

# curriculum for excellence health and wellbeing

Curriculum for Excellence Health and Wellbeing: Nurturing Holistic Growth in Scottish Education

**curriculum for excellence health and wellbeing** is a fundamental part of Scotland's educational framework, designed to support children and young people in developing the knowledge, skills, and attributes they need to lead healthy, safe, and fulfilling lives. More than just a subject, it weaves through all areas of learning, reflecting a commitment to nurturing the whole child — physically, emotionally, socially, and mentally. This holistic approach ensures that health and wellbeing are not isolated topics but integral to every learner's experience.

Understanding the curriculum for excellence health and wellbeing helps educators, parents, and learners appreciate its importance and how it contributes to a positive school culture and personal growth. In this article, we will explore the core principles, learning outcomes, and practical ways this curriculum supports young people's development, while also considering its impact beyond the classroom.

## What is the Curriculum for Excellence Health and Wellbeing?

At its heart, the curriculum for excellence health and wellbeing aims to empower learners to make informed choices about their lives, fostering resilience, confidence, and a strong sense of self. It is one of the eight key curricular areas within Scotland's Curriculum for Excellence (CfE), which stretches from ages 3 to 18.

Rather than treating health as a standalone subject, the curriculum integrates health and wellbeing across learning experiences, emphasizing the interconnectedness of physical health, mental health, social skills, and emotional wellbeing. This approach acknowledges that a child's success in school and beyond depends heavily on their overall wellbeing.

## Key Principles of Health and Wellbeing in CfE

The curriculum for excellence health and wellbeing is built on several guiding principles that shape its delivery:

- **Holistic Development:** Addressing physical, mental, emotional, and social aspects of wellbeing.
- **Lifelong Learning:** Equipping children with skills and knowledge that benefit them throughout life.
- **Active Participation:** Encouraging learners to be engaged in their own health decisions and community involvement.

- **\*\*Inclusivity:\*\*** Tailoring support to meet diverse needs and promoting equality.
- **\*\*Resilience Building:\*\*** Helping young people develop coping strategies to manage challenges.

These principles ensure that health and wellbeing education is dynamic, relevant, and responsive to changing needs.

## **Learning Outcomes and Experiences in Health and Wellbeing**

The curriculum outlines clear outcomes that guide educators in fostering health and wellbeing. These outcomes are structured across different stages — Early, First, Second, and Third/Fourth — to align with learners' developmental stages.

### **Physical Wellbeing**

Physical wellbeing covers topics such as personal hygiene, nutrition, physical activity, and understanding body systems. The curriculum encourages learners to:

- Recognize the importance of balanced diets and regular exercise.
- Develop motor skills and participate in physical activities that promote fitness.
- Understand safety practices related to their bodies and environment.

For example, through engaging activities like sports, outdoor learning, and health workshops, children build habits that contribute to lifelong physical health.

### **Mental and Emotional Wellbeing**

Mental health is a growing focus within the curriculum, reflecting a broader societal recognition of its importance. Learners are supported to:

- Identify and express emotions effectively.
- Build self-esteem and confidence.
- Develop strategies for managing stress and anxiety.
- Cultivate empathy and positive relationships.

By embedding these skills early, the curriculum helps reduce stigma around mental health and fosters environments where young people feel safe and supported.

### **Social Wellbeing and Relationships**

Healthy relationships and social skills are vital components of wellbeing. The curriculum

encourages learners to:

- Understand and respect diversity and equality.
- Develop communication and conflict-resolution skills.
- Engage in teamwork and community participation.

This social dimension promotes citizenship and prepares students to contribute positively to society.

## **Implementing Curriculum for Excellence Health and Wellbeing in Schools**

The success of the curriculum depends on how schools and educators bring it to life. Implementation is flexible, allowing schools to adapt approaches to their unique contexts while maintaining core objectives.

### **Whole-School Approach**

A key strategy is adopting a whole-school approach where health and wellbeing values permeate the school culture. This means:

- Staff modeling positive behaviors.
- Creating safe, inclusive spaces.
- Integrating wellbeing into daily routines and policies.

When everyone from teachers to support staff is aligned, learners receive consistent messages and support.

### **Interdisciplinary Learning**

Health and wellbeing naturally intersect with other curricular areas. For instance, science lessons on the human body complement physical education, while literacy activities might include discussions about feelings or relationships. This interdisciplinary approach makes learning more meaningful and contextual.

### **Engaging Families and Communities**

Parental and community involvement enhances the impact of health and wellbeing education. Schools often collaborate with families, health professionals, and local organizations to provide resources, workshops, and support networks. This partnership helps reinforce positive messages beyond the classroom.

