



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
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Institute *of* Education  
Addysg i Gymru Education for Wales

[www.athrofa.cymru](http://www.athrofa.cymru)

# ECAD4008 Iechyd a Lles 2 / Health and Well Being 2

Meryl Bowen

# Elfennau o Les i bawb?

## Elements of Well Being for us all?



- <https://www.youtube.com/watch?v=BwqSraJpqfs>

# Sefydliad Iechyd y Byd / World Health Organisation



...not merely the absence of disease or infirmity, but a state of complete physical, mental, and social well-being.

Wellness has been defined more as the action an individual takes to meet the above definition of health

<https://www.who.int/news-room/detail/19-02-2020-world-failing-to-provide-children-with-a-healthy-life-and-a-climate-fit-for-their-future-who-unicef-lancet>

# CCUHP / UNCRC

## [Plant ... Hawliau ... Ha! on Vimeo](#)

- **Erthygl 24** (gwasanaethau iechyd ac iechyd)

Mae gan bob plentyn yr hawl i'r gorau iechyd posib. Rhaid i lywodraethau ddarparu gofal iechyd o ansawdd da, dŵr glân, bwyd maethlon, amgylchedd glân ac addysg ar gwella llesiant fel bod plant yn gallu cadw'n iach. Mae dyletswydd ar wledydd cyfoethocach i helpu gwledydd tlotach i gyflawni hyn.

## [UNCRC Introduction Video on Vimeo](#)

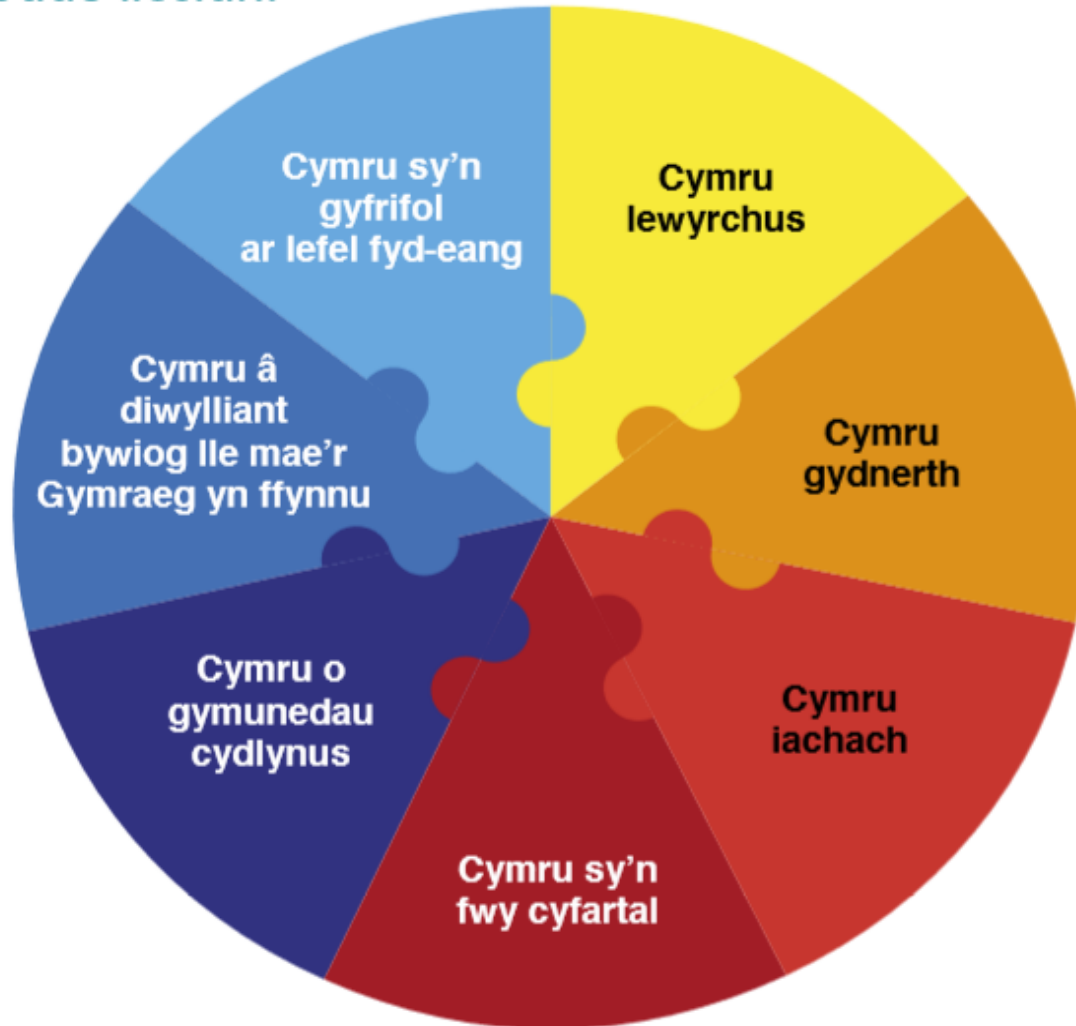
- **Article 24** (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**A SUMMARY OF THE UN CONVENTION  
ON THE RIGHTS OF THE CHILD**

