



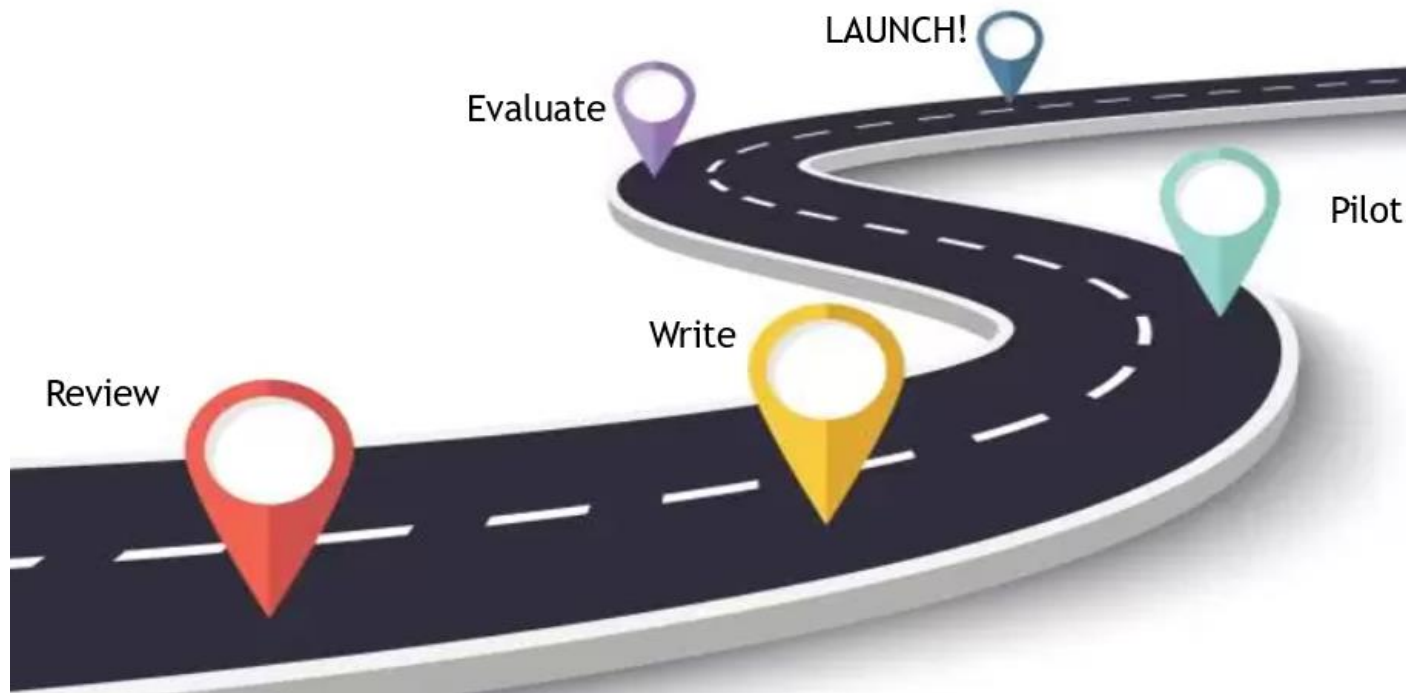
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Dr Elinor Steel
Healthy Schools Manager

Scottish Guidance Association September 2023

healthySCHOOLS



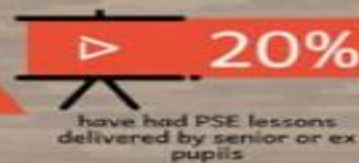
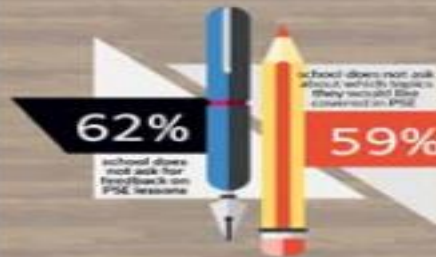
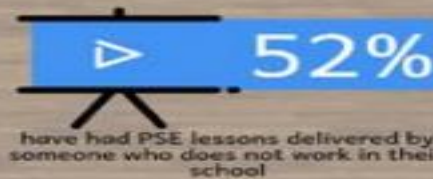
Personal and Social Education Survey



35%
rated PSE as
somewhat
helpful



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



**Volunteering
and
Personal
Development**

These respondents are mainly interested in:



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[PLANNING FRAMEWORK](#)

[HEALTHY SCHOOLS PLUS](#)

[HEALTH ENHANCING SCHOOL ENVIRONMENT](#)

[ACCOUNT DETAILS](#)

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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

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

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?

