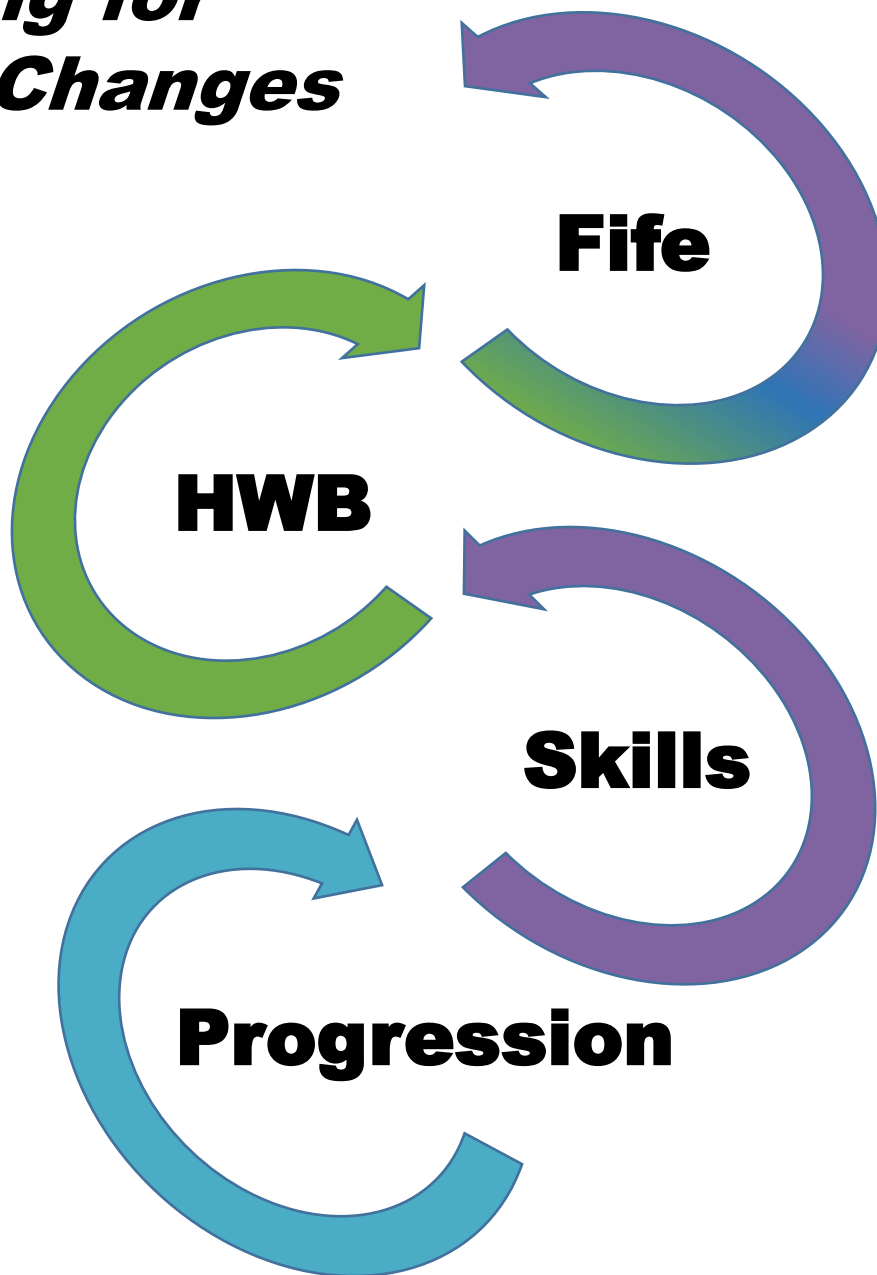


Planning for Choice & Changes



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We would like to thank Dundee City & West Lothian who have supported the development of this resource through sharing of good practice.

Finally, we would like to thank the Fife HWB Pathway Working group and the many other Fife practitioners who provided such useful feedback to inform the pathway. This has been crucial in ensuring that the pathway is cohesive, progressive and practical.

Unlike many resources that present HWB & PSE skills as discrete, logically ordered and prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently.