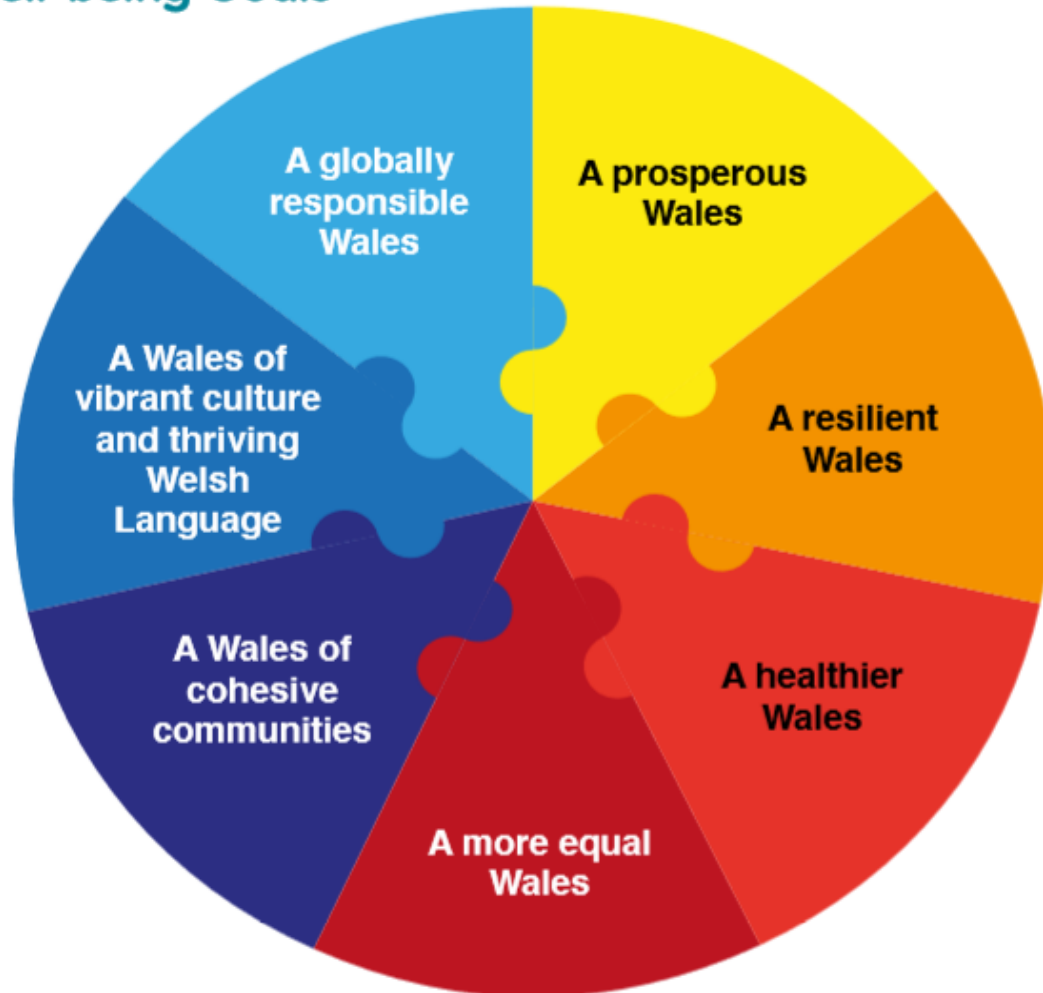
# Deddf Llesiant Cymru a'r Dyfodol (2015)