# Challenges and Opportunities in Delivering Health and Wellbeing Education

While the curriculum for excellence health and wellbeing offers a comprehensive framework, schools sometimes face challenges in its delivery.

## Addressing Diverse Needs

Learners come from varied backgrounds and experiences, including those with additional support needs. Tailoring health and wellbeing education to be inclusive requires training, resources, and sensitivity to different cultural and personal contexts.

## Balancing Curriculum Demands

With many competing priorities in schools, finding time and resources to deliver health and wellbeing effectively can be tricky. However, recognizing its foundational role in supporting academic success helps justify dedicated focus.

## Harnessing Technology

Digital tools offer exciting opportunities to enhance health and wellbeing learning. Interactive apps, online resources, and virtual mental health supports can engage learners in new ways. Schools that embrace technology thoughtfully can enrich their programs.

## Practical Tips for Educators and Parents

Making the curriculum for excellence health and wellbeing effective involves collaboration and creativity. Here are some practical ideas:

- **Incorporate Active Learning:** Use games, role-play, and group discussions to explore wellbeing topics, making learning dynamic and relatable.
- **Promote Open Dialogue:** Encourage children and young people to talk openly about their feelings and experiences, normalizing conversations about mental health.
- **Model Healthy Behaviors:** Adults in schools and homes should demonstrate balanced lifestyles, kindness, and coping strategies.
- **Connect Learning to Real Life:** Link lessons to everyday situations, such as managing stress during exams or making healthy food choices.

- **Use Community Resources:** Invite health professionals or local organizations to provide workshops or talks to enrich understanding.

These steps help embed health and wellbeing as lived experiences rather than abstract ideas.

Understanding and embracing the curriculum for excellence health and wellbeing is more than an educational requirement — it's a commitment to nurturing resilient, confident, and compassionate individuals. As Scotland's education system continues to evolve, this curriculum remains a powerful tool for shaping healthier futures for all learners.

## **Frequently Asked Questions**

### **What is the Curriculum for Excellence Health and Wellbeing framework?**

The Curriculum for Excellence Health and Wellbeing framework in Scotland is an educational approach designed to help children and young people develop the knowledge, skills, and attributes needed to maintain and improve their physical, mental, and emotional health and wellbeing throughout their lives.

### **Why is Health and Wellbeing important in the Curriculum for Excellence?**

Health and Wellbeing is important in the Curriculum for Excellence because it supports learners to make informed choices, build resilience, and develop positive relationships, which are essential for their overall development and success in learning and life.

### **How does the Curriculum for Excellence promote mental health and emotional wellbeing?**

The Curriculum for Excellence promotes mental health and emotional wellbeing by encouraging schools to create safe, supportive environments, incorporating social and emotional learning, teaching coping strategies, and fostering positive relationships between learners and staff.

### **What are the key areas covered under Health and Wellbeing in the Curriculum for Excellence?**

Key areas under Health and Wellbeing in the Curriculum for Excellence include mental, emotional, social and physical wellbeing, planning for choices and changes, physical education, physical activity and sport, and food and health.

## **How can teachers effectively deliver Health and Wellbeing within the Curriculum for Excellence?**

Teachers can effectively deliver Health and Wellbeing by using a holistic approach that integrates health topics across different subjects, engaging learners in active and experiential learning, collaborating with parents and communities, and regularly assessing learners' development in wellbeing.

## **What role do parents and communities play in supporting Health and Wellbeing in the Curriculum for Excellence?**

Parents and communities play a crucial role by reinforcing positive health messages at home, supporting children's emotional and social development, collaborating with schools, and providing opportunities for young people to engage in health-promoting activities beyond the classroom.

## **Additional Resources**

Curriculum for Excellence Health and Wellbeing: A Holistic Approach to Student Development

**curriculum for excellence health and wellbeing** represents a transformative framework within Scotland's education system, emphasizing the integral role of mental, emotional, and physical health in shaping young learners. Rooted in a commitment to nurturing well-rounded individuals, this curriculum area transcends traditional academic boundaries to foster resilience, self-awareness, and social responsibility among students. As educational paradigms shift globally towards holistic development, the Curriculum for Excellence (CfE) health and wellbeing component provides a compelling model for integrating health education into everyday learning experiences.

## **Understanding the Curriculum for Excellence Health and Wellbeing Framework**

At its core, the Curriculum for Excellence aims to equip learners aged 3 to 18 with the knowledge, skills, and attitudes necessary to thrive in a complex world. Within this broader curriculum, health and wellbeing stand as one of the four capacities, alongside successful learners, confident individuals, and responsible citizens. The framework is designed not only to impart factual knowledge about health topics but also to encourage positive habits, emotional literacy, and interpersonal skills.