The HWB pathway has, at same time, been designed to support practitioners to plan in a structured, progressive and coherent way. Using these shared standards and expectations within and across schools, clusters and Local Improvement Forums throughout Fife will ensure that all learners have an equitable and engaging experience to progressively develop important skills for their learning, life and work.

Introduction

HWB Responsibility of All

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. (*Building the Curriculum 1*)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place. 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 concentrated approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

GIRFEC & The Wellbeing Indicators

When planning & delivering the HWB curriculum, practitioners should take into account the GIRFEC principles, ensuring programmes are rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person's individual life circumstances. The Wellbeing Indicators should also be taken into account and run as a golden thread throughout each progression pathway, ensuring that they are context based.

Safe	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
Achieving	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.
Active	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
Responsible	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
Included	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Nurturing Approaches in Health & Wellbeing

Ensuring learners feel a sense of safety & belonging leads to better engagement with learning and final outcomes. A focus on nurturing approaches can enable practitioners to effectively support all children and young people. Engaging with Education Scotland's [Applying Nurture as a Whole School Approach](#) or Fife's How Nurturing Is Our School Toolkit offers information and a range of self-evaluation tools for settings to reflect upon. There are also a number of ways to gather feedback from learners about their social & emotional wellbeing. These include Fife's Wellbeing Questionnaire and Resilience Toolkit, Glasgow's Motivation and Wellbeing Profile & Stirling's Wellbeing Scale.

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 and young people.

Effective learning and teaching in Health and Wellbeing

Effective learning and teaching in health and wellbeing:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

In Fife, the [Our Minds Matter framework](#) underpins our learning and teaching across a continuum of universal, additional and intensive support. We also embed the 5 Ways to Wellbeing approach within the curriculum – learn, be active, connect, give and take notice. This encompasses both physical and emotional wellbeing.

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. Planning arrangements 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. It is expected that due to the nature of the health and wellbeing curriculum, the skills and knowledge embedded will be revisited regularly through both new and unfamiliar contexts whilst each individual learner is making progress appropriate to their circumstances.

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.

Some ELCs and Schools may already be recognised in this area by the Rights Respecting Schools award. For more information [click here](#)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

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 programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities.

Though the delivery of a high-quality Health and Wellbeing curriculum, we can also support the drive towards achieving the 17 [Global Goals](#) by 2030 – with a particular focus on (3) Good Health & Wellbeing; (5) Gender Equality; (10) Reduced Inequalities and (16) Peace, Justice and Strong Institutions.

Whilst ensuring we promote positive Health and Wellbeing for all children and young people in our ELCs and school settings, we need to be aware of the specific needs of our care experienced learners, particularly regarding the topics of relationships and emotional wellbeing. [The Promise](#) was developed so that ALL children and young people grow up feeling loved, safe and respected.

Assessment in Health and Wellbeing

In Health and Wellbeing, assessment must 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.

Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches.

Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

Families

It's essential to recognise the important role of families in supporting the Health and Wellbeing of children and young people. This can be via the direct experiences at home and in the community but also through the discussions and interactions between children and young people and their carers. Early Learning and school settings should ensure that they work in partnership with families, promoting positive communication & reciprocal trust.

Impact of COVID/times of change & uncertainty on Health and Wellbeing

For many children and young people, the pandemic has resulted in lower levels of confidence and higher levels of anxiety.

Education Scotland recommend that schools and ELCs:

- Continue to prioritise the wellbeing of children, young people and staff as part of school improvement priorities.
- Improve further aspects of the health and wellbeing curriculum to equip children and young people with the skills and knowledge to respond to change and uncertainty.
- Build on existing arrangements to monitor and evaluate approaches to supporting wellbeing to ensure they are making a positive difference to learners.
- Maximise the contribution of partnerships, parents and the wider community to enhance staff, children and young people's wellbeing.
- Continue to support the attendance of children and young people.

As we continue through Covid recovery and beyond an increased focus on a school curriculum which supports learner skill development in achieving improved emotional wellbeing and resilience is essential.

