



**healthy**SCHOOLS

healthyschools.scot

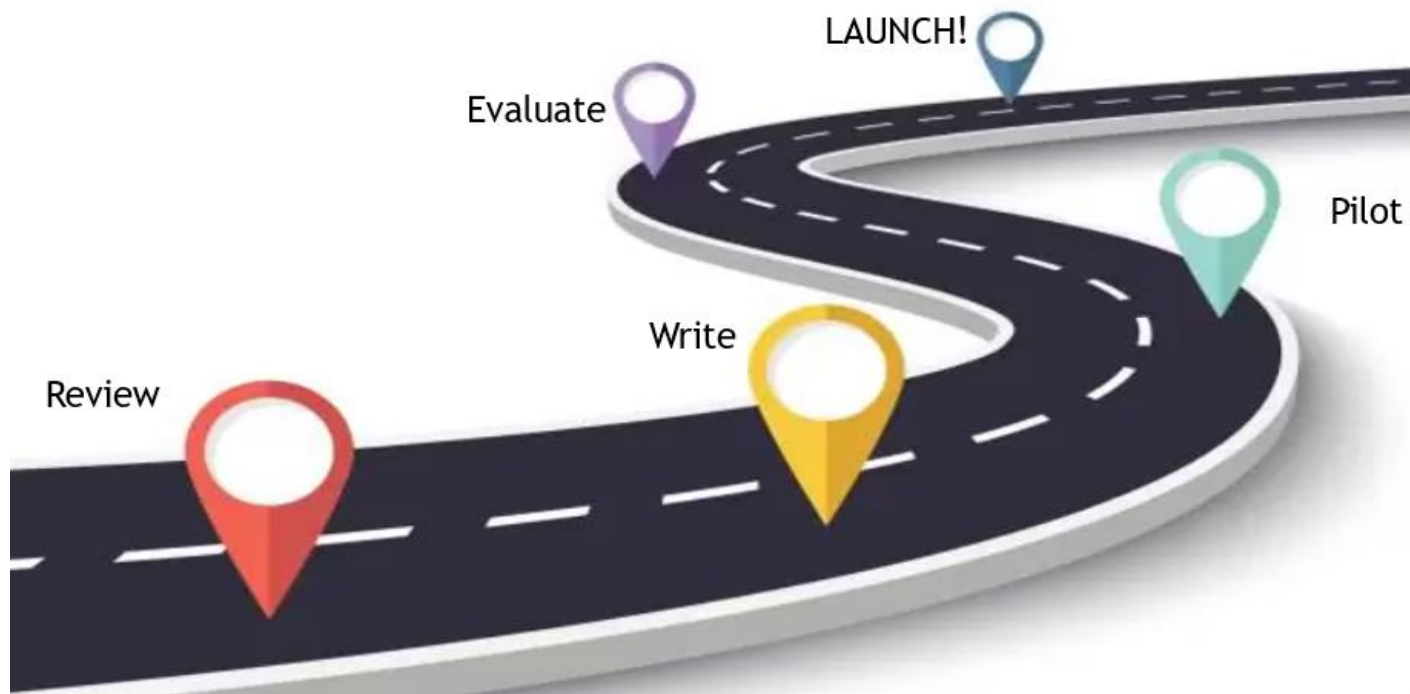
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**Healthy Schools Manager**

**Scottish Guidance Association December 2022**

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# healthySCHOOLS

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## Personal and Social Education Survey



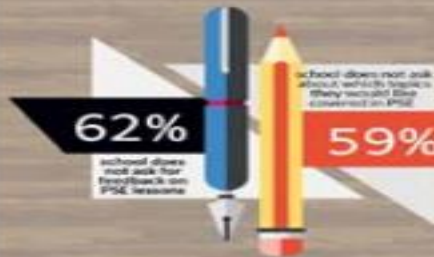
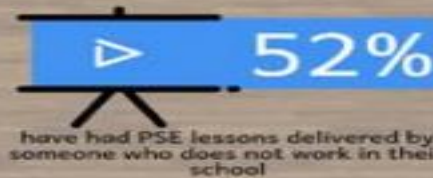
**35%**  
rated PSE as  
somewhat  
helpful

Younger pupils rated PSE as  
very/extremely helpful more  
than older pupils



**59%**

PSE isn't given as  
much importance  
as other subjects



**Substance  
Misuse**  
rated as the topic  
most covered in  
PSE lessons



**Planning for  
choices and  
changes**  
rated as the topic  
least covered in  
PSE lessons

**49%**

rated this as the  
topic they'd most  
like an increased  
focus on

**41%**

respondents in  
S4-S6 want more  
options for  
accreditation for  
subjects in PSE  
lessons

These respondents are mainly interested in:



**Volunteering  
and  
Personal  
Development**



“People should always have a say in something like PSE which may have a significant effect on their future lives.”