The CfE health and wellbeing curriculum covers diverse domains, including mental health, physical activity, nutrition, relationships, and personal safety. Its approach is developmental, recognizing that health education must evolve in complexity and depth as students progress through their schooling years. This progression is carefully scaffolded

across the Early, First, Second, and Third Levels of CfE, corresponding roughly to early years through secondary education.

## **Key Features of Curriculum for Excellence Health and Wellbeing**

One distinguishing feature of the curriculum is its emphasis on experiential learning and reflective practice. Rather than relying solely on didactic instruction, it promotes active engagement through group discussions, problem-solving tasks, and real-life scenarios. This methodology enables learners to internalize concepts such as emotional regulation and decision-making in meaningful contexts.

Another important facet is the integration of health and wellbeing across subject areas. While the curriculum defines specific learning outcomes related to health, these are often embedded within other disciplines such as science, social studies, and physical education. This cross-curricular strategy reinforces the interconnectedness of health with broader educational goals.

Additionally, CfE health and wellbeing encourages partnership working with parents, health professionals, and community organizations. Recognizing that health is influenced by factors beyond the classroom, schools are urged to establish supportive networks that extend learning and promote wellbeing holistically.

## **Comparative Insights: Curriculum for Excellence Versus Other Educational Health Frameworks**

When juxtaposed with health education frameworks in other countries, Scotland's Curriculum for Excellence health and wellbeing domain demonstrates a distinctive blend of flexibility and structure. For instance, compared to the National Health Education Standards in the United States, which tend to focus more narrowly on content knowledge and skill acquisition, CfE places greater weight on personal and social development.

Similarly, the Australian Curriculum incorporates health and physical education as a discrete learning area but may not emphasize emotional and mental health with the same depth or continuity throughout schooling. The Scottish model's strength lies in its holistic vision, aiming to cultivate not only healthy behaviors but also the resilience and ethical awareness needed for lifelong wellbeing.

However, this broad scope also presents challenges. Implementing such an integrative curriculum requires skilled educators adept at facilitating sensitive discussions and tailoring content to diverse learner needs. Furthermore, balancing the curriculum's expansive goals with standardized assessment demands can strain school resources and teacher capacity.

# Curriculum Content and Progression in Health and Wellbeing

The curriculum outlines specific experiences and outcomes categorized under three main strands:

- **Mental, Emotional, Social and Physical Wellbeing:** Developing self-awareness, managing emotions, understanding the impact of choices on health.
- **Planning for Choices and Changes:** Preparing for transitions, career planning, and understanding the consequences of decisions.
- **Physical Education, Physical Activity and Sport:** Encouraging participation in physical activities, understanding fitness, and promoting healthy lifestyles.

As learners move through the levels, these strands deepen in complexity. For example, at the Early Level, children might explore feelings and friendships, while at the Third Level, students engage with topics such as stress management, sexual health, and substance misuse awareness. The curriculum's design acknowledges that health and wellbeing are dynamic constructs influenced by individual development stages.

## Implementation Challenges and Opportunities

Despite its comprehensive framework, the practical delivery of CfE health and wellbeing encounters varied experiences across Scottish schools. Some educators report difficulties in accessing adequate training and resources to address sensitive health topics confidently. The curriculum's reliance on teacher-led facilitation of personal and social learning places significant responsibility on staff to create safe, inclusive environments.

Nevertheless, schools that have embraced the curriculum's principles often highlight increased student engagement and a positive shift in school culture. Initiatives such as peer mentoring, mindfulness programs, and community health projects align well with CfE goals, fostering environments where wellbeing is prioritized alongside academic achievement.

Moreover, the Scottish Government's ongoing commitment to mental health education, including funding for targeted interventions and professional development, supports the curriculum's effective realization. Advances in digital learning tools also offer promising avenues to enrich health and wellbeing education, making it more accessible and relevant.

## Role of Assessment and Monitoring in Health and Wellbeing

Assessment within the health and wellbeing area differs from traditional academic subjects,



focusing more on formative approaches that capture personal growth rather than summative testing. Teachers use a range of methods such as self-assessment, peer feedback, and reflective journals to gauge learners' progress.

This approach aligns with the curriculum's ethos of nurturing confident, responsible individuals capable of self-regulation and lifelong learning. However, the subjective nature of wellbeing assessment raises questions about consistency and comparability across institutions, prompting ongoing dialogue about best practices in evaluation.

