



AREA OF LEARNING AND EXPERIENCE

Health and Well-being



Vision and philosophy

- Designed to equip learners to lead healthy, fulfilling and productive lives.
- Enables successful learning and fulfilling relationships.
- Focuses on the physical, psychological, emotional and social aspects of our lives.
- A holistic approach to help schools address their priority areas.

The rationale for change

- Aligns with the Well-being of Future Generations (Wales) Act 2015.
- Education on mental, emotional and physical health needs to be more integrated – growing challenges.
- Current provision is inconsistent.
- Supporting and developing the health and well-being of all learners in Wales **cannot be left to chance.**

How is it different?

- Holistic – Health and Well-being is an area of learning and experience but should be everyone's responsibility.
- Experiences, knowledge and skills that lead to healthy and active lifestyles.
- Supports physical and mental health.
- Develops learners so they engage in lifelong physical activity.
- Must reflect local needs as well as national and global issues.

What Matters in Health and Well-being

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with different social influences shapes who we are and our health and well-being.
- Healthy relationships are fundamental to our sense of belonging and well-being.

How did we get here? Approach and feedback

- Research reviewed/international curricula considered.
- Priorities identified at local, national and global levels.
- Dispositions for a fulfilling and productive life agreed.
- Five broad areas identified.
- Expert support provided for rationale and progression.
- 'Boundaries' and interdependencies of what matters statements defined.
- Engagement with schools, partners and stakeholders.

Evidence and expert input

General: Estyn and Qualifications Wales.

Relationships and sexuality education: Professor Emma Renold, Cardiff University.

Integration of mind/body and emotions: Dr Dan Siegel, University of California.

Neuroscience and the power of reflective practice: Dr Dusana Dorjee, Bangor University.

Physical literacy: Dr Elizabeth Durden-Myers, Liverpool John Moores University and Gethin Mon Thomas, Bangor University.

Relationships and social and emotional learning: Professor Robin Banerjee, Sussex University.

Health: Public Health Wales, Schools Health Research Network.

Considerations for schools

- How will your leaders, practitioners and networks be able to prepare for the next phase of co-construction and provide meaningful feedback?
- What, if any, are the resourcing implications (national and local)?
- How could you approach whole-school and/or inter-departmental approaches to both:
 - knowing **about** the new curriculum?
 - understanding **how to do** the new curriculum?