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

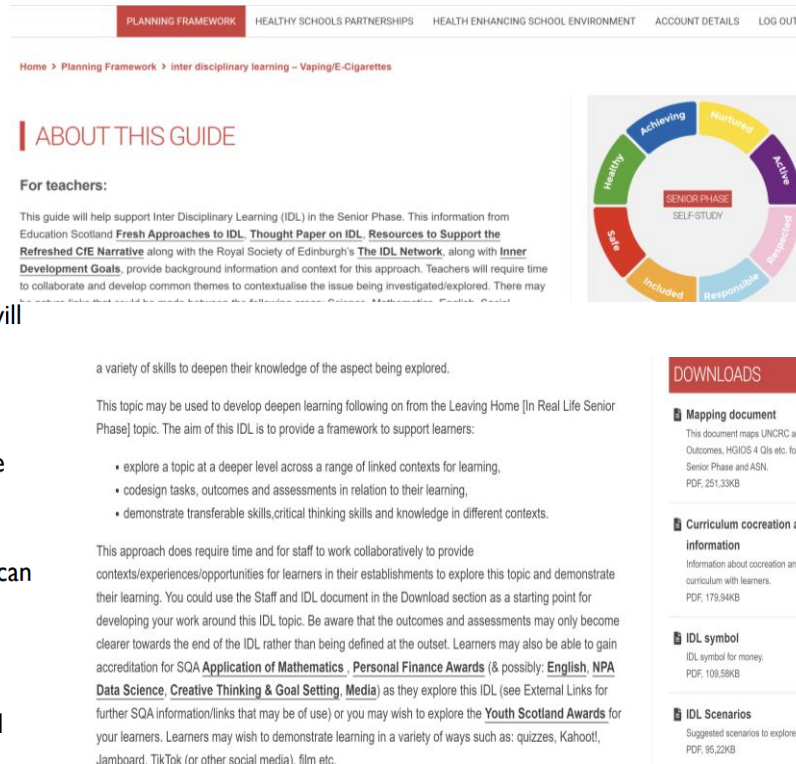
If you would prefer to volunteer in your local community have a look this information about how to [get involved](#)

Inter Disciplinary Learning (IDL)

Things to think about

In order to support your learners with this IDL topic:

- Read the associated information/guidance on Inter Disciplinary Learning
- Identify staff willing to support this IDL topic
- Reflect on where learner's can naturally make links between what they want to examine and what they will have explored during their BGE in your subject area
- Take time to share these reflections with your IDL group and learners
- Support across the curriculum may not be obvious be aware of different links that learner's may see/experience
- Use the IDL symbol to indicate to learners that they can approach you for support (in Downloadable section)

- Be aware that 'outcomes' can be learner directed and may link with appropriate SQA recognition for this work



PLANNING FRAMEWORK HEALTHY SCHOOLS PARTNERSHIPS HEALTH ENHANCING SCHOOL ENVIRONMENT ACCOUNT DETAILS LOG OUT

Home > Planning Framework > Inter disciplinary learning – Vaping/E-Cigarettes

ABOUT THIS GUIDE

For teachers:

This guide will help support Inter Disciplinary Learning (IDL) in the Senior Phase. This information from Education Scotland [Fresh Approaches to IDL](#), [Thought Paper on IDL](#), [Resources to Support the Refreshed CIE Narrative](#) along with the Royal Society of Edinburgh's [The IDL Network](#), along with [Inner Development Goals](#), provide background information and context for this approach. Teachers will require time to collaborate and develop common themes to contextualise the issue being investigated/explored. There may be a variety of skills to deepen their knowledge of the aspect being explored.

This topic may be used to develop deepen learning following on from the Leaving Home (In Real Life Senior Phase) topic. The aim of this IDL is to provide a framework to support learners:

- explore a topic at a deeper level across a range of linked contexts for learning,
- codesign tasks, outcomes and assessments in relation to their learning,
- demonstrate transferable skills, critical thinking skills and knowledge in different contexts.

This approach does require time and for staff to work collaboratively to provide contexts/experiences/opportunities for learners in their establishments to explore this topic and demonstrate their learning. You could use the Staff and IDL document in the Download section as a starting point for developing your work around this IDL topic. Be aware that the outcomes and assessments may only become clearer towards the end of the IDL rather than being defined at the outset. Learners may also be able to gain accreditation for SQA [Application of Mathematics](#), [Personal Finance Awards](#) (& possibly: [English](#), [NPA](#), [Data Science](#), [Creative Thinking & Goal Setting](#), [Media](#)) as they explore this IDL (see External Links for further SQA information/links that may be of use) or you may wish to explore the [Youth Scotland Awards](#) for your learners. Learners may wish to demonstrate learning in a variety of ways such as: quizzes, Kahoot!, Jamboard, TikTok (or other social media), film etc.