(source: Young Scot engagement session: November 2018)

“Schools are not concentrating on teaching us the most important things we will need for when we leave school. Many topics are not covered during PSE classes, in my opinion the issues that we don't talk about or learn about are the most important ones that us pupils need when we leave school. These topics include: having children and raising them, buying a house and applying for a mortgage, LGBTQ+ sexual education ... and also the deeper and less talked about side of mental health...”

(source: Young Scot online survey: October 2018)

“PSE is really good for learning about everything you might encounter in life. Guidance teachers are really good at getting to know you well and help you out. When some seniors and other people outside of my school come to give talks, it's very useful the kind of things they tell us about everything that could come your way and how to overcome it. It's very empowering and PSE is a very good and vital subject.”

(source: Young Scot online survey: October 2018)

Area/Level	Topic	Suggested Es/Os	Suggested Wellbeing indicators	Suggested UNCRC Articles	Suggested SDGs	Suggested NPF	Suggested HGIOS4 QIs
MESP Third Level	Anti Bullying	3-01a, 3-02a, 3-03a, 3-04a, 3-06a, 3-07a, 3-08a, 3-10a, 3-14a, 3-15a, 3-16a, 3-17a, 3-35a, 3-26a, 3-27a, 3-28a	Safe, Healthy, Nurtured, Active, Respected, Responsible	12, 13, 14, 15, 16, 29, 36, 37, 39	3,4,5,10,17	2.4	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1
MESP Third Level	Anti Racism	3-03a, 3-04a, 3-06a, 3-07a, 3-08a, 3-09a, 3-10a, 3-11a, 3-12a, 3-13a, 3-14a, 3-16a, 3-17a, 3-25a,	Active, Healthy, Nurtured, Respected, Responsible, Safe	12, 13, 15, 17, 22, 28, 2930	10, 16, 17	2.3, 2.4	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1
MESP Third Level	Keeping Yourself Healthy	3-01a, 3-02a, 3-03a, 3-04a, 3-06a, 3-07a, 3-08a, 3-10a, 3-14a, 3-15a, 3-16a, 3-17a, 3-35a, 3-26a, 3-27a, 3-28a	Safe, Healthy, Nurtured, Active, Respected, Responsible	12, 13, 14, 15, 16, 29, 36, 37, 39	1,2,3,6,17	2.4	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1
MESP Third Level	Resilience	3-01a, 3-02a, 3-03a, 3-04a, 3-06a, 3-07a, 3-08a, 3-10a, 3-14a, 3-15a, 3-16a, 3-17a, 3-35a, 3-26a, 3-27a, 3-28a	Safe, Healthy, Nurtured, Active, Respected, Responsible	12, 13, 14, 15, 16, 29, 36, 37, 39	3,10,17	2.4	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1

## Co-creation with learners

Fundamentally, co-design, co-production or co-creation of the curriculum with learners is the process by which young people are actively involved and included in the design and development of the programmes of work they undertake in school. However, *it is important that this is not a tokenistic exercise [...] it is about building respectful relationships with children and young people you work with. It's not about holding 'one off' events or consultations.*<sup>1</sup> Whatever wording we use, approaches which 'involve student voice have been shown to empower young people and shape their learning experiences, while widening participation approaches can improve students' educational aspirations (Campbell, Gazard, Woodhead et al. 2019)<sup>2</sup>

This resource is designed to support practitioners deliver appropriate PSE **in conjunction with** their learners in light of the Scottish Government PSE Review (2019)<sup>3</sup>. The review document makes it clear that schools should:

- *develop the curriculum to suit their local context*
- *meet the relevant age and stage of development for children and young people.*

Importantly, the review also states that:

*It is good practice for schools to consult with children and young people and respond to their views appropriately, to ensure this meets the needs of all children and young people in the school or educational setting.*

Specific action points for schools from the review were:

- *increase opportunities for children and young people to be involved in designing their PSE/HWB programmes.*
- *pupil involvement in design and planning*
- *collaborative partners, should further empower young people's participation in the delivery of HWB/PSE, including involvement in the design and delivery of lessons, building on best practice identified by collaborative partners.*

So, how can we co-create meaningful, relevant, appropriate PSE with our learners? It will be helpful for staff and young people in your school community to have an understanding of children's rights as this is an integral component when co-creating programmes with learners.

