

## 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](http://www.understandingglasgow.com)

Glasgow Centre for Population Health web site - [www.gcph.co.uk](http://www.gcph.co.uk)

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

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

The Glasgow Story – provides historical perspective [http://](http://www.theglasgowstory.com/index.php)

[www.theglasgowstory.com/index.php](http://www.theglasgowstory.com/index.php)

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