

Milngavie Primary School

Curriculum for Excellence



Health & Wellbeing
Experiences and Outcomes

Health and wellbeing¹

Experiences and outcomes

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.

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary*
- *learn about where to find help and resources to inform choices*
- *assess and manage risk and understand the impact of risk-taking behaviour*
- *reflect on my strengths and skills to help me make informed choices when planning my next steps*
- *acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.*

¹Health and wellbeing experiences and outcomes which are the responsibility of all adults working together are shown in italics.

Because of the nature of development and learning in health and wellbeing, many of the experiences and outcomes are written to span two or more levels. They should be regularly revisited through a wide range of relevant and realistic learning experiences to ensure that every child and young person is progressing in his or her development and learning.

<p>Physical wellbeing</p>	<p><i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i> HWB 0-15a / HWB 1-15a / HWB 2-15a</p> <p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i> HWB 0-16a / HWB 1-16a / HWB 2-16a</p> <p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i> HWB 0-17a / HWB 1-17a / HWB 2-17a/</p> <p><i>I know and can demonstrate how to travel safely.</i> HWB 0-18a / HWB 1-18a / HWB 2-18a</p>
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Physical education, physical activity and sport

Physical education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

	Early	First	Second	Content
Movement skills, competencies and concepts	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a	Pupils experience of a variety of skills across all areas of PE in the primary school. Pupils learn to select appropriate skills and techniques ranging from building simple sequences of movement in gymnastics or games to basic tactics in team games.
	I am developing my movement skills through practice and energetic play. HWB 0-22a	I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a	Developing and consolidating skills in a variety of activities through individual practise, partner work, small-sided games and teamwork. Understanding how fitness levels impact on performance.

Physical education, physical activity and sport (continued)

Physical education (continued)

	Early	First	Second	Content
<p>Cooperation and competition</p>	<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p>HWB 0-23a</p>	<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p>HWB 1-23a</p>	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p>HWB 2-23a</p>	<p>Understanding 'Fair Play' and taking turns through partner/group/class work, in both competitive and non-competitive situations.</p> <p>Pupils experience sharing responsibility for distributing, collecting and storing equipment as required, etc.</p> <p>Sharing success: improved understanding of rules, better scores/faster times, etc.</p> <p><u>Adopting roles</u></p> <p>Officials: scorekeeper, timer, measurer, coach, referee, line judge, etc.</p>
<p>Evaluating and appreciating</p>	<p>By exploring and observing movement, I can describe what I have learned about it.</p> <p>HWB 0-24a</p>	<p>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.</p> <p>HWB 1-24a</p>	<p>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</p> <p>HWB 2-24a</p>	<p>Feedback in all activities – verbal, visual, written</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> - to identify actions/movement patterns - to identify strengths and weaknesses - suggest improvements which could be made <p>Self and peer assessment:</p> <ul style="list-style-type: none"> - criteria checklists - 2 stars and a wish - video - photographs - show me boards - use of observation schedules

Physical education, physical activity and sport (continued)

Physical activity and sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

	Early	First	Second	Content
	<p><i>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</i></p> <p>HWB 0-25a</p>	<p><i>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.</i></p> <p>HWB 1-25a</p>	<p>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.</p> <p>HWB 2-25a</p>	<p>Pupils given ownership of choice and decision making.</p> <p>Elements of choice available across a variety of activities and locations, i.e. garden/playground/pitch, competitive & non-competitive activities, single sex/mixed, etc.</p> <p>Pupils participate in sporting festivals in the community organised by Active Schools Co-ordinators.</p>

Physical education, physical activity and sport (continued)

Physical activity and sport (continued)

	Early	First	Second	Content
			<p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</p> <p>HWB 2-26a</p>	<p>Creation of a 'Sports Activity Directory' from information gathered by pupils, regarding the numerous clubs they attend. This may be kept for reference in the school Library and up-dated annually.</p> <p>Details include:</p> <ul style="list-style-type: none">- name of club- date/day- time- venue- cost, etc

Physical education, physical activity and sport (continued)

Physical activity and health

Learners develop an understanding of their physical health and the contribution made by participation in physical education, physical activity and sport to keeping them healthy and preparing them for life beyond school. They investigate the relationship between diet and physical activity and their role in the prevention of obesity.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Physical activity and sport take place in addition to planned physical education sessions, at break times and lunchtimes in and beyond the place of learning.

	Early	First	Second	Content
	<p>I know that being active is a healthy way to be.</p> <p>HWB 0-27a</p>	<p>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.</p> <p>HWB 1-27a</p>	<p>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.</p> <p>HWB 2-27a</p>	<p>Pupils understand and can recognise the signs of being healthy, i.e. finding a pulse in their wrist/neck, being active without tiring easily, etc.</p> <p>Pupils also understand that regular quality exercise is a means of improving personal health and fitness. Pupils participate in a range of fitness based activities.</p>
	<p>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.</p> <p>HWB 0-28a</p>	<p>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.</p> <p>HWB 1-28a</p>	<p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</p> <p>HWB 2-28a</p>	<p>Pupils can recognise changes in body temperature, breathing rates and pulse rate as the effects of exercise on the body.</p> <p>Cross-curricular links with science allow pupils to understand the connection between a healthy diet and exercise.</p>

Physical education, physical activity and sport

Physical education

Movement skills, competences and concepts

There are two progressive pathways within this line of development. The first concentrates on using your body to perform and link increasingly complex actions and is about developing physical competences in learners which allow them to participate in physical activities. This forms part of the social inclusion agenda.

The second concentrates on the development of high quality performance in a range of contexts, and improving fitness.

Physical experiences and contexts for learning within these lines of development include: gymnastics, dance, water-based activity, directly/indirectly competitive activities and individual/team activities.

Cooperation and competition

The term physical event is deliberately wide as it allows practitioners to utilise a variety of opportunities to deliver the outcome, including, school and local authority competitions, come and try sessions, participation days, festivals and other organised activities.

Physical activity and sport

This line of development addresses the role that schools play in widening activity participation and performance pathways in Scottish sport. Its placement encourages participation and performance at the age most suited to the individual. This should help establish a behaviour pattern in sport which evidence has shown is a strong predictor of participation into adult life.

Moderate activity is that of sufficient intensity to raise the heart and respiration rate. It is characterised by being slightly out of breath and having a raised body temperature.

Vigorous activity is of an intensity to significantly raise the heart and respiration rate. It is characterised by being breathless and perspiring.

Expressive arts Experiences and outcomes

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

My learning in, through and about the expressive arts:

- enables me to experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

Dance

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

Early	First	Second	Content
I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a	I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a	I can explore and choose movements to create and present dance, developing my skills and techniques. EXA 2-08a	Pupils can effectively use elements of time, weight, space and flow in their dance. Pupils explore use of space, general and personal, to travel alone and with others. Pupils understand the effects of changing direction or level within the dance.
Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a / EXA 1-09a / EXA 2-09a			Pupils experience a range of stimuli for dance which allow freedom of expression through movement, i.e. stories, films, characters, sporting actions, gymnastic ribbons, etc
I have opportunities to enjoy taking part in dance experiences. EXA 0-10a	I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a	I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. EXA 2-10a	Pupils can recognise step sequences, motif, chorus, etc., repeated during a dance. In Scottish Country Dance pupils participate in traditional set dances and their formations, as well as partner dances.

Dance (continued)

Early	First	Second	Contents
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 0-11a / EXA 1-11a / EXA 2-11a			Pupils evaluate themselves dance using DVD. They are able to comment on quality of movement, timing, use of space and direction, and characterisation within the dance.