## **Future Directions for Curriculum for Excellence Health and Wellbeing**

As societal awareness of mental health and wellbeing continues to rise, the Curriculum for Excellence health and wellbeing framework is poised for further evolution. Emerging research underscores the importance of early intervention and trauma-informed education, suggesting that future iterations may incorporate more specialized content and support mechanisms.

Additionally, increasing diversity within Scotland's student population necessitates culturally responsive approaches that respect and reflect varied health beliefs and practices. Digital innovation could also enhance curriculum delivery, offering personalized learning pathways and interactive health education experiences.

In this context, collaboration between policymakers, educators, health professionals, and communities will remain vital to ensuring that the curriculum remains relevant, effective, and equitable. By continuously refining the balance between knowledge, skills, and attitudes, Curriculum for Excellence health and wellbeing can sustain its ambition of fostering healthier, happier generations.

The integration of health and wellbeing into Scotland's Curriculum for Excellence marks a significant step towards holistic education. By addressing physical, emotional, and social dimensions of health within a cohesive framework, it sets a benchmark for comprehensive student development in the 21st century.

## **Curriculum For Excellence Health And Wellbeing**

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**curriculum for excellence health and wellbeing: Curriculum for Excellence** Scotland. Curriculum for Excellence, 2009  
**curriculum for excellence health and wellbeing:** *Scottish Education* T. G. K. Bryce,

2018-06-21 Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism.

**curriculum for excellence health and wellbeing: Promoting Health and Wellbeing through Schools** Peter Aggleton, Catherine Dennison, Ian Warwick, 2010-01-21 The contribution schools can make to improving students' health and wellbeing is increasingly recognised. Schools that have embraced this role and adapted policies and practices to create an environment in which young people feel safe and happy have reported broad and significant gains. Through expert contributions from active researchers and experienced practitioners, Promoting Health and Wellbeing through Schools combines recent research with knowledge of the current climate in which schools are operating. Offering authoritative advice on effective intervention, this book provides an overview of the key issues that need to be addressed, including: alcohol use sexual health drug use obesity mental health. This accessible text is innovative in its focus on how schools can build partnerships with young people, parents, and health professionals to promote their commitment to health and wellbeing. It highlights successful approaches for promoting health and educational goals, and provides useful advice on planning and evaluation. Promoting Health and Wellbeing through Schools is invaluable reading for professionals working in and with schools to implement healthy schools programmes and to bring about improvement in health and wellbeing, including teachers, nurses, and health and education managers. It is also of interest to students, researchers and policy-makers.

**curriculum for excellence health and wellbeing: Children's Social and Emotional Wellbeing in Schools** Debbie Watson, 2012 This book is a challenge to the concept of wellbeing as applied to children, suggesting that it should be understood at the level of the child, rather than a list of things that are needed in order to live well.

**curriculum for excellence health and wellbeing: Ebook: Professional Learning for Artist Teachers: How to Balance Practice and Pedagogy** Rachel Payne, 2024-01-10 "In the context of one of the most difficult times for art and design education that I can remember, Dr Rachel Payne's timely volume gives hope; it provides a valuable and inspirational resource for established and aspiring creative practitioners concerned with meaningful teaching and learning." Richard Hickman, Fellow of NSEAD, UK "Those of us in the arts who need reassurance that our work matters, that our work remains essential to a holistic education for children, youth and adults, and that artist-teachers can reclaim, recover, and reimagine their professional practices in the midst of governmental controls - then, this is our book." Rita Irwin, Professor of Art Education, The University of British Columbia, Canada More than most educators, art teachers have to negotiate two professional identities of artist and teacher. In Professional Learning for Artist Teachers: Pedagogy, Practice and Partnership in UK Contexts, Rachel Payne brings together innovative discourse from academics, artists, researchers and professionals working for cultural organisations to support the symbiosis of artist and teacher. Professional Learning for Artist Teachers is a book of balance, combining theory and practice to offer pedagogic strategies, and placing great importance on individual contexts while considering external factors. The text: •Comprises a wide range of bespoke perspectives and experiential content •Explores cultural partnerships within higher education programmes •Focuses on the UK context while examining how the field differs regionally, nationally and internationally Offering pedagogic and practical insights drawing from the contributing authors' extensive experience, this book will be of interest to practitioners, academics and students alike. Rachel Payne is the Deputy Head for Education and Student Experience at Oxford Brookes University, UK. Here she is also subject coordinator for the MA Education: Artist Teacher Practice, which is run in partnership with the Pitt Rivers Museum, University of Oxford, UK.