DOWNLOADS

- Mapping document**
This document maps UNCRC articles, Experiences & Outcomes, HGIOS 4 QIs etc. for Third and Fourth Levels, Senior Phase and ASN.
PDF, 251.33KB
- Curriculum cocreation and codesign information**
Information about cocreation and codesign of the curriculum with learners.
PDF, 173.94KB
- IDL symbol**
IDL symbol for money.
PDF, 109.59KB
- IDL Scenarios**
Suggested scenarios to explore this topic.
PDF, 95.22KB

Inter Disciplinary Learning (IDL)

TALKING POINT 1 VAPING & THE ENVIRONMENT

What impact do vapes/e-cigarettes have on the environment?

Can any of the component parts be recycled? Where? Is it easy to do?

What's in vapes/e-cigarettes? Where do these ingredients come from?

Does your local authority/council have any policies on vaping/disposable etc.?

Do these ingredients affect different parts of the world?

What UNCRC rights/SDGs might be affected by the production of vapes/e-cigarettes?



Things to think about

- What skills do you/your group have?
- Who could help you find out more?
- How will you share your information?
- How will you decide the best option/s?

- How much plastic waste is created by single-use vapes? Have you seen this where you live?
- Can vapes/e-cigarettes be properly disposed of in your area?
- How are vapes/e-cigarettes impacting your local environment? (contaminating water, harming animals/habitat etc.)
- What else...?

Where could you find out more?

SCENARIO 1

20 years old

Single

Works full time in a local firm

Travels using public transport

Annual income £18K

No savings

Currently lives at home but wants to rent a one-bedroom flat nearby

What do you advise this person to do?



Things to think about

- What skills do you/your group have?
- Who could help you find out more?
- How will you share your information?
- How will you decide the best option/s?

- What is the rental price of one-bedroom flats in the area?
- What mortgage could they afford?
- What costs will they have – food, clothing, transport, gas/electricity/phone etc.
- Are there any benefits/support they could claim?
- What else...?

Where could you find out more?

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], [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.

Health Enhancing School Environment

WHAT IS A HEALTH ENHANCING SCHOOL ENVIRONMENT?

A Health Enhancing School Environment (HESE) combines a number of factors to support the wider contexts that may impact on health and wellbeing in our schools and wider school communities.

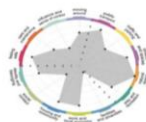
Examining **How Good Is Our School 4** (HGIOS4) can help schools evaluate the impact of their collaborative and partnership working. This will include working with partners at local and national levels such as the Third Sector, youth workers, CLD staff and employers. This helps reduce barriers to learning and supports success in and beyond school and contributes to a wider Health Enhancing School Environment. The following aspects may support development in this area:

The **Place Standard Toolkit** and **Place Standard: Versions for Children and Young People** are currently available. Here is some further information/examples/links etc. that may support you develop a Health Enhancing School Environment:

HESE v1 2023

Diagram 2 – Suggested links and examples/support

Place Scotland indicator/s	Suggested Wellbeing indicator/s	Suggested links/examples/support
<i>Feeling safe</i>	Nurtured / Safe	Living Streets - Walk to School information UNICEF - The right to a clean, safe environment – school example Greenspace Scotland - National lead on greenspace Net Zero Nation - Reduce, Reuse, Recycle information North Lanarkshire Council - Environment Strategy South Lanarkshire Council - Climate Change and sustainability
<i>Care & Maintenance</i>	Responsible	Woodland Trust - Offer free trees for schools and communities Learning through Landscapes - Learning in local landscapes Cumbernauld Living Landscape - Learning in local greenspace Lanarkshire Green Health Partnership - The Lanarkshire Green Health Partnership was formed in April 2018 and is helping to connect health & social care with nature VASLAN Locator - (South) Voluntary sector services and activities within your community VANL Locator - (North) Voluntary sector services and activities within your community



Healthy Schools Partnerships

HEALTHY SCHOOLS PARTNERSHIPS:

Career Long Professional Learning
(CLPL) & Support

Events and Wider Health &
Wellbeing Engagement



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Dr Elinor Steel

Email: elinor.steel@lanarkshire.scot.nhs.uk

@elinor_steel