## Nodau llesiant



# Well Being of Future Generations Act (Wales) 2015

## Well-being Goals



# Cwricwlwm i Gymru

## Curriculum for Wales



<https://hwb.gov.wales/cwricwlwm-i-gymru/iechyd-a-lles/>

<https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/>

# Estyn - Iach a Hapus Happy and Healthy 2019

## Argymhellion

### Dylai ysgolion:

- A1 Ddatblygu ymagwedd drefnus, ysgol gyfan, sy'n cefnogi iechyd a llesiant pob disgybl
- A2 Cryfhau'r perthnasoedd rhwng staff a disgyblion a pherthnasoedd cymheiriaid rhwng disgyblion
- A3 Gwella ansawdd addysgu a phrofiadau dysgu o ran iechyd a llesiant, o fewn cwricwlwm eang a chytbwys
- A4 Cyfrif yn well am farn disgyblion ac ymchwil academiaidd wrth ddatblygu'u dulliau o gefnogi iechyd a llesiant disgyblion
- A5 Sicrhau bod amgylchedd yr ysgol a'i gwasanaethau yn cefnogi iechyd a llesiant disgyblion

### Dylai awdurdodau lleol a chonsortia rhanbarthol:

- A6 Gynorthwyo ysgolion i ddatblygu ymagwedd ysgol gyfan at iechyd a llesiant
- A7 Cefnogi gweithio effeithiol rhwng ysgolion ac asiantaethau eraill er lles pennaf plant a phobl ifanc a'u teuluoedd

### Dylai darparwyr addysg gychwynnol athrawon:

- A8 Sicrhau bod athrawon newydd wedi'u hyfforddi i ddeall datblygiad plant a'r glasoed a'u bod wedi'u paratoi i gefnogi iechyd a llesiant disgyblion

### Dylai Llywodraeth Cymru:

- A9 Sicrhau bod y dulliau atebolrwydd a ddefnyddir yn y system addysg yn rhoi pwys ar iechyd a llesiant disgyblion

[Iach a hapus – Effaith yr ysgol ar iechyd a llesiant disgyblion | Estyn \(llyw.cymru\)](#)



[Healthy and happy – school impact on pupils' health and wellbeing | Estyn \(gov.wales\)](#)

## Recommendations

### Schools should:

- R1 Develop a coherent whole-school approach that supports all pupils' health and wellbeing
- R2 Strengthen relationships between staff and pupils and peer relationships between pupils
- R3 Improve the quality of teaching and learning experiences in health and wellbeing, within a broad and balanced curriculum
- R4 Take better account of pupils' views and academic research in developing their approaches to supporting pupils' health and wellbeing
- R5 Ensure that the school's environment and services support pupils' health and wellbeing

### Local authorities and regional consortia should:

- R6 Support schools to develop a whole-school approach to health and wellbeing
- R7 Support effective working between schools and other agencies in the best interests of children and young people and their families

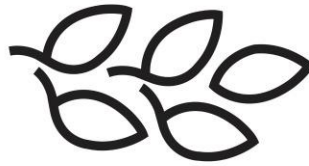
### Initial teacher education providers should:

- R8 Ensure that new teachers are trained to understand child and adolescent development and prepared to support pupils' health and wellbeing

### The Welsh Government should:

- R9 Ensure that pupils' health and wellbeing is valued in accountability approaches used in the education system

# Ysgolion iach



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

# Healthy Schools

[Cynlluniau Ysgolion Iach - Rhwydwaith Cymru - Iechyd Cyhoeddus Cymru \(gig.cymru\)](#)

Yn y cynllun, ceir saith pwnc iechyd gwahanol y mae angen i ysgolion fynd i'r afael â hwy.

Mae'r rhain yn cynnwys:

- Bwyd a Ffitrwydd
- Iechyd a Lles Meddyliol ac Emosiynol
- Datblygiad Personol a Pherthnasoedd
- Defnyddio a Chamddefnyddio Sylweddau
- Amgylchedd
- Diogelwch
- Hylendid

Mae gan bob pwnc ddangosyddion o dan y penawdau:

- Arweinyddiaeth a Chyfathrebu
- Cwricwlwm
- Ethos ac Amgylchedd
- Cyfranogiad Teulu a Chymuned.

