p>	<p><i>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> HWB 3–03a / 4–03a</p> <p><i>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> HWB 3–04a / 4–04a</p>	<ul style="list-style-type: none"> Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it. This could involve developing a peer education or peer mediation approach. Note, young people who act as peer supporters need training and the support of staff and other professionals. 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
	<p><i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i></p> <p style="text-align: center;"><i>HWB 3–07a / 4–07a</i></p> <p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give them appropriate support.</i></p> <p style="text-align: center;"><i>HWB 3–08a / 4–08a</i></p>		
<p>10. Provide support for parents dealing with issues relating to adolescence.</p>		<ul style="list-style-type: none"> ▪ To help reinforce young people’s learning from the curriculum, help parents and carers develop their parenting skills. This may involve providing information or offering small, group based programmes run by appropriately trained health or education practitioners. ▪ Ensure parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in any parenting sessions. This might involve liaison with family support agencies. 	
<p>11. Provide information about local support services and access, including internet resources.</p>	<p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.</p> <p style="text-align: center;">HWB 3–49b / 4–49b</p>	<ul style="list-style-type: none"> ▪ Ensure secondary education establishments have access to the specialist skills, advice and support they require. This may be provided by public, private, voluntary and community organisations. It may involve 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
		<p>working with local authority advisory services, personal, social, health and economic education services, educational psychology, and child and adolescent mental health services.</p>	
<p>Develop a strategy/action plan which describes plans for a comprehensive, 'whole school' approach to promoting social and emotional wellbeing.</p>		<ul style="list-style-type: none"> ▪ Enable all secondary education establishments to adopt an organisation-wide approach to promoting the health and wellbeing of young people, including their social and emotional wellbeing. This should encompass organisation and management issues as well as the curriculum and extra-curricular provision. The approach should form part of the local children and young people's plan and joint commissioning. It should also be linked to the Single Outcome Agreement where appropriate, and to Getting it right for every child (GIRFEC). It should also contribute towards implementation of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, and Curriculum for Excellence. ▪ Head teachers and teachers should demonstrate a commitment to the social and emotional wellbeing of young people and staff. They should provide leadership in this area by ensuring social and emotional wellbeing features within 	

Service elements - Policy	Curriculum for Excellence health and wellbeing experiences and outcomes	Evidence-based recommendation	Current practice
		<p>improvement plans, policies, systems and activities. These should all be monitored and evaluated.</p> <ul style="list-style-type: none"> ▪ Foster an ethos that promotes mutual respect, learning and successful relationships among young people and staff. Create a culture of inclusiveness and communication that ensures all young people's concerns can be addressed (including the concerns of those who may be at particular risk of poor mental health). ▪ Provide a safe environment, which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours. ▪ Encourage the appropriate local scrutiny committee to assess the progress made by secondary education establishments in adopting an organisation-wide approach to promoting social and emotional wellbeing. ▪ Systematically measure and assess young people's social and emotional wellbeing. Use the outcomes of the assessments as the basis for planning activities and evaluating their impact. 	

Table 2: Self-assessment checklist and action plan

Identify three or four of the service elements where you think your school/cluster would like to focus development over the next year. In discussion with partners, complete the table below to detail your current and future actions.

Service elements – Policy	Current practice	Areas for improvement	Lead agency	Supporting partners	Timescale	Impact on outcomes for young people	Annual local input/output indicator
1. Involve young people, parents, carers and partner agencies in developing information, resources and services.							e.g. number of consultations/ articles in school newsletters
2. Ensure school policies on tackling bullying are being implemented.							e.g. reduction in the incidence of bullying, or the number of staff in receipt of anti-bullying training
3. Provide training and consultation for teaching, non-teaching staff on mental health and emotional wellbeing, including providing activities to promote emotional literacy.							e.g. number of staff who feel confident discussing mental health issues with young people or number of training sessions delivered

Service elements – Policy	Current practice	Areas for improvement	Lead agency	Supporting partners	Timescale	Impact on outcomes for young people	Annual local input/output indicator
4. Provide training for teaching and non-teaching staff on specific issues relating to mental health.							e.g. number of staff in receipt of training on anti-bullying, suicide and self-harm prevention, coping with loss/bereavement, etc.
5. Develop and deliver activities to promote emotional literacy.							
6. Develop and deliver activities to promote peer support, especially at times of transition.							e.g. number of young people who feel that support is available and know how to access it
7. Support the mental health and wellbeing of school staff.							e.g. having a comprehensive policy/strategy aimed at supporting the mental health and wellbeing of staff
8. Provide confidential, accessible and non-stigmatising counselling support for pupils and staff.							