**curriculum for excellence health and wellbeing: A Practical Guide to Teaching Art and Design in the Secondary School** Andy Ash, Peter Carr, 2024-04-29 A Practical Guide to Teaching Art and Design in the Secondary School bridges the gap between key themes in Art and Design education theory, professional practice and the classroom. This practical and accessible book introduces methods for the delivery of engaging Art and Design lessons that safely and meaningfully

address the current key issues in the subject. Each chapter includes tasks to support trainee and early career teachers in implementing, reviewing and adapting their teaching. Chapters cover a range of core approaches to the curriculum such as powerful knowledge for the Art and Design teacher, the place of Art History in the curriculum and critical thinking in Art and Design learning. In addition, emerging cultural and political issues (such as decolonising the Art and Design curriculum, gender and sexuality, anti-ablism, sustainability and well-being) are explored in ways designed to guide teachers towards applying their own unique teaching style. Linking directly to the planning and delivery of the subject in Key Stages 3, 4 and 5, the book is divided into three sections: Imaginative Curiosity for the Art and Design Teacher Epistemological Curiosity for Teachers and Learners Critical Curiosity in the Art and Design Classroom Designed to be used independently or alongside the essential textbook Learning to Teach Art and Design in the Secondary School, this book is packed with practical strategies, teaching ideas and activities in every chapter. The book provides everything trainee and early career teachers need to reflect on and develop their teaching practice, helping them to plan lessons across the subject in a variety of teaching situations.

**curriculum for excellence health and wellbeing:** *The Routledge International Handbook of Critical Positive Psychology* Nicholas J. L. Brown, Tim Lomas, Francisco Jose Eiroa-Orosa, 2017-09-19 Since the turn of the twenty-first century, the field of positive psychology has sought to implement a science of human flourishing so that we may lead happier, more fulfilling lives. It has found expression not only in academic papers but also popular books and, increasingly, in government policy. The Routledge International Handbook of Critical Positive Psychology is the first volume dedicated to a critical appraisal of this influential but controversial field of study. The book critically examines not only the scientific foundations of positive psychology, but also the sociocultural and political tenets on which the field rests. It evaluates the current field of knowledge and practice, and includes chapters analysing the methodological constructs of the field, as well as others that question what positive psychology actually means by ideas such as happiness or well-being. Taking the debate further, the book then discusses how positive psychology can be applied in a wider variety of settings than is presently the case, helping communities and individuals by acknowledging the reality of people's lives rather than adhering strictly to debateable theoretical constructs. Including contributions from disciplines ranging from psychoanalysis to existential therapy, theology to philosophy, and contributors from throughout the world, The Routledge International Handbook of Critical Positive Psychology will be enlightening reading for anyone interested in how psychology has sought to understand human well-being.

**curriculum for excellence health and wellbeing:** *Time for Reflection* Steve Younger, 2018-09-30 Time for Reflection is a comprehensive handbook for school chaplains and all with responsibility for ensuring the spiritual development of children and young people. It offers clear and essential guidance on a wide variety of topics: • the role of chaplains in relation to pupils, parents, staff and the whole school community • guidelines on appointing chaplains • codes of conduct • involving chaplains in the delivery of curriculum content • chaplaincy and pastoral care • chaplaincy and crisis support • a practical theology of chaplaincy. In addition, busy chaplains will welcome the range of tried and tested ideas for assemblies and other acts of religious observance, and the directory of online resources for chaplaincy ministry. Framed within Scotland's Curriculum for Excellence, and grounded in academic research, new and experienced chaplains everywhere will find Time for Reflection an invaluable guide.

**curriculum for excellence health and wellbeing: Understanding Teaching and Learning in Primary Education** Mike Carroll, Margaret McCulloch, 2018-08-21 Guidance and insights into the knowledge, values and commitments necessary to succeed in the primary classroom, supported by links to theory and research literature and realistic scenarios you may encounter as a new teacher.

**curriculum for excellence health and wellbeing:** *Child Well-Being* Professor Colette McAuley, 2011-02-15 This book brings together contributions from international experts in order to define child well-being and to further understand how it can improve children's lives. This edited

collection is essential reading for all those involved in understanding children's lives and who have responsibility for improving them.