[Welsh Network of Healthy School Schemes - Public Health Wales \(nhs.wales\)](#)

Within the scheme, there are seven different health topics that schools need to address.

These include:

- Food and Fitness
- Mental and Emotional Health and Well Being
- Personal Development and Relationships
- Substance Use and Misuse
- Environment
- Safety
- Hygiene

Each topic has [indicators](#) under the headings:

- Leadership and Communication
- Curriculum
- Ethos and Environment
- Family and Community Involvement.



Dim losin na siocled gan nad  
yw'n iach.

## Gweithio mewn Partneriaeth / Partnership working



School Nurses and Dieticians



# Toreth o opsiynau i ysgolion e.e.

## Options galore for schools e.g.

- Meddwlgarwch

[Gwylan PausePoints – Freedom to Fly High](#)

- Y filltir ddyddiol

<https://youtu.be/HgpgVovullo>

- Cynllun Gwên

[Croeso – Designed to Smile](#)

[Ysgolion a meithrinfeydd - Iechyd  
Cyhoeddus Cymru \(gig.cymru\)](#)



- Mindfulness

[Gwylan PausePoints – Freedom to Fly High](#)

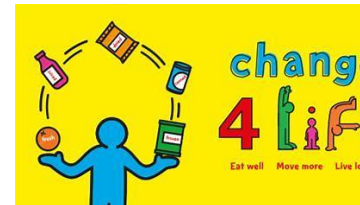
- The daily mile

<https://youtu.be/HgpgVovullo>

- Designed to smile

[Welcome – Designed to Smile](#)

[Schools and Nurseries - Public Health Wales  
\(nhs.wales\)](#)



- [Home | Change4Life \(www.nhs.uk\)](#)

- [Home | Change4Life \(www.nhs.uk\)](#)

# Ffocws heddiw / Today's focus

- [Eco-Sgolion - Cadwch Gymru'n Daclus - Eco-Sgolion \(keepwalestidy.cymru\)](http://keepwalestidy.cymru)
- Mae gan bob ysgol Bwyllgor Eco sydd yn cael ei arwain gan y dysgwyr, yn aml mae cynrychiolwyr o bob dosbarth yn rhan o'r Pwyllgor.
- [Eco-Schools - Keep Wales Tidy - Eco-Schools](#)
- Each school has an Eco Committee which is lead by the pupils, usually representatives from each class are part of the committee.



# 10 o feysydd / 10 areas

- Bioamrywiaeth
- Egni
- Dinasyddiaeth  
byd eang
- Bywyd iach
- Ysbwriel
- Morol
- Tir yr ysgol
- Trafnidiaeth
- Gwastraff
- Dŵr
- Biodiversity
- Energy
- Global Citizenship
- Healthy Living
- Litter
- Marine
- School Grounds
- Transport
- Waste
- Water



[Cacen banana Masnach Deg – YouTube](#) Dinasyddiaeth byd eang / Global Citizenship

# Ffair Posteri / Poster Fair

- Ffurfiwch grŵp
- Cymerwch thema 'eco'
- Ymchwiliwch y maes
- Dyfeisiwch syniad (dim ffiniau cost) i'w ddatblygu yn ein ysgol delfrydol dychmygol!

**Meddyliwch am syniadau trawsgwricwlaidd i rannu gyda'ch cyd-fyfyrwyr.**

- Lluniwch boster gan ddefnyddio pwerbwynt a byddwch yn barod i werthu eich syniad i eraill yn y ffair.
- Uwchlwythwch eich poster i sianel 2a o fewn ffeil lechyd a Lles os gwelwch yn dda

- Make a group
- Take an Eco-theme
- Research the area
- Come up with an idea (no cost boundaries) to develop this in our imaginary ideal school!

**Think of some cross-curricular ideas to share with student colleagues.**

- Create a poster using powerpoint and a sales pitch to sell it to others in the fair.
- Please upload your poster to the Health and Wellbeing channel 2b

