

In Fife, we have progression planners for all areas of HWB except Mental, Emotional & Social (MES) Wellbeing. There are several reasons for this:

- MES Wellbeing will change at different times in a child or young person's life in response to their unique circumstances, experiences & situations.
- Learners' progression in MES Wellbeing is neither linear nor coherent. There are too many outside factors that will have a bearing on a child's development which tend to be personal to each child and can change over the course of time.

All the Es and Os are the same for every level because they are **applicable throughout life** and only really change through the understanding and relevance at each stage or for each child. MES Wellbeing also does not have benchmarks.

The use of progression planners would be counter intuitive to the everchanging, flexible & fluid nature of MES Wellbeing. Therefore, teachers should decide what is relevant and realistic for each individual child.

The skills, knowledge, understanding and attitudes developed by the MES Es & Os can be linked or “bundled” with others within HWB to plan learning. In addition, they can also be bundled and linked with relevant Es & Os from other curricular areas and subjects to form valuable interdisciplinary learning.

Es & Os within MES Wellbeing can often be embedded within the wider school ethos and culture and taught through a wide range of relevant and realistic experiences across learning, to ensure that every child and young person is progressing mentally, emotionally & socially. There are clear topics & themes which are suggested within this guidance that can be discussed & revisited as children & young people progress throughout their education.

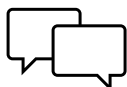
The Mental, Emotional & Social Wellbeing is the **responsibility of all** within the learning community and should be positively developed by fostering a safe, caring, supportive, purposeful environment which enables the development of relationships based on mutual respect. Practitioners should establish open, positive and supportive relationships which are responsive to the wellbeing of each child.

It is the **responsibility of all** within the learning community to share in creating a nurturing, positive ethos with the child at the centre. This is supported by strong and coherent whole school values, based on UNCRC principles, and an ELC/ school vision held by all stakeholders. These must be purposefully developed within the individual context of each ELC/school to ensure all stakeholders have a clear knowledge and understanding of the key elements which underpin progression of learning. The school community should ensure MES wellbeing development of all children and young people by embedding resilience strategies, a growth mindset ethos and emotional literacy, relevant to their individual context, within learning. Children and young people should understand and be able to self-report on their progress using the wellbeing indicators.

The following pages outline the MES Es & Os and suggest a range of overarching themes/topics which can be revisited numerous times throughout a child or young person's time in ELC/school.

Suggested overarching themes/topics which link to the Experiences & Outcomes are outlined below, but there may be opportunities to cover Es & Os in a range of ways:

Expressing & discussing feelings



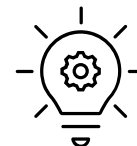
I am aware of and able to express my feelings and am developing the ability to talk about them
HWB 0-01a – 4-01a

Emotions - impact on thoughts & behaviour



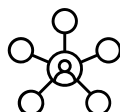
I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave **HWB 0-04a – 4-04a**

Strategies to manage emotions



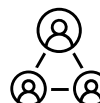
I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them **HWB 0-02a – 4-02a**

Building a support network



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 – 4-03a**

Developing positive relationships



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 – 4-05a**

Respect for self/others



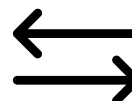
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others **HWB 0-05a – 4-05a**

Understanding other's emotions



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 – 4-04a**

Continuum of mental & emotional wellbeing



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 – 4-06a**

Change & loss



I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss **HWB 0-07a – 4-07a**

Loneliness & misunderstanding



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 – 4-08a**

Supporting others

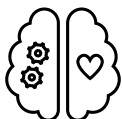


I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support **HWB 0-08a – 4-08a**

Join Fife's Relationships, Health & Wellbeing **GLOW Team** for examples of practice & resources to support MES Wellbeing. Access code: p8ikr15

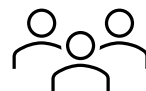
Suggested overarching themes/topics which link to the Experiences & Outcomes are outlined below, but there may be opportunities to cover Es & Os in a range of ways:

Rights & Responsibilities



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 – 4-09a**

Respect for others



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 – 4-09a**

Uniqueness of individuals



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 – 4-010a**

Contributing to the school community



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 – 4-012a**

Improving learning



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 – 4-011a**

Encouraging others



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 – 4-011a**

Building self-worth & confidence



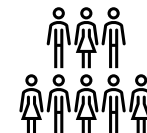
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a – 4-012a**

Share views & talents



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 – 4-013a**

Make friends & be part of a group



I value the opportunities I am given to make friends and be part of a group in a range of situations **HWB 0-14a – 4-014a**