



Education
Scotland

Foghlam Alba

Transforming lives through learning

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Children and young people's mental health

Curriculum for Excellence

Confirming the links

Aims of session

- **Curriculum for Excellence – Health and Wellbeing – confirm key features and links with indicators**
- **SG / ES – where are we?**
- **The responsibility of all – what does this mean?**
- **The significance of culture**
- **Support for schools**
- **Where now, where next?**

Curriculum for Excellence - Rationale

- **Successful learners, confident individuals, effective contributors, responsible citizens**
- **Literacy, numeracy, health and wellbeing – equal pillars**
- **The wellbeing of children and young people the responsibility of all**
- **Health and wellbeing experiences and outcomes**

Making sense?

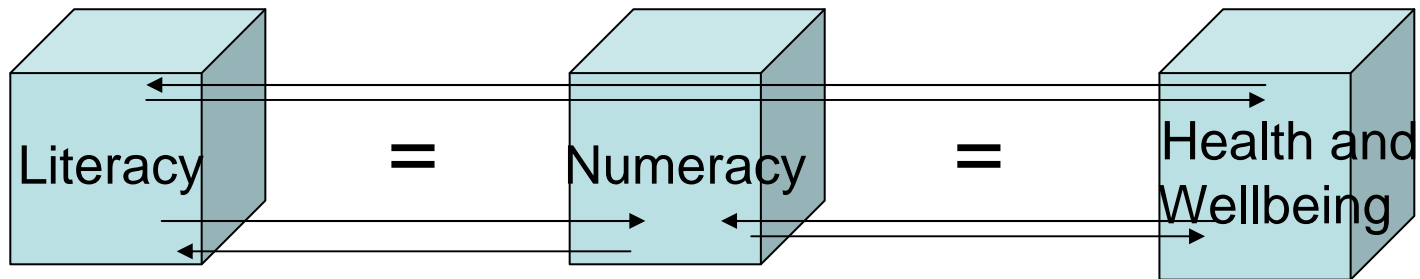
Learning **through** health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, **it is the responsibility of every teacher to contribute to learning and development in this area.**

Learning **in** health and wellbeing ensures that **children and young people develop the knowledge, understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.**

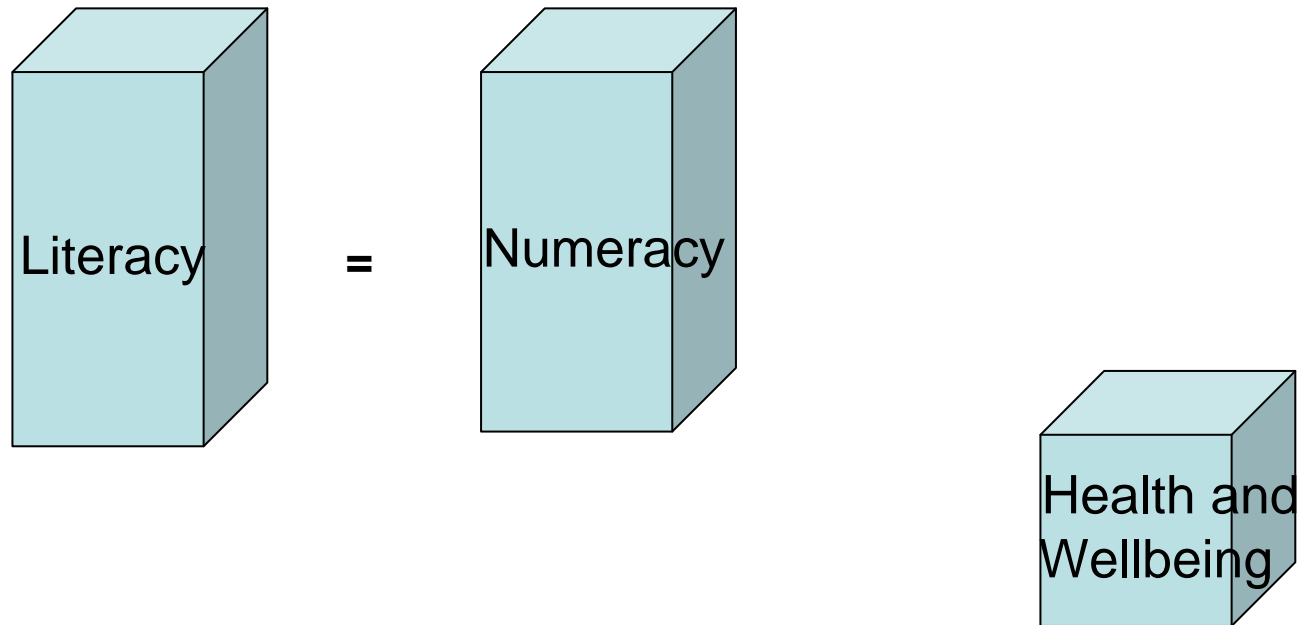
Importance here of parents and partner agencies and services