## Y Deuddeg Egwyddor Addysgegol

- Mae addysgu a dysgu da yn canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm.
- Mae addysgu a dysgu da yn rhoi her i'r holl ddysgwyr drwy eu hannog i gydnabod pwysigrwydd ymdrechu'n barhaus i gwrdd â disgwyliaid sy'n uchel ond o fewn eu cyrraedd.
- Mae addysgu a dysgu da yn galw am ddefnyddio cymysgedd o ddulliau sy'n cynnwys addysgu uniongyrchol.
- Mae addysgu a dysgu da yn golygu defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol.
- Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb.
- Mae addysgu a dysgu da yn creu cyd-destunau dilys ar gyfer dysgu.
- Mae addysgu a dysgu da yn golygu dilyn egwyddorion asesu ar gyfer dysgu.
- Mae addysgu a dysgu da yn ymestyn oddi mewn ac ar draws Meysydd Dysgu a Phrofiad.
- Drwy addysgu a dysgu da bydd y Cyfrifoldebau Trawsgwricwlaidd, gan gynnwys llythrennedd, rhifedd a chymhwysedd digidol, yn cael eu cryfhau'n gyson a chyfleoedd yn cael eu darparu i'w harfer.
- Mae addysgu a dysgu da yn cymell plant a phobl ifanc i gymryd cyfrifoldeb cynyddol dros eu dysgu eu hunain.
- Mae addysgu a dysgu da yn hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol.
- Mae addysgu a dysgu da yn hybu cydweithio.

"Mae addysgeg yn cwmpasu mwy na'r 'addysgu' sy'n digwydd drwy ddulliau yn yr ystafell ddosbarth yn unig. Mae'n ymwneud â dethol y dulliau hynny'n ystyriol yng nghyd-destun dibenion y cwricwlwm ac anghenion a chyfnod datblygiadol y plant a phobl ifanc. Mae'n galw am gyfuno gwybodaeth a sgiliau damcaniaethol ac ymarferol â barn fanwl ynghylch yr hyn sydd ei angen i hybu dysgu effeithiol mewn cyd-destunau penodol. Mae wrth wradd yr hyn sy'n gwneud athro neu athrawes ragorol."

*Dyfodol Llwyddiannus, 2015, p.63*

"Wrth gynllunio eu cwricwlwm, dylai ysgolion ystyried y dulliau addysgegol y bydd angen iddyn nhw eu defnyddio i gefnogi dysgwyr i wireddu'r pedwar diben. Dylai ysgolion geisio datblygu gweledigaeth gref o ddysgu ac addysgu sy'n ystyried 'pam' a 'sut' yn ogystal â 'beth'."

<https://hwb.gov.wales/cwricwlwm-i-gymru/cynllunio-eich-cwricwlwm/ystyriaethau-gweithredu-ac-ymarferol/#addysgeg>

## The Twelve Pedagogical Principles

- Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum.
- Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- Good teaching and learning means employing a blend of approaches including direct teaching.
- Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- Good teaching and learning creates authentic contexts for learning.
- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning ranges within and across Areas of Learning and Experience.
- Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.
- Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.
- Good teaching and learning supports social and emotional development and positive relationships.
- Good teaching and learning encourages collaboration.

"Pedagogy is about more than 'teaching' in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher."

*Successful Futures, 2015, p.63*

"In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes. Schools should seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'."

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/implementation-and-practical-considerations#pedagogy>

### Gwyddoniaeth a Thechnoleg:

- Edrych ar gwahanol fathau o blastig, gwneud arbrawf i weld pa deunyddiau sydd yn suddo a arnofio
- Edrych ar effeithiau o llygredd ar y mor.
- Arbrawf hidlo dwr-dangos effaith sbwriel yn y mor



### Dyniaethau:

- Moroedd yn gwledydd gwahanol, gwahnaol fath o anifeiliad yno.
- Effaith pobl ar y môr.

# Y Môr

### Iechyd a Lles:

- Taith i'r traeth lleol yn yr awyr agored.
- Gweithgaredd tu allan - tyff tray a rhoi anifeiliaid a llawer o sbwriel mewn dwr a mae rhaid i'r plant achub yr anifeiliaid



### Celfyddydau Mynegiannol:

- Paentio anifeiliad y môr.
- Arlynio'r traeth.
- Creu sefyllfa môr allan o sbwriel o'r traeth.
- Gwneud ty gwydr allan o poteli plastig.