**curriculum for excellence health and wellbeing: *Wellbeing, Equity and Education*** Jennifer Spratt, 2017-01-20 This book critically examines multiple discourses of wellbeing in relation to the composite aims of schooling. Drawing from a Scottish study, the book disentangles the discursive complexity, to better understand what can happen in the name of wellbeing, and in particular, how wellbeing is linked to learning in schools. Arguing that educational discourses have been overshadowed by discourses of other groups, the book examines the political and ideological policy aims that can be supported by different discourses of wellbeing. It also uses interview data to show how teachers and policy actors accepted, or re-shaped and remodelled the policy discourses as they made sense of them in their own work. When addressing schools' responses to inequalities, discussions are often framed in terms of wellbeing. Yet wellbeing as a concept is poorly defined and differently understood across academic and professional disciplines such as philosophy, psychology, health promotion, and social care. Nonetheless, its universally positive connotations allow policy changes to be ushered in, unchallenged. Powerful actions can be exerted through the use of soft vocabulary as the discourse of wellbeing legitimates schools' intervention into personal aspects of children's lives. As educators worldwide struggle over the meaning and purpose of schooling, discourses of wellbeing can be mobilised in support of different agendas. This book demonstrates how this holds both dangers and opportunities for equality in education. Amartya Sen's Capability Approach is used to offer a way forward in which different understandings of wellbeing can be drawn together to offer a perspective that enhances young people's freedoms in education and their freedoms gained through education.

**curriculum for excellence health and wellbeing: *Mastering Teaching: Thriving As an Early Career Teacher*** Moira Hulme, Rebecca Smith, Rachel O'Sullivan, 2021-06-18 This book builds on the experiences of school leaders, early career teachers and their mentors and responds to the challenges that new teachers face as they move beyond initial teacher training. Practiced educators provide research-informed guidance in each chapter to scaffold new teachers' workplace learning when the learning curve is steepest. Support for new teachers is vitally important in enhancing teaching quality, promoting teacher wellbeing, and reducing staff burnout rates. Each chapter, co-authored by school-based and university-based teacher educators, contains rich illustrative examples and vignettes from lead practitioners in UK primary and secondary schools. The book is relevant across curriculum areas and phases of education so that all new teachers can ease their transition into teaching, build their confidence and lay foundations for their career-long professional growth. Speaking to new and recently qualified teachers as well as coordinators of professional learning in schools, this book is an essential resource for teacher CPD. "An excellent addition to the thinking educator's bookshelf." Dr David Waugh, Professor of Education, Durham University "The distinctive challenges facing Early Career Teachers are identified and addressed with a clear focus on developing the adaptive expertise which is the foundation and sustenance of success in this demanding profession." Professor Linda Clarke, Ulster University "This is a book that is sorely needed to support the flourishing of teachers during the demanding early stages of their careers." Ian Menter, Emeritus Professor of Teacher Education, University of Oxford, Former President of the British Educational Research Association (2013-15) "Mastering Teaching is a core, comprehensive, credible and cutting-edge introduction to early career teacher learning." Dr Beth Dickson, University of Glasgow Moira Hulme is Professor of Teacher Education at Manchester Metropolitan University, UK. She has extensive experience as a teacher, teacher educator and educational researcher. Rebecca Smith is Headteacher of Sale Grammar School, Manchester, UK. She is an experienced leader who has worked across diverse settings to support teacher development to enable every child to fulfil their potential. Rachel O'Sullivan is Senior Lecturer in the School of Teacher Education, Manchester Metropolitan University, UK. Rachel taught secondary P.E. and was a subject lead, pastoral lead and Assistant Head before moving to her current role.

**curriculum for excellence health and wellbeing: *Transformative Learning and Teaching***

**in Physical Education** Malcolm Thorburn, 2017-04-07 Transformative Learning and Teaching in Physical Education explores how learning and teaching in physical education might be improved and how it might become a meaningful component of young people's lives. With its in-depth focus on physical education within contemporary schooling, the book presents a set of professional perspectives that are pivotal for realising high-quality learning and teaching for physical education. With contributions from a range of international academics, chapters critically engage with vital issues within contemporary physical education. These include examples of complex learning principles in action, which are discussed as a method for bettering our understanding of various learning and teaching endeavours, and which often challenge hierarchical and behaviourist notions of learning that have long held a strong foothold in physical education. Authors also engage with social-ecological theories in order to help probe the complex circumstances and tensions which many teachers face in their everyday work environments, where they witness first-hand the contrast between discourses which espouse transformational change and the realities of their routine institutional arrangements. This book enables readers to engage in a fuller way with transformative ideas and to consider their wider implications for contemporary physical education. Its set of professional perspectives will be of great interest to academics, policymakers, teacher educators and teachers in the fields of physical education, health and well-being. It will also be a useful resource for postgraduate students studying in these subject areas.