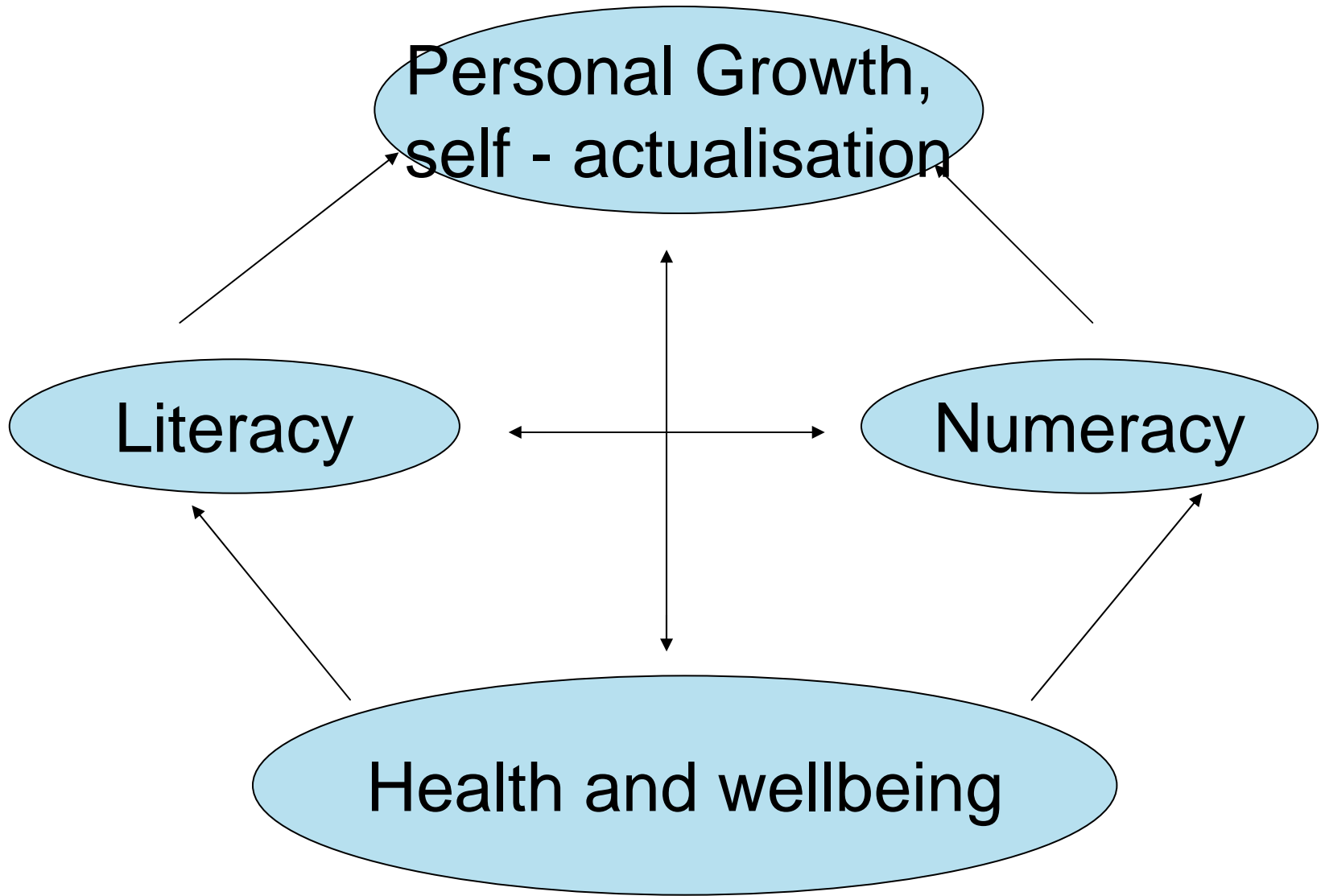
Curriculum for Excellence – Central features

Learning across the curriculum



Traditional thinking ????





Mental and Emotional Wellbeing Es and Os

“The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.”

