

## Eco-Schools Curricular Maps - Health & Wellbeing Topic

The series of 'Outcome Maps' in this document suggest how Curriculum for Excellence (CfE) Experiences and Outcomes may be delivered through the Eco-Schools Health & Wellbeing Topic

Eco-Schools Scotland commissioned experienced teachers to select outcomes they felt appropriate for each topic.

Please note:

- The selected outcomes for each Map are advisory – teachers may reject or add outcomes which they consider more appropriate to the context in which they plan to teach.
- Eco-Schools 'Outcome Maps' are for guidance purposes only, are not exhaustive and should not be viewed as limiting.
- The first map illustrates how closely the Seven Elements of the Eco-Schools Programme match core outcomes from CfE
- Each subsequent topic map is accompanied by a header which suggests possible 'lead curricular areas'. Again these are open to debate and amendment by teachers.
- While similar in format not all maps are identical – topics such as Health and Wellbeing are so closely related to Eco-Schools topics that almost all outcomes are relevant.
- Each outcome is normally quoted in full along with its relevant CfE code.
- Following piloting with teachers we have added a commentary in italics to some outcomes to explain their inclusion within an outcome map or suggest a possible teaching context. Linking 'arrows' on some topic maps highlight the opportunities for interdisciplinary learning across curricular areas.



## Health & Wellbeing Topic: Early Level



### Social Studies (People in society, economy and business)

- By exploring my local community, I have discovered the different roles people play and how they can help. **SOC 0-16a** *People who help us*
- Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**
- In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. **SOC 0-20a** *Topic on people who help us, interview some of them*

### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a** *Together time/ circle time*
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 0-17a** *Being careful. Fire drills. Visit from Emergency Services/School Nurse.*

### Health and Wellbeing (Physical education, physical activity and sport)

- I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**
- I know that being active is a healthy way to be. **HWB 0-27a**
- 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**

### Health and Wellbeing (Food and Health)

- 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** *Making smoothies, fruit salad. What are healthy foods.*
- 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** *Experimenting with different foods. Taste tests. Water – brain power*
- 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** *hand washing gel. School nurse visit.*

### Health and Wellbeing (Substance misuse)

- I can show ways of getting help in unsafe situations and emergencies. **HWB 0-42a** *Emergency services. 999*

### Health and Wellbeing (Relationships, sexual health and parenthood)

- 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** *Together time/ circle time*
- 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** *RME packs*



## Health & Wellbeing Topic: Early Level



### Expressive Arts (Dance, Drama and Music)

- I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a** *Music and movement programmes*
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a**
- I can respond to music by describing my thoughts and feelings about my own and others' work. **EXA 0-19a** *Listen to music with others, improvise to it and respond simply*

### Literacy (Listening and talking)

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. **LIT 0-02a** *Together time / Circle time*

### Literacy (Writing)

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a** *Posters. Recordings. Cameras*



## Health & Wellbeing Topic: First Level



### Social studies (People in society, economy and business)

- I can contribute to a discussion of the difference between my needs and wants and those of others around me. **SOC 1-16a** *Coop groups study sections of Rights of the Child*
- I have participated in decision making and have considered the different options available in order to make decisions. **SOC 1-18a**
- I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a** *Walk to my village; interview staff in shops/services. "What do you do for us?"*

### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 1-01a** *Circle time*
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 1-17a** *Safety plan, home visits, home safety*

### Health and Wellbeing (Physical education, physical activity and sport)

- 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** *Walk to school weeks, playgrounds friends*
- 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** *Keep Ben Healthy*
- 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** *Design menus*

### Health and Wellbeing (Food and Health)

- By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a** *What are healthy foods.*
- I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. **HWB 1-30b** *Smoothies, fruit cocktails, healthy tuck*
- 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 1-33a** *hand washing gel. School nurse visit.*
- I am discovering the different ways that advertising and the media can affect my choices. **HWB 1-37a** *Make adverts, discuss TV adverts*

### Relationships, sexual health and parenthood)

- I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 1-44b** *Together time/ circle time*
- 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 1-49a** *My body is special*



## Health & Wellbeing Topic: First Level



### Literacy (Writing)

- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

### Expressive Arts (Dance, Drama and Music)

- I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a**
- I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-19a**