**curriculum for excellence health and wellbeing: Supporting Bereaved Children in the Primary Classroom** Emma L. Palastanga, Poppy Gibson, Marie Greenhalgh, 2025-11-11 Children experience a range of emotions during their time in primary school; however, bereavement is both unique and challenging. This book seeks to enable adults working with children to be prepared for this part of life's journey and ready to support the child affected by the death of their loved one. This accessible book explores topics that may have not been fully explored during teacher training, including defining loss, grief and bereavement, looking at different models of grief, identifying how grief affects children and investigating how the differing needs of minority groups can be met. Focussed on delivering practical and hands-on guidance, readers are presented with expert advice and case studies from the classroom to understand how to create an effective childhood bereavement policy. Whilst supporting a bereaved child is crucial, the emotional toll on the adult should not be underestimated and this book offers applied self-care strategies tailored for educators. A resource bank with contact details for specialist childhood bereavement organisations is also included for quick reference in a crisis. The authors also make suggestions for play-based activities and guided tasks using high-quality texts for school adults to use in small groups or with the whole class. This is a much-needed resource for every classroom to best support young people experiencing anxiety, depression and mental health issues after facing a death. This book gives primary teachers, school leaders and staff the confidence to build learning environments that nurture and support students through this difficult time.

**curriculum for excellence health and wellbeing: A Practical Guide to Teaching Physical Education in the Secondary School** Susan Capel, Joanne Cliffe, Julia Lawrence, 2020-11-16 A Practical Guide to Teaching Physical Education in the Secondary School is written for all student teachers on university and school-based initial teacher education programmes. It offers a wealth of tried and tested strategies together with practical activities and materials to support your teaching to enhance pupils' learning. It is designed for you to dip in and out of, and enable you to focus on specific areas of teaching, your programme or pupils' learning. This third edition is fully updated with the most recent developments in teaching physical education and features five brand new chapters. Key topics covered include: Planning schemes of work, units of work and lessons Safe practice, risk assessment and risk management Promoting positive behaviour Applying theories of learning to your practice Overcoming barriers and maximising the achievement of all pupils Assessing learning Physical literacy NEW Health related learning NEW Using digital technologies NEW Reflective practice and action research Managing your workload, resilience, health and well-being NEW Working with your mentor NEW Photocopiable resources offer assistance in lesson

observation, planning, preparation, teaching and evaluation. An annotated 'Further resources' section at the end of each chapter provides information about some useful additional resources to support you in your development as a teacher. Illustrated throughout with examples of existing good practice, this highly practical resource offers valuable support and guidance to all student teachers as well as those in the early years of their teaching career. Although A Practical Guide to Teaching Physical Education in the Secondary School, 3rd Edition can be used successfully on its own, it is also a companion to Learning to Teach Physical Education in the Secondary School, 5th Edition and can be used to reinforce the basic teaching skills covered in that core textbook.

**curriculum for excellence health and wellbeing: Outdoor Education an Schulen in Dänemark, Schottland und Deutschland** Jakob von Au, 2017-06-26 Doktorarbeit / Dissertation aus dem Jahr 2016 im Fachbereich Didaktik - Allgemeine Didaktik, Erziehungsziele, Methoden, Note: 2,0, Pädagogische Hochschule Heidelberg, Sprache: Deutsch, Abstract: Hintergrund für diese Arbeit bildete die schwache Implementation von Outdoor Education beziehungsweise regelmäßigem Unterricht außerhalb des Klassenzimmers in Deutschland im Vergleich mit Schottland und Dänemark. Daraus resultierte die Überlegung, wie Outdoor Education in Deutschland vorwiegend im unteren Sekundarschulbereich I gefördert werden kann. Um Einflüsse auf Motive und Handlungen von Lehrpersonen bezüglich Outdoor-Education besser zu verstehen, wurden good-practice-Beispiele in Schottland, Dänemark und Deutschland untersucht und erfahrene Outdoor Education-Lehrpersonen befragt. Ein wichtiges Ergebnis war, dass kontextspezifische Einflüsse im organisatorischen und strukturellen Bereich auf den Unterricht außerhalb des Klassenzimmers von Lehrpersonen in Schottland, Dänemark und Deutschland ähnlich eingeschätzt wurden. Auch kompetenzorientierte Einflüsse wie motivationale Orientierungen und subjektive Theorien waren bei Lehrpersonen der unterschiedlichen Länder vergleichbar. Des Weiteren wurden keine Indizien dafür gefunden, dass es in Deutschland weniger Lehrpersonen als in den beiden anderen Ländern gibt, welche die für Outdoor Education als förderlich identifizierten persönlichkeitsorientierten Merkmale aufweisen. Die Ergebnisse stützen die Annahme, dass die Unterschiede bei der Implementation von Outdoor Education zwischen den Ländern primär auf äußere Einflüsse zurückgeführt und deshalb von außen positiv beeinflusst werden können. Ein Großteil der durch Interviews, Beobachtungen und Dokumentenanalysen als förderlich identifizierten kontextspezifischen Einflüsse in Schottland und Dänemark wurde dem strukturellen und dem schulorganisatorischen Bereich zugeordnet und detailliert analysiert.