Health Indicators

- **Readiness for school(EYF, Readiness of school !)**
- **Respectful relationships within schools**
- **Promoting Positive Behaviour - eg antibullying policies and practices**
- **Being heard and having choices and options**
- **Positive prospects**
- **Opportunities to experience success**
- **Overall ethos and culture of the school**

Experiences and outcomes

- **I am aware of and able me to express my feelings and I am developing the ability to talk about them**
- **I know that we all experience a variety of thoughts and emotions that affect how we feel and I am learning ways of managing them**
- **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**
- **I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships.**
- **I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.**

Note the clear links here with the My World Triangle

The significance of culture

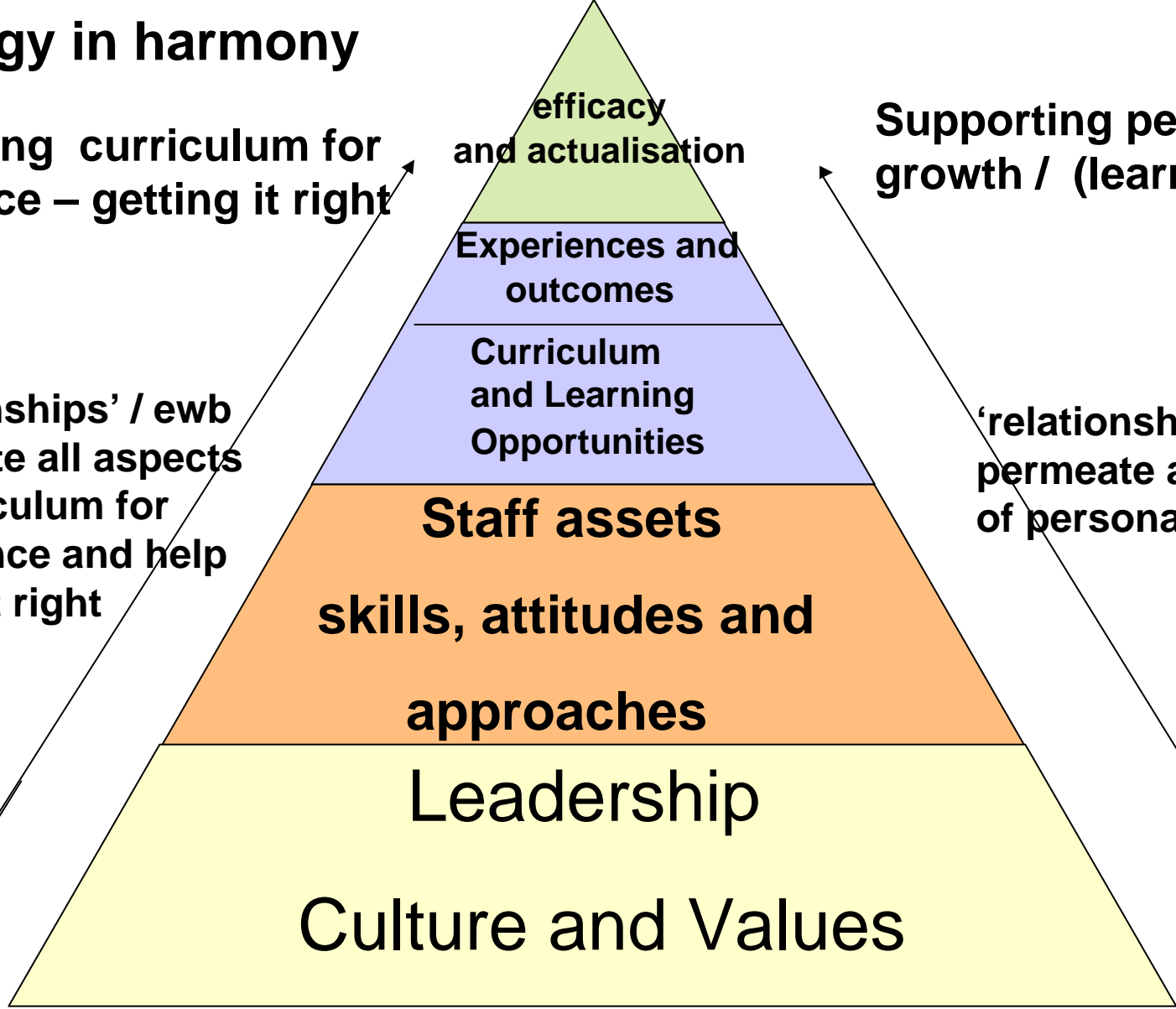
Ecology in harmony

Supporting curriculum for excellence – getting it right

Supporting personal growth / (learners)

'relationships' / ewb permeate all aspects of curriculum for excellence and help us get it right