Service elements – Policy	Current practice	Areas for improvement	Lead agency	Supporting partners	Timescale	Impact on outcomes for young people	Annual local input/output indicator
9. Provide group support sessions on particular issues or at particular times of stress.							
10. Provide support for parents dealing with issues relating to adolescence.							
11. Provide information about local support services and access, including internet resources.							
Develop a strategy/action plan which describes plans for a comprehensive, 'whole school' partnership approach to promoting social and emotional wellbeing.							

Ways to ensure your establishment/cluster is improving the social and emotional wellbeing of pupils and staff²

How well do you	Well	Could be better	Not well
1. involve young people, parents, carers and partner agencies in developing information, resources and services?			
2. ensure school policies on tackling bullying are being implemented?			
3. provide training for teaching and non-teaching staff on social and emotional wellbeing including providing activities to promote emotional literacy ³ ?			
4. provide training for teaching and non-teaching staff on specific issues relating to mental health?			
5. promote emotional literacy?			
6. promote peer support, especially at times of transition?			
7. support the mental health and wellbeing of school staff?			
8. provide confidential, accessible and non-stigmatising counselling support for staff and pupils?			
9. provide group support sessions on particular issues or at particular times of stress, e.g. during periods of transition?			
10. provide support for parents in dealing with issues relating to adolescence?			
11. provide information about local support services and access, including internet resources?			
Have you captured all of the above in a strategy/action plan which describes your whole school approach to promoting social and emotional wellbeing?			

² Adapted from The Mental Health of Children and Young People: A framework for Promotion, Prevention and Care. Scottish Executive (2005).

³ The term 'emotional literacy' refers to the ability to understand, express and manage the whole range of our own emotions, and also to respond to the emotions of others, in ways that are helpful to ourselves and others. Emotional literacy is important in understanding and responding to social situations and also in forming relationships with others (adapted from Weare, 2004).

Appendix 1: Health and wellbeing⁴ experiences and outcomes (adapted from LTS (2009) *Curriculum for Excellence: health and wellbeing experiences and outcomes*)

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>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a				
	<i>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.</i> HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a				
	<i>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> 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>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> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a				

⁴Health and wellbeing experiences and outcomes which are the responsibility of all adults working together are shown in italics.

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.

	<p><i>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.</i></p> <p style="text-align: right;">HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a</p> <p><i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i></p> <p style="text-align: right;">HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a</p> <p><i>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></p> <p style="text-align: right;">HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>
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Mental, emotional, social and physical wellbeing (continued)

	Early	First	Second	Third	Fourth
Social wellbeing	<p><i>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.</i></p> <p style="text-align: right;">HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</p> <p><i>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.</i></p> <p style="text-align: right;">HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p> <p><i>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></p> <p style="text-align: right;">HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a</p> <p><i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i></p> <p style="text-align: right;">HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a</p> <p><i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i></p> <p style="text-align: right;">HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a</p> <p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i></p> <p style="text-align: right;">HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a</p>				

Mental, emotional, social and physical wellbeing (continued)

	Early	First	Second	Third	Fourth
<p>Physical wellbeing</p>	<p><i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i></p> <p style="text-align: right;">HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</p> <p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i></p> <p style="text-align: right;">HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a</p> <p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i></p> <p style="text-align: right;">HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a</p> <p><i>I know and can demonstrate how to travel safely.</i></p> <p style="text-align: right;">HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a</p>				

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 the 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
	<p><i>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.</i></p> <p>HWB 0-19a</p>	<p><i>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.</i></p> <p>HWB 1-19a</p>	<p><i>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.</i></p> <p>HWB 2-19a</p>	<p><i>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.</i></p> <p>HWB 3-19a</p>	<p><i>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.</i></p> <p>HWB 4-19a</p>
	<p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <p>HWB 0-20a / HWB 1-20a</p>		<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p> <p>HWB 2-20a / HWB 3-20a / HWB 4-20a</p>		

Physical education, physical activity and sport

Physical education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

	Early	First	Second	Third	Fourth
Movement skills, competencies and concepts	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a / HWB 3-21a		As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a
	I am developing my movement skills through practice and energetic play. HWB 0-22a	I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a / HWB 3-22a		I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. HWB 4-22a

Physical education, physical activity and sport (continued)

Physical education (continued)

