

Curriculum for Excellence

Experiences and Outcomes levels 3 and 4, Health and Wellbeing

Overview

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
- 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
- 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

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a

I know and can demonstrate how to travel safely.

HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a

Understanding Glasgow links

All of the above can be related to research carried out and papers published by GCPH via Understanding Glasgow and related sites

Numeracy across Learning

clearly related to Glasgow Indicators

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others.

MNU 4-20a

Literacy across learning

these can be related to Miniature Glasgow, Glasgow Indicators, blog, Facebook page and other resources

As I listen or watch, I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements

- identify and discuss similarities and differences between different types of text
- use this information for different purposes.

LIT 3-04a

As I listen or watch, I can:

- clearly state the purpose and main concerns of a text and make inferences from key statements
- compare and contrast different types of text
- gather, link and use information from different sources and use this for different purposes.

LIT 4-04a

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

LIT 3-18a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.

As I listen or watch, I can:

make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-05a / LIT 4-05a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

LIT 3-06a / LIT 4-06a

Understanding, analysing and evaluating

- investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

LIT 3-07a

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.

LIT 4-07a

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

LIT 3-08a

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

LIT 4-08a

Experiences and outcomes overview levels 3 and 4, Social studies

integral to what is taught and links through to Miniature Glasgow, Glasgow Indicators project, etc.

Learning in the social studies will enable me to:

develop my understanding of my own values, beliefs and cultures and those of others

develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking

explore and evaluate different types of sources and evidence

All of these relate directly to the Glasgow Indicators and Miniature Glasgow

I can evaluate conflicting sources of evidence to sustain a line of argument.

SOC 4-01a

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.

SOC 3-16a

I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.

SOC 4-16a

Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

SOC 4-16b

I can discuss issues of the diversity of cultures, values and customs in our society.

SOC 2-16c

I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.

SOC 4-16c

I can critically examine how some economic factors can influence individuals, businesses or communities.

SOC 4-20a

Relevant web resources for Glasgow

Understanding Glasgow (Glasgow Indicators project) -

www.understandingglasgow.com

Glasgow Centre for Population Health web site - www.gcph.co.uk

Miniature Glasgow – Glasgow imagined as a village of 100 people -

www.miniatureglasgow.com

Miniature Cities – a comparison of health and life between Glasgow and Gothenburg

www.europeinminiature.com

GoWell – 10 year research study into effects of regeneration on health and wellbeing

- <http://www.gowellonline.com>

The Glasgow Story – provides historical perspective
<http://www.theglasgowstory.com/index.php>

Understanding Glasgow [film series](#) and the [assets case studies](#).