



HEALTH & WELLBEING POLICY AND PROGRESSION PROGRAMME

Sgoil nan Loch



AUGUST 1, 2020





Health & Wellbeing

Programme & Policy



“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.

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary*
- *learn about where to find help and resources to inform choices*
- *assess and manage risk and understand the impact of risk-taking behaviour*
- *reflect on my strengths and skills to help me make informed choices when planning my next steps*
- *acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination.”*

(Education Scotland, HWB Experiences & Outcomes document)

The framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle. These statements are intended to help to inform planning and practice within establishments or clusters and also by individual practitioners.

The organisers and subdivisions within the Health& Wellbeing framework are as follows:

- Mental, emotional, social and physical wellbeing
 - Mental wellbeing
 - Mental Health
 - Emotional wellbeing
 - Social wellbeing
 - Self-esteem/self-worth
 - Physical wellbeing
 - Emotional literacy
- Planning for choices and change
- Physical education, physical activity and sport
 - Physical education – movement skills, competences and concepts
 - Cooperation and competition
 - Physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

In the Health & Wellbeing Principles & Practice paper, it is stated that:

What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

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

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and wellbeing across learning: the responsibilities of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.

The responsibilities include individuals' contributions to the features set out in the introductory statements, and experiences and outcomes in mental, emotional, social and physical wellbeing, planning for choices and changes, and relationships. They include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Focused programmes

Children will experience certain aspects of health and wellbeing through focused programmes such as personal and social education programmes. Within these programmes, schools will often draw on the expertise of others. For example, when substance misuse is being considered, specialists within and outwith the learning community working together are able to ensure that children and young people learn in the most effective ways. Subject teachers, including teachers of home economics and physical education, play a very important role in the teaching and learning of health and wellbeing through the experiences and outcomes for food and health, and physical education, physical activity and sport. Sports specialists play an important part in physical activity and sport provision.

Partnership working across sectors and services

Children's and young people's learning in health and wellbeing benefits strongly from partnership working between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches who can make complementary contributions through their specialist expertise and knowledge.

What factors need to be taken into account in planning for health and wellbeing?

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. The planning arrangements within which local authorities, schools and teachers work must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances as necessary.

The knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes are interrelated; teachers and other practitioners will plan and present learning in ways that enable learners to see them as closely linked. The experiences and outcomes support learning which is challenging and enjoyable; they provide the necessary breadth and depth to meet the needs of all learners; they ensure that account is taken of individual and/or community contexts. The experiences and

outcomes thus offer flexibility to allow school staff and partner agencies to plan health and wellbeing programmes which take account of local needs and are innovative, use relevant learning contexts and ensure coherence and progression. It is important that all aspects of health and wellbeing, including events, are planned as part of a whole school strategy, to ensure that they have sustained impact.

What are broad features of assessment in health and wellbeing?

As important aspects of health and wellbeing are the responsibility of all staff in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, everyone should be clear about their areas of responsibility and their roles in assessment. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making. For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Benchmarks – Health & Wellbeing

As stated in Education Scotland's Guidance on Using Benchmarks for Assessment:

"Education Scotland's 'Curriculum for Excellence (CfE) Statement for Practitioners (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are: Experiences & Outcomes and Benchmarks.

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know, and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, or on work placements;
- coursework, including tests;
- learning conversations;
- planned periodic holistic assessment; and
- information from standardised assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children and young people's learning when looking across the major organisers in each curriculum area.

How can I make connections within and beyond health and wellbeing?

The health and wellbeing experiences and outcomes are designed to encourage links with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences.

- The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in literacy and numeracy.
- There are important links between health and wellbeing, and religious and moral education and religious education in Roman Catholic schools in the establishment of values and growth of spiritual wellbeing, and in considering relationships.
- Participation in expressive arts activities can make an important contribution to a child's or young person's sense of wellbeing and can bring learning to life. Using the expressive arts as a medium for learning, for example through role play, can engage learners in issues such as bullying, in more engaging and accessible ways.
- There are very close connections between dance and physical education, in particular through the shared outcomes in evaluating and appreciating.
- There are clear connections between science and several aspects of health and wellbeing; between the technologies and, for example, food and health; and between the social studies and the aspects relating to citizenship and participation.

In all of these cases staff have the scope to group experiences and outcomes together in different and imaginative ways which enrich, consolidate and enhance progression in learning.

Health & Wellbeing, Principles & Practice

A Health & Wellbeing programme has been drawn up to ensure progression from Early to Second Level. By using the Benchmarks (Appendix 1) and the guidance on Breadth, Challenge and Application in Health & Wellbeing, staff will plan learning, teaching and assessment using the Experiences and Outcomes.

How to use this programme:

1. Identify which Experiences and Outcomes you will be covering through reflecting on the children's prior learning and experiences. The Experiences and Outcomes which link together have been bundled where appropriate, but may be adjusted if necessary.
2. Identify the correct level for your group of pupils and use the Es & Os, Learning Statements and Benchmarks detailed below as a basis for planning and assessing activities incorporating breadth, challenge and application.

Monitoring, Tracking & Assessment:

Teachers from similar stages plan together and meet throughout the year to discuss learning and teaching strategies. There are transition processes in place between Nursery and P1, and also between stages. This includes a formal meeting between teachers and the completion of a hand-on sheet. This informs teachers of levels achieved, work covered and next steps. This information is used for the next stage in planning. Assessment is carried out through: teacher observations; check-ups; self and peer assessment; formal assessments. Moderation occurs through specific moderation topics and ongoing moderation discussions where standards are shared and agreed.

