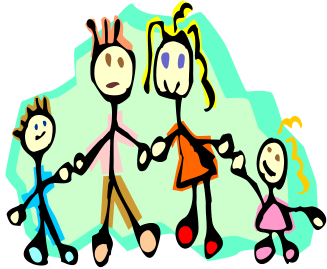


## Home/School Partnership

This leaflet is designed to help you understand your school's HWB Curriculum.



We hope this leaflet will explain what to expect from the school's programme and that it will help you to discuss each stage with your child.

If you have any questions please contact your school's Head Teacher.



## An example of Resources and Partners who help to support HWB in Dundee Schools

- Children
- Parents/Carer
- School Chaplain/Priest
- Community
- Teachers
- School Nurses
- Health and Wellbeing Assistants
- Support Staff in Schools
- Schools Community Support Services
- Leisure and Communities Department
- Specialist Health Promotion Officers
- Tayside Police
- Active Schools Coordinators
- Tayside Contracts (School Meals)
- Dundee Educational Psychology Service (DEPS)
- Dundee Educational Development Service (EDS)



## Dundee City Council Education Department

### Curriculum for Excellence

What your child  
will learn in the Health &  
Wellbeing Curriculum



**Second Level  
(P5 - P7)**



## **Curriculum for Excellence Health and Wellbeing**

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children, young people and all those in the educational communities to which they belong.

Learning through Health and Wellbeing (HWB) enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical well-being
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of HWB which will be sustained into adult life and which will help to promote the HWB of the next generation of Scottish children to perform at high levels in sport or prepare for careers within the health and leisure industries.

Your child will learn from the different parts of HWB:

### **Mental, emotional, social and physical wellbeing**

- to develop skills and strategies which support the development of relationships based on mutual respect
- to express feelings and develop the ability to talk about them and seek help if required
- to assess and manage risk, to protect oneself and others.

### **PE, physical activity and sport**

- to practise and refine skills to improve performance and sustain levels of fitness.
- to enjoy daily opportunities to take part in preferred physical activities and sport within school and the wider community
- to understand the body needs a good balance of sleep, rest, physical activity and good nutrition to be healthy.

### **Planning for choices and changes**

- to identify achievements, skills and areas for development to help prepare for next stage of life and learning
- to investigate different careers, ways of working, learning and training paths
- to recognise the relevance of learning, skills and interests for future life.

### **Food and Health**

- to make healthy food choices
- to realise people at different life stages have differing nutritional needs
- to understand food practices and preferences are influenced by food sources, finance, culture and religion.
- to apply the principles of cleanliness, hygiene and safety to one's everyday routines and recognise their importance to HWB.

### **Substance misuse**

- to develop an understanding of the effect that substances can have on the body
- to identify the different kinds of risks associated with the misuse of substances
- to be aware of actions to take to help someone in an emergency
- to understand the impact that misuse of substances can have on individuals, their families and friends.

### **Relationships, sexual health and parenthood**

- to recognise the physical and emotional changes during puberty and how they affect behaviour
- to understand the importance of personal hygiene
- to know how to keep safe and get help if needed
- to learn how human life begins and how a baby is born.