

ANGUS COUNCIL

EDUCATION COMMITTEE

19 OCTOBER 2011

HEALTH AND WELLBEING CURRICULUM STRATEGY

REPORT BY THE DIRECTOR OF EDUCATION

ABSTRACT

This report brings to the attention of the Education Committee the publication and likely benefits of the recently completed Angus Health and Wellbeing Curriculum Strategy.

1 RECOMMENDATIONS

- 1.1 It is recommended that the Education Committee:
- (i) note the terms of this report
 - (ii) note that a Health and Wellbeing Curriculum Strategy has been developed to support the implementation of this key aspect of Curriculum for Excellence
 - (iii) note that the [strategy document](#), which is available for perusal in the Members' Lounge, is attached.

2 BACKGROUND

- 2.1 In recent years, the Scottish Government has published a series of key documents to support schools in educating children and young people about health and wellbeing. These include, *'Improving Health in Scotland, The Challenge - Strategic Framework to Support Health Improvement in Scotland'* (2003), *'Being Well - Doing Well: A Framework for Health Promoting Schools in Scotland'* (2004), *'How Good Is Our School/The Child at the Centre - The Health Promoting School'* (2004) *'The Health Promoting School - The Role of Local Authorities and their Partners'* (2004), *Schools (Health Promotion and Nutrition) Scotland Act* (2008), *'Building the Curriculum' – (series of documents)*, *'Curriculum for Excellence : Experiences and Outcomes'* (2009).
- 2.2 All of the recommendations from the aforementioned studies and reports have helped to inform the Angus Health and Wellbeing Curriculum Strategy. This document has been prepared to support the aims of Curriculum for Excellence including the key aim that pupils should develop skills and knowledge across the curriculum and not simply within the confines of traditionally health-related subjects, namely, Home Economics and Physical Education.
- 2.2 The new curriculum, now being implemented in all Angus schools, seeks to ensure that young people acquire skills for learning, life and work, including skills needed to attend effectively to their Health and Wellbeing. Effective learning and teaching in this key area is, therefore, fundamental to improving the health of young people now and throughout their lives.
- 2.3 In accordance with the expectations of a Curriculum for Excellence, Health and Wellbeing is considered to be a cross-cutting theme for which all teachers must take responsibility. Related expectations for pupils aged 3-18 are described in the national framework of 'Experiences and Outcomes'. That framework has been fleshed out in detail in comprehensive Angus learning programmes which have been produced locally in order to support teachers to plan and deliver the new curriculum with some confidence.
- 2.4 Commitments in relation to the Health and Wellbeing Curriculum in Angus schools are co-ordinated by two substantive members of the Educational Development Service, one Quality Improvement Officer and one Education Support Officer. These commitments have necessarily included the provision of direct support and training to enable **all** teachers to contribute effectively to the development of pupils' literacy and

numeracy skills.

- 3.5 The Angus Health and Wellbeing Curriculum Strategy was completed in August 2011 by a cross-sectoral group of centre and school-based staff.

3 KEY COMPONENTS OF THE HEALTH AND WELLBEING STRATEGY DOCUMENT

- 3.1 The strategy document aims to support schools to raise levels of knowledge and understanding in Health and Wellbeing for all learners in order that young people can make informed and positive choices about their lifestyles. It provides a clear outline of how this key curriculum area can support young people to become successful learners, confident individuals, responsible citizens and effective contributors.
- 3.2 The strategy document also provides advice and support to staff about the development of health and wellbeing skills across the curriculum. Used in conjunction with the Angus learning programmes for Health and Wellbeing, it will help staff to acquire a shared understanding of Curriculum for Excellence outcomes and of the standards of attainment which pupils are expected to achieve through the new curriculum.
- 3.3 The advice and guidance, offered in a range of Curriculum for Excellence support materials and through CPD events provided locally for Angus teachers, has assisted the preparation of the strategy document. A comprehensive programme of related training has assisted Angus teachers to develop key pedagogical skills and knowledge across all elements of the curriculum.
- 3.4 Advice about entitlements for all learners, parents and carers, teachers and other staff in Angus schools is clearly outlined in the strategy document and will:
- enable pupils to engage in well planned experiences designed to promote skills in respect of Health and Wellbeing across the curriculum
 - give parents helpful guidance and information about this curriculum area and
 - ensure that all staff receive clear guidance about national and local expectations in respect of health and wellbeing developments.
- 3.4 Advice and guidance are also provided about the arrangements to monitor the progress and achievement of pupils in respect of Health and Wellbeing. This guidance takes due account of recent national advice offered in *'Building the Curriculum 5'* (Scottish Government, 2010) and local accreditation arrangements for Health Promoting Schools.

4 RISK

- 4.1 This report does not require any specific risk issues to be addressed.

5 FINANCIAL IMPLICATIONS

- 5.1 There are no financial implications arising from the consideration of this report.

6 HUMAN RIGHTS IMPLICATIONS

- 6.1 There are no Human Rights implications arising from the consideration of this report.

7 EQUALITIES IMPLICATIONS

- 7.1 The issues dealt with in this Report have been the subject of consideration from an equalities perspective (as required by legislation). An [equalities impact assessment](#) is not required.

8 SINGLE OUTCOME AGREEMENT

- 8.1 This report contributes to the following local outcomes contained within the Angus Community Plan and Single Outcome Agreement 2011-2014:
- our children and young people are confident individuals, effective contributors, successful learners and responsible citizens

- individuals and families are involved in decisions which affect them
- we have improved the health and wellbeing of our people and inequalities are reduced.

9 CONSULTATION

- 9.1 In accordance with the Standing Orders of the Council, this report has been the subject of consultation with the Chief Executive, the Director of Corporate Services, the Head of Finance and the Head of Law and Administration.

10 CONCLUSION

- 10.1 The Scottish Government has articulated clearly in the curriculum, assessment and skills frameworks of Curriculum for Excellence national expectations in relation to Health and Wellbeing outcomes for pupils. These expectations are currently being well addressed by schools and well supported by an effective programme of training and support provided by the Educational Development Service.
- 10.2 The strategy document, which is the subject of this report, has emanated from the extensive work undertaken in Angus schools to deliver the new curriculum in ways which enhance pupil achievement. The strategy will be formally reviewed in June 2013.

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DIRECTOR OF EDUCATION

BACKGROUND PAPERS

Note: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information), were relied on to any material extent in preparing the above report.

ED/GR/NL/AM