



“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, Scottish Executive 2006

**interdisciplinary  
learning**

**ethos and life of  
the school**

**planning for choices  
and changes**

**mental, emotional,  
social and physical  
wellbeing**

**physical education,  
physical activity and  
sport**



**food and health**

**relationships,  
sexual health and  
parenthood**

**substance misuse**

**opportunities for  
personal  
achievement**

**curriculum areas  
and subjects**



*For 43 years, Hank had successfully stuffed every feeling he'd ever had, until, of course, the morning when Fred asked if he could borrow a paper clip.*

*I am aware of and able to express my feelings and am developing the ability to talk about them.*

*HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a*

# Evaluating learner's progress

It would seem counterproductive to designate a particular level for a learner's achievement in HWB, where the learner's development and progress is dependent on a variety of factors and life circumstances which can change quickly.

Dialogue with the learner will focus on progress in relation to the learner's journey across all of the different aspects of HWB over time.



“We are communicating better  
but we are still not out of the woods.”

# Range of assessment evidence

*It is envisaged that the most appropriate way to build a picture about young people's progress in HWB is **primarily through children and young people self-reporting** and secondly through observations and one-to-one dialogue between the learner and their key adult or the adult in the school or centre who knows that young person well.*

*This is synonymous with the clear expectations around the entitlement for universal pupil support.*



# Assets based approach

involves equipping learners to be and to see themselves as the assets of, and for, their own HWB

therefore...

the **quality assurance and moderation** process should focus on whether and how the establishment and practitioners are supporting all children and young people in developing the skills and knowledge to take on responsibility for progressing their own HWB.

# Monitoring and tracking

- on-going reflection by the child/young person
- on-going observation and dialogue
- scheduled protected time for one-to-one dialogue with all learners
- using info gathered through existing whole school approaches which may include **profile, e-portfolio, PLPs, learner's self-reflection comments and pastoral notes**
- info gathered from dialogue with parents/carers, other partners, services, community planning partnerships, locality plan and agencies active where learner lives
- using info from all of the above to inform planning for HWB at every level – individual, class, groups of learners, whole school, clusters and community