HWB and the Four Capacities



With:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

And be able to:

- Use literacy and communication skills when presenting ideas to others
- Use knowledge of quality movement to develop physical skills
- Show confidence in expressing opinions and making choices
- Use technology for learning and to demonstrate knowledge of a concept
- Think creatively and independently when comparing and analysing different situations
- Work cooperatively with others, appreciating different viewpoints
- Make reasoned evaluations through complex investigations
- Apply what they have learned to real-life situations



With:

- Self-respect and sensitivity to others
- A sense of physical, mental, and emotional wellbeing
- Secure values and beliefs

And be able to:

- Understand self and others in relation to managing both physical and emotional wellbeing
- Assess risk and make informed decisions through examining a range of contexts
- Achieve success in developing informed attitudes and opinions
- Recognise the impact of good physical and emotional wellbeing on their life, the lives of others, the environment, and society
- Achieve success in different areas of activity
- Manage emotions in range of situations
- Develop and maintain positive relationships

Learning in HWB
will enable
learners to
become



With:

- Commitment to participate responsibly in political, economic, social, and cultural life
- Sensitivity for and understanding of all citizens in society regardless of culture, race, gender, religion, belief or orientation

And be able to:

- Develop knowledge and understanding of different ways to look after physical and emotional wellbeing.
- Understand the diversity of relationships.
- Make informed choices and decisions.
- Evaluate and reflect on the implications of choices made in relation to physical and emotional wellbeing
- Develop informed, ethical views of complex issues, dilemmas and choices
- Reflect upon local and national issues



With:

- An enterprising attitude, resilience and self-reliance

And be able to:

- Communicate arguments and ideas that are well informed by research
- Make informed decisions when planning and undertaking research
- Work in partnership and in teams to explore issues, dilemmas and choices
- Take the initiative and lead discussions about ways to promote physical and emotional wellbeing.
- Apply critical thinking about decisions and choices relating to physical and emotional wellbeing.
- Appreciate their role in their class, school and wider community and their ability to contribute to it.

How to use the Health and Wellbeing Progression Pathway

The Fife Health and Wellbeing (HWB) Progression Pathway has been devised and aligned with the experiences, outcomes, and benchmarks from Curriculum for Excellence. As such the pathway will support practitioners to plan progressive, active, and engaging learning, teaching and assessment experiences for Fife's children and young people. It is important to note that learner progress within and across the breadth of the curriculum is not linear, therefore this pathway should be used in a responsive way appropriate to the needs of all learners. The pathway will support practitioners in identifying key skills for development and to devise a continuum of learning within and across levels to ensure coherence, challenge, breadth, depth, and progression. By responding to learners' own experiences, faiths, and beliefs, practitioners can also plan to ensure relevance, challenge, enjoyment as well as personalisation and choice.

The Progression Tiles

The progression tiles represent the skills development that learners undertake to meet the benchmarks (outlined in bold) for each level and aspect of the curriculum. Broadly, learners will start on the tiles at the bottom of the page, with experiences and outcomes represented by a progression through the level tiles. It is important to remember that the skills progression is not hierarchical but rather an ongoing scaffolding of skills that will be revisited in a variety of contexts.

It may help to think of each tile as a 'stepping stone' towards a benchmark with a variety of routes that can be taken through them. Tiles should be revisited in new and unfamiliar contexts to provide depth of understanding and consolidation.

It is anticipated that learners will progress through the learning pathway as appropriate to their developmental needs. It should also be noted that it is not feasible for every tile to be covered in a school year but rather that these are planned as part of a cohesive and progressive learning experience within a level.

Careful monitoring and tracking of pupils' progress across each of the curriculum aspects will allow practitioners to work with learners to identify strengths and areas for development based on a range of evidence. Practitioners should encourage learner agency when planning HWB so that they can actively participate in planning and developing their own learning, next steps, and targets. The pathway offers flexibility to take cognisance of unplanned factors, life circumstances or events that ensure relevance and an HWB curriculum that is responsive to local contexts. The pathway also offers the opportunity for holistic teacher professional judgements on learner's progress with the opportunity to clearly identify next steps in progress as part of learning conversations and other assessment methodologies.

As the pathways illustrates, the interconnected nature of HWB means that learning can be embedded within the totality of the curriculum. Thus, the HWB curriculum should be designed to ensure that learners have opportunities to explore mental, social , emotional and physical wellbeing across the totality of the curriculum rather than as 'add-on' or isolated events. It is also intended that the pathway provides a mechanism to provide quality assurance and equity of delivery within clusters and localities across Fife.