Both Education Scotland (Curriculum Co-Design<sup>4</sup>) and the Children & Young People's Commissioner Scotland (CYPCS) have resources that can support practitioners in co-creation of programmes. The '7 Golden Rules of Participation' resource is a great starting point to think about co-creation with your learners.



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[PLANNING FRAMEWORK](#)

[HEALTHY SCHOOLS PLUS](#)

[HEALTH ENHANCING SCHOOL ENVIRONMENT](#)

[ACCOUNT DETAILS](#)

[LOG OUT](#)



## PLANNING FRAMEWORK

### Levels

- Early Level
- First Level
- Third Level
- Fourth Level
- Senior Phase
- Additional Support Needs

### Contexts

- Food & Health
- Mental, Emotional, Social & Physical Health
- Physical Education, Physical Activity & Sport
- Planning for Choices & Change
- Relationships, Sexual Health & Parenthood
- Self-Study

#### ALCOHOL

THIRD LEVEL

Substance Misuse

Healthy Responsible Safe

#### ALCOHOL

ADDITIONAL SUPPORT NEEDS

Substance Misuse

Healthy Responsible Safe

#### ANTI BULLYING

THIRD LEVEL

Mental, Emotional, Social & Physical Health

Active Healthy Included  
Nurtured Respected  
Responsible Safe

#### ANTI RACISM

THIRD LEVEL

Mental, Emotional, Social & Physical Health

Active Healthy Nurtured  
Respected Responsible  
Safe

#### BODY IMAGE

THIRD LEVEL

Relationships, Sexual Health & Parenthood

Healthy Included Nurtured  
Respected Responsible  
Safe

#### CANNABIS

FOURTH LEVEL

Substance Misuse

Healthy Responsible Safe





## Third & Fourth Levels



KEEPING YOURSELF

HEALTHY



**SUGGESTED UNCRC ARTICLES**  
12 13 14 15 16 29 36 37 39

**SUGGESTED SUSTAINABLE DEVELOPMENTAL GOALS**  
1 2 3 6 17

**SUGGESTED NATIONAL PERFORMANCE FRAMEWORK**

### Associated Benchmarks

- Sustains daily moderate to vigorous physical activity.
- Accesses opportunities to develop / achieve in sport and/or outdoor learning within place of learning and wider community.
- Evaluates own lifestyle in respect of daily physical activity, diet, rest and sleep and impact on health and wellbeing
- Explains the impact of an energy imbalance on health and wellbeing, for example, becoming overweight, lethargy.

### Suggested Learning Intentions

- ✓ to learn to understand my emotions and those of others
- ✓ to develop my understanding of strategies to support wellbeing
- ✓ to investigate how I can look after my own, and others, wellbeing

### Suggested Success Criteria (I Can...)

- ✓ explain and discuss the impact of failures and emotions on
- ✓ discuss and demonstrate strategies I could use to make
- ✓ demonstrate how my physical wellbeing impacts my failures

## Suggested Learning Experiences

These suggested activities/tasks are for group work within a classroom and target holistic/generic/universal needs of learners. You should select activities/tasks that are most relevant to the needs of your learners and school community. Please use your professional judgement as to how best to deliver these types of activities/tasks sensitively/appropriately with your learners and which other staff may also be able to provide support/differentiation to meet their needs.

### What do we know?

What does wellbeing mean? What does it mean to learners? Ask pupils to discuss what they know about wellbeing as they may have worked on this previously. What does your school/community currently do to support different aspects of wellbeing? The [Young Scot Report](#) may give you some context to discuss wellbeing with learners.

### What do we need to know?

What do learners do to stay physically, mentally, emotionally and socially healthy? The Foundation for Positive Mental Health has [resources](#) along with NHS Library Resources, and External Links that may be useful for your learners. How does the topic affect Children's Rights?

### What's happening here/locally? What could we do next?

Learners could explore/research what is happening in their school/local community that helps support the different aspects of wellbeing.

What projects/initiatives could they volunteer with/support that could help their own and others wellbeing?

range of resources to help you support the young people in your lives.