## Health & Wellbeing Topic: Second Level



### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 2-01a**
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 2-07a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a**
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 2-15a**

### Health and Wellbeing (Physical education, physical activity and sport)

- 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**
- 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**
- 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**

### Health and Wellbeing (Food and health)

- By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**

### Health and Wellbeing (Relationships, sexual health and parenthood)

- I am identifying and practicing skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. **HWB 2-45a**
- 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**

### Technologies (Food and textile technology)

- I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c** *Food and textile contexts for developing technological skills and knowledge*



## Health & Wellbeing Topic: Second Level



### Expressive Arts (Dance, Drama, Music)

- I can explore and choose movements to create and present dance, developing my skills and techniques. **EXA 2-08a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 2-13a**
- I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-19a**

### Numeracy and Mathematics (Number, money and measure)

- I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b** *Timed physical activities*

### Science (Biological systems)

- By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. **SCN 2-12a**



## Health & Wellbeing Topic: Third Level



### Social studies (People in society, economy and business)

- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. **SOC 3-20b** *Both above- Comparison studies Third World Countries/Child Labour*
- I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. **SOC 3-21a** *Enterprise Topics*

### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

- I am aware of and able to express my feelings and developing the ability to talk about them. **HWB 3-01a**
- 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 3-09a** *(The Rights of the Child)*
- Representing my class, school and/or wider community encourages my selfworth and confidence and allows me to contribute to and participate in society. **HWB 3-12a** *Membership of Committees*

### Health and Wellbeing (Planning for choice and changes)

- 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** *Green careers advice*

### Health and Wellbeing (Physical education, physical activity and sport)

- 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 3-25a** *School clubs/sports*

### Health and Wellbeing (Food and health)

- I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. **HWB 3-28a**
- Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. **HWB 3-36a** *Food miles. Fairtrade products*

### Health and Wellbeing (Substance misuse)

- I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging or involve peer pressure. **HWB 3-40a** *Heresay Pack /Cool for school*
- I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. **HWB 3-43a** *(Info. Available eg. ASK Drug Ed. Materials)*





## Health & Wellbeing Topic: Third Level



### Technologies (Food and textile technology)

- I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. **TCH 3-04a** *Health promoting school, choices in food and Fairtrade products*

### Expressive Arts (Dance, Drama, Music)

- I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 3-11a**
- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 3-15a** *Class/school debates*
- I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a**

### Literacy (Writing)

- By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a** *Preparing presentations on topics*
- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a** *Develop Public Speaking skills*



## Health & Wellbeing Topic: Fourth Level



### Health and Wellbeing (Mental, emotional, social and physical wellbeing)

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 4-01a** *Membership of an Eco-Committee can allow pupils to develop greater self-expression*
- 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 4-05a** *A shared concern for a 'neutral' topic such as the environment can help shy teenagers develop personal relationships against a non-threatening background.*
- 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 4-08a**
- 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 4-10a** *Anti-bullying programmes, paired reading/maths, 'buddy' programmes etc are all evidence of a school seeking to develop the concept of a 'Sustainable Community'*
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 4-15a**

### Health and Wellbeing (Physical education, physical activity and sport)

- I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices. **HWB 4-28a** *Pupil participation in all forms of physical activity and sport is a vital element of a school's Health and Wellbeing programme. The PE department will provide crucial supporting evidence for a secondary school developing the Eco-Schools Health and Wellbeing topic.*

### Health and Wellbeing (Food and health)

- Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. **HWB 4-30a**
- I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. **HWB 4-31a** *Having assessed how lifestyle or life stages can impact on people's nutritional needs,*
- I can explain how these needs are met. **HWB 4-32b** *As with PE above pupil involvement in nutritional awareness programmes within Home Economics is vital evidence for the development of an Eco-Schools H&W topic.*

### Health and Wellbeing (Substance misuse)

- I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. **HWB 4-38a** *Anti-drug and alcohol awareness programmes in schools are all evidence of support for 'Sustainable Communities'.*
- I know how to access information and support for substance-related issues. **HWB 4-40b** *Knowing who to turn to and where to get help is an important outcome of the Eco-Schools topic.*
- I understand the local, national and international impact of substance misuse. **HWB 4-43c** *Awareness of the role played by substance misuse in damaging local communities is an important element in developing the concept of 'Sustainable Communities'.*