### Ieithoedd, Llythrennedd a Chyfathrebu:

- Darllen stori sydd wedi seilio ar mor, edrych ar llygredd plastig mewn moroedd. Llyfr o'r enw 'y biden fler' ar twinkl
- Creu poster am peryglon plastig yn y môr.
- Cael banc ailgylchu yn y dosbarth neu tu allan a cael nhw i rhoi deunyddiau gwahanol yn y lle cywir
- Meddwl am beth gallen nhw neud adref ac yn yr ysgol i osgoi llygredd yn y mor- creu cyfarwyddiadau

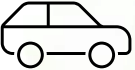


### Mathemateg a Rhifedd:

- Dyfnder y môr.
- Y nifer o anifeiliad yn y môr.
- Sawl anifail sydd yn perygl o fod yn diflanedig.
- Cyfri sawl darn o sbwriel ma nhw'n gallu gweld mewn llun.

# Transport

## Modes of transport to school-

- Walking 
- Cycling/Scooter 
- Bus 
- Car 
- Taxi 

**Alternative ways  
to school;  
Car share,  
Walking bus.**

## Cross Curricular Examples-

- Children can write letters of persuasion to parents to reduce parking near the school grounds.
- Design disabled parking signs for carpark.
- Count the number of red cars, houses, lollipop ladies etc on the way to school.
- Checklist to tick off on the way to school.
- Measure the commute in meters, minutes etc. The children can use pedometers to count steps, use stopwatches to time their journey to school.
- Count who takes what mode of transport and create bar graphs.

# Helpful Hydration



Children are given plain re-usable water bottles and need to decorate them using paints, stickers etc.

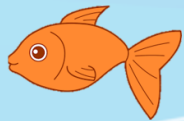


Looking at water intake also links to healthy living and a number of the AoLEs including 'Science and Technology' and 'Health and Well-Being'.



Introducing re-usable water bottles into the classroom teaches children about the impact of single-use plastic on our oceans and marine life

Allowing the children to design the water bottles links with the 'Expressive Arts' AoLE.



Looking at how much water fits into each water bottle, how much water is consumed in a day etc. fits in with the 'Numeracy' AoLE.



Introducing the topic of 'water' into the classroom could lead to a number of different discussions and topics...



Aoles – LLC, Expressive Arts, Science, Health and Wellbeing, Humanities,

- Importance of recycling bottles
- cross curricular, discuss cost of bottles big, small.
- Role play shops with the bottles of water
- where does water comes from, water in different countries.

• Bob, George and Laura

# Water

Aoles – Health and Wellbeing, Science, LLC, Expressive Arts

- Encourage children to bring in bottles and re use
- Water fountain in schools
- Water provided with lunches
- Importance of water for the body, water to replenish lost fluids to prevent dehydration
- Benefits of drinking water
- Create posters on water

Water, Water everywhere

Water , water everywhere,  
Ships are drowning everywhere,  
Waves crashing on the sides.  
Water flowing everywhere,  
Lifeboats out ready to steer,  
Lighting flashing side to side ,  
We are in for a bumpy ride.

By Tiegan-Jo

Aoles – LLC, Expressive Arts, Health and Wellbeing

- Discussing the sea
- Micro plastics
- Create their own version of the poem
- PE movements, sound of the sea in the background,

# Litter

Main Idea:

Reuse plastic bottles to create a green house and plant pots.

Ideas for an Eco-theme school on litter:

- create Posters to put around the school
- Promote children as being litter supervisors.
- Purchase litter pickers



AOLES:

- Expressive arts- building and creating the greenhouse using plastic bottles and other litter materials.
- Mathematics and Numeracy- calculate the measurements and materials that they will need to build the greenhouse.
- Language, Literacy and Communication- writing out instructions on how they are going to build the greenhouse, and communicating with others to work as a team.
- Science- children can research the danger on litter and the affects it has on the environment. Learn how plants grow (photosynthesis)
- Health and Wellbeing- being in the outdoor environment, practical task to learn different skills. Includes personal and social development along with physical education.

# Tir yr ysgol

## Ystafelloedd Synhwyraidd

- goleuadau + synau er mwyn tawelu'r meddwl
- ar gyfer plant ag anghenion new plant sydd eisiau lle eu hunain

pethau i deimlo a chyffwrdd



## Coedwigoedd

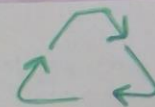
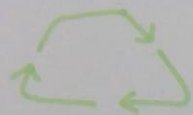
- Lle i ddarganfod ac archwilio
- Ffordd i ddysgu am y byd naturiol o'n cwrpas.
- Maes dysgu  
↳ gwybodaeth a dealltwriaeth o'r byd