**curriculum for excellence health and wellbeing: Outdoor Learning Across the Curriculum** Simon Beames, Peter Higgins, Robbie Nicol, Heidi Smith, 2023-09-14 Following the acclaim for Learning Outside the Classroom in 2012, this latest book more deeply explains how well constructed outdoor learning experiences can benefit children and young people's academic development and health and wellbeing. Outdoor Learning Across the Curriculum outlines the theory and practice to enable preservice and experienced primary and secondary school teachers to systematically incorporate meaningful outdoor learning opportunities into their daily teaching activities, in a range of environments and with diverse groups of students. Six of the chapters are substantially re-worked versions of the 2012 book, two are completely re-imagined, and four are entirely new. Topics for developing learning and teaching outdoors include: Inclusive educational design Learning for sustainability Community-based learning The role of student curiosity and wonder Evidencing learning Developing a whole school approach Place-responsive education Integrating digital technology With practical and engaging chapters containing aims, case studies, and guidelines for practice, this timely book provides teachers the tools with which they can integrate outdoor learning into their daily timetable. It will also be a valuable resource to other professions which use the outdoors for educational purposes.

**curriculum for excellence health and wellbeing: Wellbeing, Education and Contemporary Schooling** Malcolm Thorburn, 2017-08-08 Wellbeing, Education and Contemporary Schooling examines the role of wellbeing in schools and argues that it should be integral to core policy objectives in health and education. The whole school focus chosen is conducive to the review of

wellbeing in schools, and assists in better understanding the complex relationships between learners and teachers in policy contexts, where every teacher has a responsibility for learners' wellbeing. By exploring a range of debates about the nature of wellbeing, the book shows how a child's wellbeing is inseparable from their overall capacity to learn and achieve, and to become confident, self-assured and active citizens. Drawing on international curriculum developments, it considers the ways in which wellbeing could reshape educational aims in areas such as outdoor learning and aesthetic imagination, helping to inform programmes of professional learning for teachers. Separated into six parts, the book covers: philosophical perspectives on wellbeing policy perspectives on wellbeing professional perspectives on wellbeing practice perspectives on wellbeing future prospects for wellbeing a personal perspective on wellbeing. Examining ways in which wellbeing can become a central component of the ethos, culture and environment of contemporary schools, *Wellbeing, Education and Contemporary Schooling* is an invaluable guide for all students, teachers, researchers and policy makers with an interest in learning, teaching and children's wellbeing.

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**curriculum for excellence health and wellbeing:** *Learning Tracks* Lindy Furby, Jilly Catlow, 2016-02-12 Learning Tracks is an assessment tool to support the planning and assessment of learning for children and young people with severe and complex learning disabilities (SCLD). It was designed by Lindy Furby and Jilly Catlow while teaching at St Crispin's School for children and young people with severe and complex learning disabilities. At the very early stages of learning, the steps that children and young people make can be small but incredibly significant for them and those who teach them. However, it can be problematic to evidence and formally recognise these achievements and plan next steps. Learning Tracks presents a framework to recognise achievement at these early levels and plan for progression through challenge, breadth and application. The Learning Tracks framework for recognising achievement at very early levels of learning: Can help teachers understand the way their children may be learning Offers a vocabulary for describing the learning Offers a structure for planning the learning When you purchase Learning Tracks, you receive the book that introduces you to the framework and theories underpinning Learning Tracks, describes the curriculum included and demonstrates how it can be implemented in your setting. In addition to this book you will also receive access to the complete ready-made Learning Tracks assessment tool that can be downloaded online. This is available as a PDF with editable elements and a template you can personalise it to suit your individual needs.

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航空公司必须确保乘务员在起飞前接受必要的培训，并在飞行过程中提供相应的支持。这一规定适用于所有在加拿大境内运营的航空公司，无论其是否为加拿大航空公司。B 类航班（如跨大西洋航班）必须配备至少一名会说英语、法语和西班牙语或葡萄牙语的乘务员。ABC 类航班（如跨大西洋航班）必须配备至少一名会说英语、法语和西班牙语或葡萄牙语的乘务员。2025年1月1日起，所有在加拿大境内运营的航空公司，其航班上必须配备至少一名会说英语和法语的乘务员。这一规定旨在提高航空安全，并确保在紧急情况下能够有效沟通。B 类航班（如跨大西洋航班）必须配备至少一名会说英语、法语和西班牙语或葡萄牙语的乘务员。ABC 类航班（如跨大西洋航班）必须配备至少一名会说英语、法语和西班牙语或葡萄牙语的乘务员。

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