Health and Wellbeing Programme – Sgoil nan Loch

Bundled Experiences and Outcomes

Circle Time Mental, Emotional, Social and Physical Wellbeing: <i>Mental & Emotional Wellbeing</i>	Highlight Es and Os/Bundles used for planning Circle Time:
	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a/1-01a/2-01a
	I know that we all experience of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a/1-02a/2-02a
	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. HWB 0-03a/1-03a/2-03a
	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/1-04a/2-04a
	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. HWB 0-05a / HWB 1-05a / HWB 2-05a
	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. HWB 0-06a / HWB 1-06a / HWB 2-06a
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a
	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a

DYWF Mental, Emotional, Social and Physical Wellbeing: Social Wellbeing	Highlight Es and Os/Bundles used for planning Groups etc:		
	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. HWB 0-09a / HWB 1-09a / HWB 2-09a		
	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. HWB 0-10a / HWB 1-10a / HWB 2-10a		
	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. HWB 0-11a / HWB 1-11a / HWB 2-11a		
	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / HWB 1-12a / HWB 2-12a		
	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a / HWB 1-13a / HWB 2-13a		
	I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a / HWB 2-14a		
Planning for Choices & Changes	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. HWB 0-19a	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. HWB 1-19a	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. HWB 2-19a
	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 0-20a / HWB 1-20a		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. HWB 2-20a

<p><u>P.E.</u></p> <p>Physical Education, Physical Activity & Sport: Physical Education</p> <p><i>Movement skills, competencies & Concepts</i></p>	<p>Highlight Es and Os/Bundles used for planning P.E.:</p>		
<p><i>Cooperation and competition</i></p>	<p>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</p>	<p>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</p>	<p>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</p>
<p><i>Evaluating and Appreciating</i></p>	<p>I am developing my movement skills through practice and energetic play. HWB 0-22a</p>	<p>I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a</p>	<p>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a</p>
<p><i>Physical Activity & Sport</i></p>	<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. 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. HWB 1-23a</p>	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a</p>
	<p>By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a</p>	<p>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. 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. HWB 2-24a</p>
	<p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</p>	<p>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. 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. HWB 2-25a</p>
			<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. HWB 2-26a</p>

<p>Healthy Lifestyle</p> <p><i>Physical Activity & Health</i></p>	<p>Highlight Es and Os/Bundles used for planning Healthy Lifestyle topic:</p>		
	<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</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</p>
<p>Food & Health:</p> <p><i>Nutrition</i></p> <p><i>Safe and Hygienic Practices</i></p> <p><i>Food and the Consumer</i></p>	<p>I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a / HWB 1-29a / HWB 2-29a</p>		
	<p>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</p>	<p>By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a</p> <p>I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b</p>	<p>By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</p>
	<p>I know that people need different kinds of food to keep them healthy. 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. 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. HWB 2-32a</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. 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. HWB 2-33a</p>
			<p>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</p>
	<p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a</p>	<p>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</p>	
			<p>By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p>
			<p>I can understand how advertising and the media are used to influence consumers. HWB 2-37a</p>

Substance Misuse

Highlight Es and Os/Bundles used for planning Substance Misuse topic:		
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. HWB 0-38a	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. HWB 1-38a	I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a
		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. HWB 2-39a
		I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a
		I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a
I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a	I know how to react in unsafe situations and emergencies. HWB 1-42a	I know of actions I can take to help someone in an emergency. HWB 2-42a
		I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a

<u>Relationships</u> Relationships, Sexual Health & Parenthood	Highlight Es and Os/Bundles used for planning Relationships topic:	
	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a / HWB 1-44a	I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a
	I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b / HWB 1-44b	I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b
	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	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
	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b / HWB 1-45b / HWB 2-45b	

<u>Human body & Puberty</u> Relationships, Sexual Health & Parenthood	Highlight Es and Os/Bundles used for planning Human Body & Puberty topic:	
	I recognise that we have similarities and differences but are all unique. HWB 0-47a / HWB 1-47a	I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a
	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	
	I am learning what I can do to look after my body and who can help me. HWB 0-48a / HWB 1-48a	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
	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. HWB 0-49a / HWB 1-49a	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. HWB 2-49a
	I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a / HWB 1-50a	I am able to describe how human life begins and how a baby is born. HWB 2-50a
	I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a / HWB 1-51a	I can describe the role of a parent/carers and the skills, commitment and qualities the role requires. HWB 2-51a

Appendix 1:

Benchmarks in Health & Wellbeing (To be used for assessment):

The Benchmarks for each area of Health & Wellbeing (Food & Health, Personal & Social Education, Physical Education) can be found at the following link:

<https://education.gov.scot/improvement/learning-resources/curriculum%20for%20excellence%20benchmarks>

Each area shows the expected benchmarks required for each level (Early, First, Second) and how they link to the Experiences and Outcomes. These should be used as an assessment tool, in order to inform next steps in planning.

Planning learning, teaching and assessment using the Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice:

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none">• Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.	<ul style="list-style-type: none">• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none">• Become familiar with other curriculum area Benchmarks over time.	<ul style="list-style-type: none">• Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none">• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.	<ul style="list-style-type: none">• There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none">• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.	<ul style="list-style-type: none">• Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none">• Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none">• Do not tick off individual Benchmarks.