## plannu planhigion + fy gwydr

- tyfu llysiau a ffwythau
- defnyddio o fewn gwersi, prydau ysgol a gwerthu i godi arian
- gwersi gwyddoniaeth + coginio
- gwerthu = dysgu iddelio gyda arian





# Gwastraff

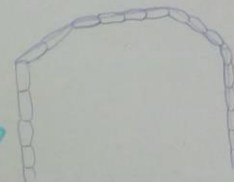
## Trefnu Cystadleuaeth

- Plant yn dod a bocsys  
Cartfwrdd i'r ysgol  
i greu modelau  
e-e riced



## Plastig Fantastig

- Casglu poteli plastig  
i greu tŷ gwyr



## Ailgylchwrch er mwyn lleihau

- 4.5 kg o wastraff  
i bob ddisgybl  
mewn un blwyddyn  
academaidd

## Gwastraff

## Lleiau Gwastraff Bwyd

- Compost - Rhoi ffurwythau a llysiau  
yn bin Compost  
yr ysgol



Cysylltiadau  
Cwricwlwm

- Deall ffactorau sy'n effeithio ar iechyd a lles y corff.
- Addysg gortfforol - datblygu sgiliau echdygol bras y disgyblion.



- Rhoi profiadau newydd i'r disgyblion

• Gwersi Kerberatt; i ddysgu'r disgyblion sut i groesi'r lôn yn ddiogel.

llais y plentyn a'u hawliau

Disgyblion yn deui i be Pleidlais

# Trafnidiaeth

Blwyddyn 5 V Blwyddyn 6

Cystadleuaeth rhwng y ddau dosbarth, o ran pwy sydd yn defnyddio'r nifer lleiaf o geir mewn tymer.



Desbareh buddigol yn cael mynd ar y tren.

Mathemateg - y Siart a chreu graffiau o'r data

Beioleg - Pa effaith y mae cadw'n heini yn gael ar y corff

Cofnodi'r maent yn y Siart  
ffordd deitio yn y dosbarthau



Effaith mae llawer i'w ceir yn gael ar yr amgylchedd

Gwersi beicio, fel bod gan y disgyblion y sgiliau angenraddol i allu cerisio llawer y defnydd o geir yn yr ysgol.

- Buddiannau iechyd o ficio

Walking & cycling

Excellent forms of physical activity.

using bikes or walking to School reduces Pollution



Reducing Carbon footprint

Walking  
Sharing cars  
cycling  
using a bus



Surveys of how many people walk to school.

WOW  
walk on Wednesday

Incentive for the effort of walking to school a week = Dejo points & prizes.