#### Education Scotland

The Compassionate and Connected Classroom is a classroom resource designed for delivery at second level. The resource aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate the impact of these experiences.

#### Listen Well Scotland

There is more to listening than most people realise but everyone can learn to LISTEN WELL. We offer training for both adults and young people.

#### UNCRC overview

UNCRC PL overview.

#### Children's rights and wellbeing impact assessment.

This impact assessment sits alongside the Reducing risks in schools guidance, and considers back to school arrangements for August 2021.

#### Rights Respecting Schools Award

Information about this award from UNICEF.

#### Rights Respecting Schools Award ASN

This resource is intended to help teachers link the convention to their practice. The list is by no means comprehensive and only covers a few of the Articles, but

## Senior Phase



## In School

You could speak with your Pupil Support teacher about the opportunities in school, someone who already volunteers in your school or a friend who volunteers in their school if they do not go to the same school as you. There could be opportunities in a single department, across the whole school community, during lunchtime or afterschool.

- ✓ What are the different types of volunteering in your school?
- ✓ Who can help you find out about ways you could volunteer in school?
- ✓ When would suit you to volunteer – during the school day or after school?
- ✓ What are you interested in helping with?
- ✓ Do you want to do volunteering to get an award?

## In the local community

If you would prefer to volunteer in your local community have a look this information about how to [get involved](#)

## Additional Support Needs (ASN)

### PHYSICAL EDUCATION, PHYSICAL ACTIVITY & SPORT (PEPAS)



This resource is designed to support practitioners deliver **Physical Education, Physical Activity & Sport (PEPAS)** and develop the curriculum to suit their local context and meet relevant age and stage development for children and young people in this sector. This section provides content and information to augment current Health & Wellbeing provision for a broad range of learner experiences. Therefore, suggested Experiences & Outcomes, Associated Benchmarks, Learning Intentions or Success Criteria are not indicated. You may wish to reflect on the following policies and information to provide additional context in this educational setting.

#### National overview

These Education Scotland resources provide background information about [Milestones](#), [Learners with Complex Additional Support Needs](#) and core [Physical Education](#) which may help support you.

#### PEPAS information

The [Disentangling Inclusion in Primary Physical Education](#) resource covers a range of aspects such as physical capabilities, verbal and non-verbal communication within a physical education context. PE for All in the activity section also has a range of strategies that may be useful. [Scottish Disability Sport](#), organisations in External Links, other Levels across Healthy Schools, and the [Cara Centre](#) (Ireland) has a range of [resources](#) and [online training](#) that may be of interest regarding physical activity and sport.

#### Local Authority support

Additional support can be found at Active Schools programme in North Lanarkshire [new web link to be added, email [activeschools@northlan.gov.uk](mailto:activeschools@northlan.gov.uk)], [Active Schools](#) programme in South Lanarkshire, [Disability Sport](#) in South Lanarkshire and [South Lanarkshire Council Framework for Supporting Learners with Severe and Profound Learning Needs](#). Local Scottish Disability Sport contacts can be found [here](#).



SUGGESTED UNCRF ARTICLES  
3 | 6 | 12 | 19 | 23 | 24 | 28 | 29 | 31

SUGGESTED SUSTAINABLE DEVELOPMENT GOALS

#### [Inclusion in Practice: The CIRCLE Framework](#)

Education Scotland information about a badged professional learning module which has been designed to support equitable professional learning on inclusive practice for education practitioners in secondary schools and local authorities in Scotland.

#### [Autism Scotland](#)

We provide a range of services and support for Scotland's 56,000 autistic people and their families and campaign at national and local level to help create a society that works for autistic people.

#### [SCOPE](#)

Information about tube feeding.

#### [CALL Scotland](#)

We help children and young people across Scotland to overcome disability and barriers to learning created by their environment, and to fulfil their potential.

#### [Teens+](#)

Teens+ (Transitional Education Extra Needs Support) is a unique educational service for young people with complex communication needs, autism, and its complexities, and behaviours that challenge services. We offer a lifelong learning and transitional approach to individual learning.

#### [Enable](#)

We are committed to amplifying the voices of people with learning disabilities and their families, to achieve positive change, through our grassroots and national campaigning.

## Further support

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- CLPL/Support sessions in Lanarkshire
- University of Strathclyde pilot 22/23
- Health Enhancing School Environment
- Ongoing review, feedback & update





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