'relationships' / ewb permeate all aspects of personal growth



'relationships' / ewb underpin all aspects of learning

The Transformational school

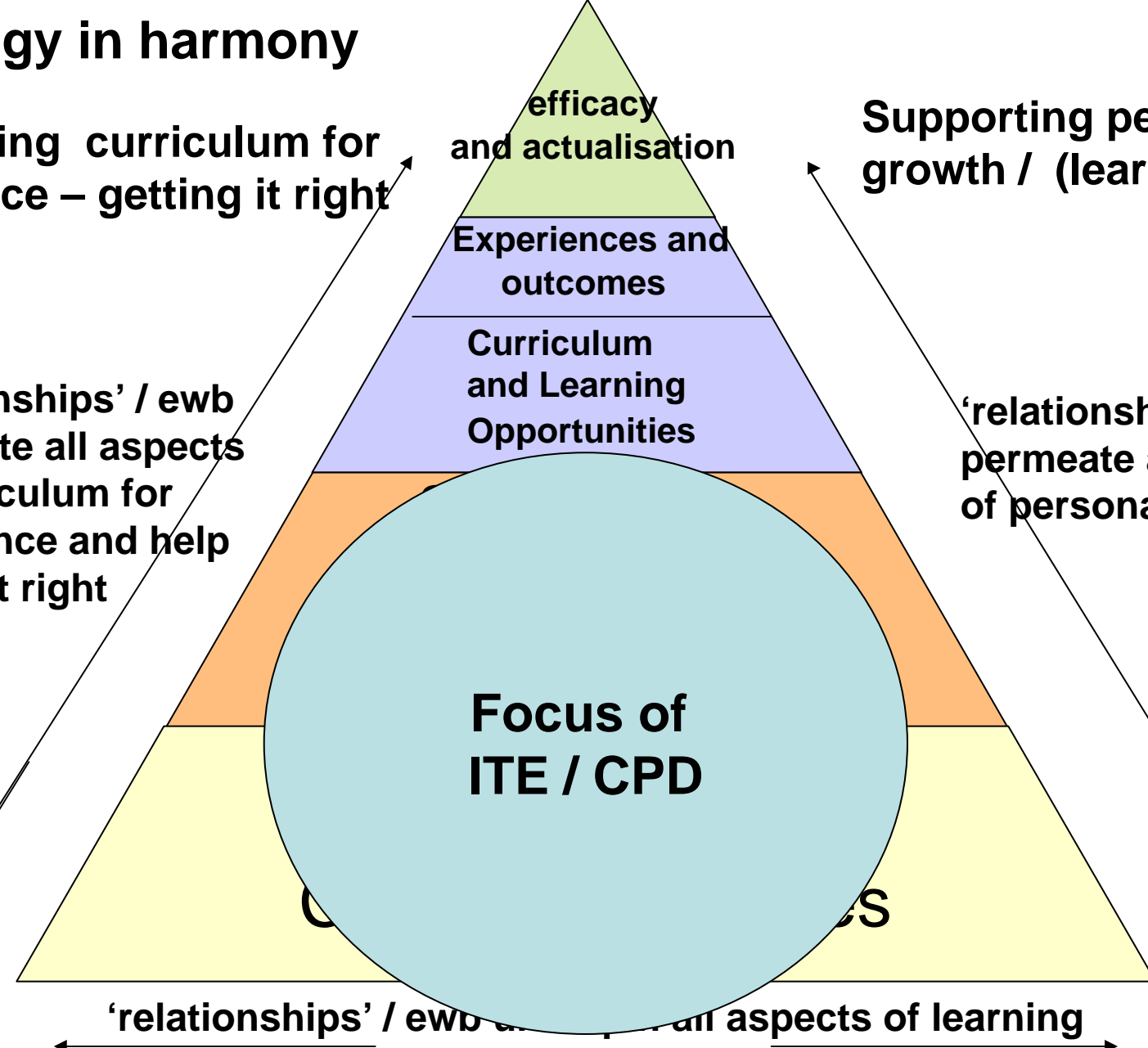
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The Transformational school

Support for schools

- **SG / ES / LA**
- **Policy teams (Support and wellbeing Unit, Early Years, GIRFEC – links with CfE)**
- **ES – LTS (HWB, Supporting Learners), PBT, HMIE, CPD**
- **LA – guidance, QIO's**
- **Towards emotional and social health and wellbeing**

Building and assimilating CfE through relationships and wellbeing

- **A curriculum like no other – improving outcomes for all**
- **Building on culture, philosophy and assets**
- **Relationships central to how we learn - and continue to grow**
- **HWB at the heart of learning and personal growth – Es and Os – HWB across the curriculum – and in all we do**
- **A collaborative approach to holistic learning**
- **Personalizing experiences – better outcomes for all learners**
- **Development of interpersonal skills – skills for learning, skills for working, skills for life**
- **Achievement broader and more personal than attainment**

Where now, where next?

- **Curriculum**
- **Culture**
- **Commitment**
- **Collaboration**

“It’s a long term improvement process, and consistency is the key.”

Who said that?



**High quality, consistency (and energising!!!)
....but our ingredients for progress are not a secret**

Thank you for your time and thoughts.

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