# TRANSPORT

## Curriculum Links

- Interdependence
  - Movement + energy
- ↓
- Health + Well-being

Knowledge & understanding of the world

## Our idea

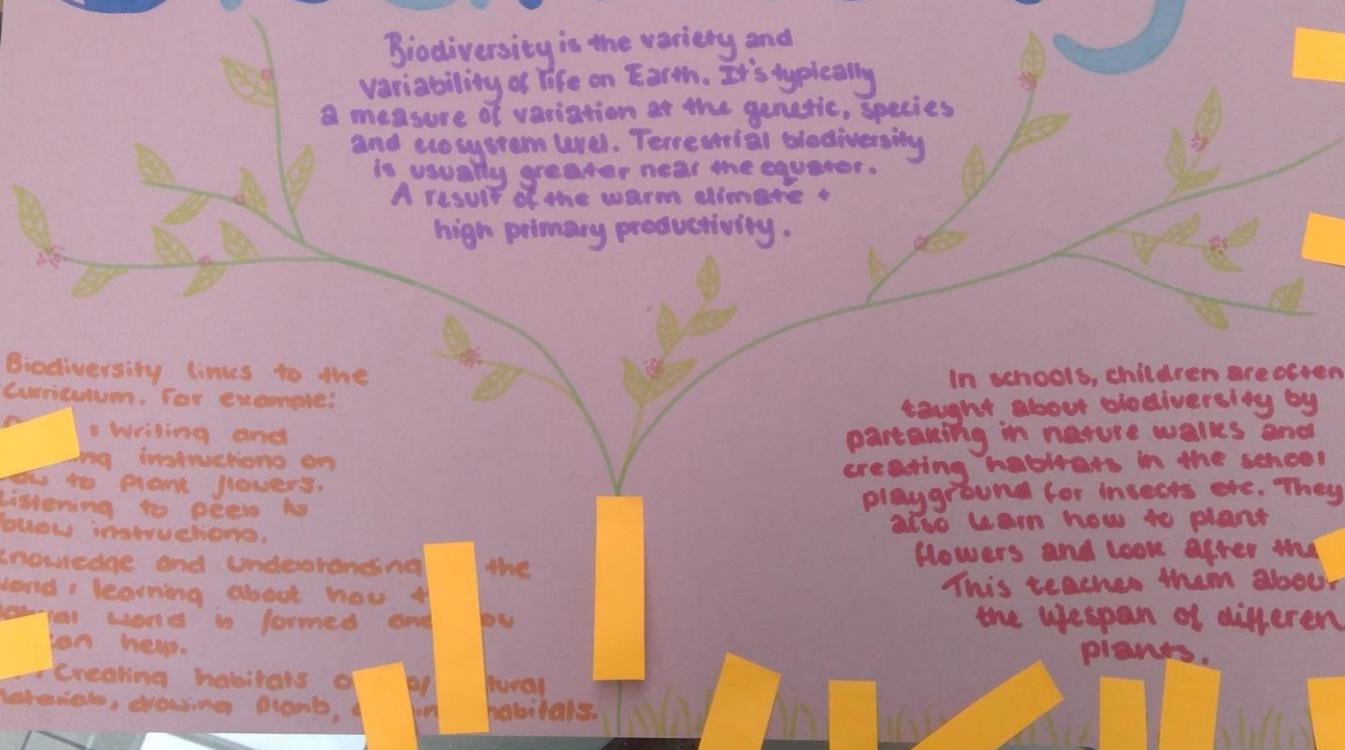


- Road Safety lessons for children e.g. How to ride a bike safely to school, How to cross the road.
- Provide age appropriate bikes to all children to ensure everyone has the opportunity to ride a bike.
- Provide a bus shelter

## SKILLS!

Creativity - Posters  
ms - surveys/graphs  
Google maps  
ICT  
Collaboration with peers  
How event

# Biodiversity

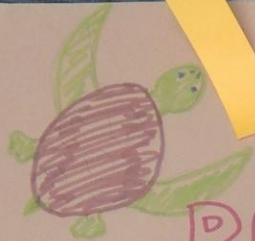


Biodiversity is the variety and variability of life on Earth. It's typically a measure of variation at the genetic, species and ecosystem level. Terrestrial biodiversity is usually greater near the equator. A result of the warm climate + high primary productivity.

Biodiversity links to the Curriculum. For example:

- \* Writing and following instructions on how to plant flowers. Listening to peers to follow instructions.
- \* Knowledge and Understanding of the World: learning about how + how the natural world is formed and how we can help.
- \* Creating habitats of different natural materials, drawing plants, and creating habitats.

In schools, children are often taught about biodiversity by partaking in nature walks and creating habitats in the school playground for insects etc. They also learn how to plant flowers and look after them. This teaches them about the lifespan of different plants.



# LITTER

## BIN IT DON'T KILL IT!

Sir David Attenborough  
School visit with animals.

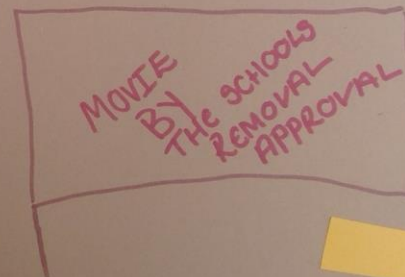
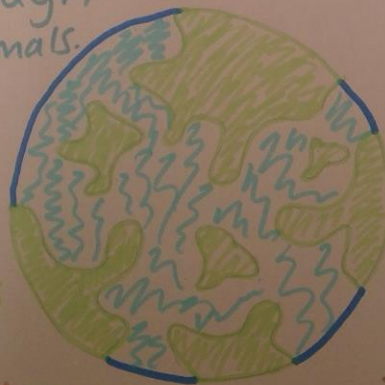
Children create own  
Documentary about  
littering.

Trips to beaches, Parks  
forests.

Showcase in outdoor cinema  
created on school grounds.

Recyclable containers, popcorn  
drinks and straws.

Tickets made from recycling material to invite parents and community.



- ART - Sculptures
- Maths - Weigh materials
- English - Invitation / poster



# Cyfeirnodau / References

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