A wide range of opportunities to work with partners and agencies in the wider community can be used to enhance the learner experience.

Mental, Social and Emotional Wellbeing

As published in the Health & Wellbeing: Experiences and Outcomes, Mental, Social and Emotional Wellbeing has its associated Es and Os but does not have associated benchmarks. Therefore, there is no separate progression tiles for Mental, Social and Emotional Wellbeing. Rather, the Experiences and Outcomes for Mental, Social and Emotional Wellbeing are embedded within the progression tiles represented in this document. The Development of Mental, Social and Emotional Wellbeing can be considered a core thread that is intertwined with and underpins the entirety of the HWB curriculum.

Further Developments

The Fife HWB pathway will be further developed as feedback is received through widespread consultation and moderation of the pathway in practice. Links to useful resources for teaching and learning, and for engagement with parents will be provided in the near future.

Planning for Choices & Changes – Early Level Progression Tiles

E & O codes:

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

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

Communicates with others about different jobs in the community

Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others

Talk about some people who help in the outside world e.g. doctor, dentist and describe how they help.

Visit different places of work and reflect on the visit.

Talks about own learning, strengths and next steps

Talk about the people in nursery/school who help and describe how they help.

Shares aspirations and goals for the future

Talk about interests/ likes/dislikes.

Explore & enjoy role playing different jobs.

Help to design play context areas with real materials e.g. optician's, builder's yard etc.

Take part in planning activities.

Talk about choices made.

Choose from a range of activities.

Find/ask for resources needed.

Make choices about snack or play activities to engage with.

Show curiosity & ask questions.

Show an awareness that other people have ideas too.

Planning for Choices & Changes- First Level Progression Tiles

E & O codes:

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
I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 1-20a

Begin to make links between
own skills &
careers/occupations.

Share potential careers /
occupations of interest.

Take part in a school or wider
event, using developed skills
and abilities.

**Describes skills needed
for different jobs in the
community.**

**Talks about the world of
work, for example, from
visits, visitors and
interdisciplinary learning.**

Speak to other people about
their jobs and can prepare
and ask questions

Research some careers
/ occupations.

**Talks about own
strengths, interests and
skills and links these to
career ambitions.**

**Sets learning goals
and works towards
achieving them.**

Explain briefly what
some different jobs
entail & skills needed.

Answer questions on a topic
of interest.

Recognise and celebrate
the achievements of
others.

Use feedback to
improve skills.

Discuss the different
roles of some people in
society

Reflect on what I know, what
I would like to learn next and
how I am going to learn it.

Prepare & deliver a short
talk about a topic of
interest.

Recognise and
celebrate own skills
and achievements.

Accept feedback from
peers.

Use the skills learned
in different situations
(independently & as
part of a team).

Reflect on what I
know and what I
would like to learn
next.

Informally talk to others
about personal special
interests both in and out
with class.

Play an active role in
planning for my
learning.

Give feedback
to peers.

Talk about my
learning to others.

Planning for Choices & Changes - Second Level Progression Tiles

E & O codes:

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 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

Uses investigative skills to gain more information about jobs / careers.

Research training paths towards a range of careers/occupations.

Research a job and explain in detail, either orally or in writing, what that job involves.

Discuss the skills required for different careers/occupations.

Identifies connections between skills and the world of work.

Work within different groups in the school setting and describe some of the roles within the group.

Take on a range of roles within a group, identifying the skills developed through each one.

Explains own ambitions and identifies ways to achieve them.

Set a goal/target & identify ways to work towards this – either within or out with school.

Use what I have learned from self & peer assessment to plan my next steps in learning.

Deliver presentations to a group, class or whole school.

Manages personal profile and uses it to discuss interests, strengths and skills.

Evaluate & describe how I use skills, interests & attributes when I take on roles within & out with school.

Reflect on what went well and what could be improved on within a presentation.

Use a range of strategies to self and peer assess.

Planning for Choices & Changes - Third Level Progression Tiles

E & O codes: 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. HWB 3-19a

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 3-20a