	Early	First	Second	Third	Fourth
Cooperation and competition	<p>I am aware of my own and others' needs and feelings, especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p>HWB 0-23a</p>	<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p>HWB 1-23a</p>	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p>HWB 2-23a</p>	<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</p> <p>HWB 3-23a</p>	<p>While learning together, and in leadership situations, I can:</p> <ul style="list-style-type: none"> • experience different roles and take responsibility in organising a physical event • contribute to a supportive and inclusive environment • demonstrate behaviour that contributes to fair play. <p>HWB 4-23a</p>
Evaluating and appreciating	<p>By exploring and observing movement, I can describe what I have learned about it.</p> <p>HWB 0-24a</p>	<p>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.</p> <p>HWB 1-24a</p>	<p>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</p> <p>HWB 2-24a</p>	<p>I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.</p> <p>HWB 3-24a</p>	<p>I can:</p> <ul style="list-style-type: none"> • observe closely, reflect, describe and analyse key aspects of my own and others' performances • make informed judgements, specific to an activity • monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <p>HWB 4-24a</p>

Physical education, physical activity and sport (continued)

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>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</i></p> <p>HWB 0-25a</p>	<p><i>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.</i></p> <p>HWB 1-25a</p>	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p>HWB 2-25a / HWB 3-25a</p>	<p>I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can:</p> <ul style="list-style-type: none"> • contribute to and promote my learning • develop my fitness and physical and mental wellbeing • develop my social skills, positive attitudes and values • make an important contribution to living a healthy lifestyle. <p>HWB 4-25a</p>	

Physical education, physical activity and sport (continued)

Physical activity and sport (continued)

	Early	First	Second	Third	Fourth
			<p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</p> <p style="text-align: right;">HWB 2-26a / HWB 3-26a</p>		<p>I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond.</p> <p style="text-align: right;">HWB 4-26a</p>

Physical education, physical activity and sport (continued)

Physical activity and health

Learners develop an understanding of their physical health and the contribution made by participation in physical education, physical activity and sport to keeping them healthy and preparing them for life beyond school. They investigate the relationship between diet and physical activity and their role in the prevention of obesity.

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. Physical activity and sport take place in addition to planned physical education sessions, at break times and lunchtimes in and beyond the place of learning.

	Early	First	Second	Third	Fourth
	<p>I know that being active is a healthy way to be. HWB 0-27a</p>	<p>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a</p>	<p>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. HWB 2-27a / HWB 3-27a</p>		
	<p>I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a</p>	<p>I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a</p>	<p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. HWB 2-28a / HWB 3-28a</p>		<p>I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices. HWB 4-28a</p>

Food and health

Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They explore how the dietary needs of individuals and groups vary through life stages, for example during pregnancy and puberty, and the role of breastfeeding during infancy.

Learners develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines including good oral health. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

	Early	First	Second	Third	Fourth
Nutrition	I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a				
	Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a	By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b	By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a	By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. HWB 3-30a	Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. HWB 4-30a

Food and health (continued)

	Early	First	Second	Third	Fourth
Nutrition (continued)				<p>Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health.</p> <p>HWB 3-31a</p>	<p>I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes.</p> <p>HWB 4-31a</p>
	<p>I know that people need different kinds of food to keep them healthy.</p> <p>HWB 0-32a</p>	<p>I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.</p> <p>HWB 1-32a</p>	<p>I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.</p> <p>HWB 2-32a</p>	<p>I am developing my understanding of the nutritional needs of people who have different conditions and requirements.</p> <p>HWB 3-32a</p>	<p>Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs.</p> <p>HWB 4-32a</p> <p>Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met.</p> <p>HWB 4-32b</p>

<p>Safe and hygienic practices</p>	<p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</p> <p>HWB 0-33a / HWB 1-33a</p>	<p>Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.</p> <p>HWB 2-33a</p>	<p>I can apply food safety principles when buying, storing, preparing, cooking and consuming food.</p> <p>HWB 3-33a</p>	<p>Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks.</p> <p>HWB 4-33a</p>
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Food and health (continued)

	Early	First	Second	Third	Fourth
Food and the consumer			Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a	Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. HWB 3-34a / HWB 4-34a	
	I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a / HWB 2-35a			Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet. HWB 4-35a
			By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a	Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a	I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. HWB 4-36a

Food and health (continued)

	Early	First	Second	Third	Fourth
Food and the consumer (continued)		<p>I am discovering the different ways that advertising and the media can affect my choices.</p> <p>HWB 1-37a</p>	<p>I can understand how advertising and the media are used to influence consumers.</p> <p>HWB 2-37a</p>		<p>By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources.</p> <p>HWB 4-37a</p> <p>I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help.</p> <p>HWB 4-37b</p>

Substance misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

	Early	First	Second	Third	Fourth
	<p>I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.</p> <p>HWB 0-38a</p>	<p>I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.</p> <p>HWB 1-38a</p>	<p>I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p> <p>HWB 2-38a</p>	<p>I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.</p> <p>HWB 3-38a / HWB 4-38a</p>	
			<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p> <p>HWB 2-39a / HWB 3-39a</p>		<p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.</p> <p>HWB 4-39a</p>
			<p>I know that alcohol and drugs can affect people's ability to make decisions.</p> <p>HWB 2-40a</p>	<p>I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.</p> <p>HWB 3-40a / HWB 4-40a</p>	
				<p>I know how to access information and support for substance-related issues.</p> <p>HWB 3-40b / HWB 4-40b</p>	

Substance misuse (continued)

	Early	First	Second	Third	Fourth
			<p>I can identify the different kinds of risks associated with the use and misuse of a range of substances.</p> <p>HWB 2-41a</p>	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.</p> <p>HWB 3-41a / HWB 4-41a</p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.</p> <p>HWB 3-41b / HWB 4-41b</p>	
	<p>I can show ways of getting help in unsafe situations and emergencies.</p> <p>HWB 0-42a</p>	<p>I know how to react in unsafe situations and emergencies.</p> <p>HWB 1-42a</p>	<p>I know of actions I can take to help someone in an emergency.</p> <p>HWB 2-42a</p>	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse.</p> <p>HWB 3-42a / HWB 4-42a</p>	
			<p>I understand the impact that misuse of substances can have on individuals, their families and friends.</p> <p>HWB 2-43a</p>	<p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.</p> <p>HWB 3-43a / HWB 4-43a</p>	
				<p>Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.</p> <p>HWB 3-43b</p>	<p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.</p> <p>HWB 4-43b</p>

					I understand the local, national and international impact of substance misuse. HWB 4-43c
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Relationships, sexual health and parenthood

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, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

	Early	First	Second	Third	Fourth
	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</i> HWB 0-44a / HWB 1-44a</p> <p><i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44b / HWB 1-44b</p>	<p>I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a</p> <p><i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b</p>	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a / HWB 4-44a</p> <p><i>I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</i> HWB 3-44b / HWB 4-44b</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 3-44c / HWB 4-44c</p>		
	<p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a / HWB 1-45a</p>	<p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a / HWB 4-45a</p>		
	<p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i> HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b</p>				

Relationships, sexual health and parenthood (continued)

	Early	First	Second	Third	Fourth
				<p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a / HWB 4-46a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b / HWB 4-46b</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c / HWB 4-46c</p>	
	<p>I recognise that we have similarities and differences but are all unique. HWB 0-47a / HWB 1-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b / HWB 1-47b</p>		<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p>	<p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a / HWB 4-47a</p> <p>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 3-47b / HWB 4-47b</p>	
	<p>I am learning what I can do to look after my body and who can help me. HWB 0-48a / HWB 1-48a</p>		<p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p>	<p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a / HWB 4-48a</p>	

Relationships, sexual health and parenthood (continued)

	Early	First	Second	Third	Fourth
	<p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.</p> <p>HWB 0-49a / HWB 1-49a</p>	<p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</p> <p>HWB 2-49a</p>	<p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.</p> <p>HWB 3-49a / HWB 4-49a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.</p> <p>HWB 3-49b / HWB 4-49b</p>		
	<p>I am learning about where living things come from and about how they grow, develop and are nurtured.</p> <p>HWB 0-50a / HWB 1-50a</p>	<p>I am able to describe how human life begins and how a baby is born.</p> <p>HWB 2-50a</p>			
	<p>I am able to show an awareness of the tasks required to look after a baby.</p> <p>HWB 0-51a / HWB 1-51a</p>	<p>I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.</p> <p>HWB 2-51a</p>	<p>I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options.</p> <p>HWB 3-51a / HWB 4-51a</p> <p>I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood.</p> <p>HWB 3-51b</p>	<p>Through investigation I can explain the support available for parents and carers looking after babies and bringing up children.</p> <p>HWB 4-51b</p>	

Appendix 2: National Institute for Health and Clinical Excellence (NICE) Public Health Guidance Recommendations and associated NHS Health Scotland Commentaries and Perspectives

The National Institute for Health and Clinical Excellence (NICE) publishes Guidance on public health topics for England, aimed at promoting good health and preventing ill health. In Scotland, NICE Public Health Guidance has no formal status but attracts interest and provides a useful source of reviewed evidence. As part of its role in promoting and supporting evidence-informed action for health improvement in Scotland, NHS Health Scotland produces Scottish Perspectives on such Guidance where considered appropriate. These are intended to help organisations, professionals and others make use of the Guidance, adapted or amended as appropriate, in a Scottish context.

NICE Public Health Guidance 20 (NICE, 2009) specifically relates to *Promoting young people's social and emotional wellbeing in secondary education*. The full NHS Health Scotland Scottish Perspective on this Guidance is available at www.healthscotland.com/documents/4037.aspx and the associated slideset at www.healthscotland.com/documents/4157.aspx.

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