

Student Number.
1915035
Student Name: Ebong
Obot
Module Code :
BMHP6021
Lecturer: Joanne Davies

2Sustainable Development Goals

Introduction

This report focuses on implementation of two sustainable development goals (SDGs) as stipulated by the United Nations (UN). The report will mainly consider the alignment of the chosen two SDGs within the United Kingdom's (UK) context, as the country has put considerable efforts in place for their achievement. The overall SDGs provide guidelines on how countries can improve their health, well-being and sustainable development. SDGs offer a collective commitment to deal with the most pressing global issues that range from poverty to climate change (Niklasson, 2019). SDGs are premised on the need to have inclusive and sustainable approaches to secure a common future (Almeida et al., 2023). This implies there is a need for collective action where development must consider the needs of the present and future generations (Schmidpeter et al., 2020). However, although SDGs provide a viable route to the realisation of lasting and equitable future, Barbier and Burgess (2021) opine their achievement has not been without challenges. Accordingly, there is a need by policymakers to ensure any systemic issues in the realisation of SDGs are addressed. It is imperative that institutional challenges are understood and addressed while resources are mobilised for their realisation.

The aim of this report will be to engage in a critique of two SDGs within the UK context. It will explore the strategies, programmes and initiatives that the UK government has put in place in the realisation of the SDGs. Specifically, it will consider the progress made, areas where further improvements are necessary including the current issues in their implementation. Furthermore, the report will provide some recommendations for the

improvement or enhancements of agenda relating to health, well-being and sustainable development within the two SDGs. From the analytical and evidence-based approach to be adopted in this report, there is an endeavour to ensure continued debate and dialogue around sustainable development is enhanced. This discussion will inspire action in the realisation of optimal health, well-being and sustainable development for people in the UK.

A Critique of Well-being

Well-being is conceptualised as a multifaceted construct that encompasses a diversity of human experiences and existence (Gerrard and Deb, 2022). It transcends physical health to encapsulate aspects such as mental, social, emotional and spirituality (Bali et al., 2020). According to Sorensen et al. (2021), well-being reflects people's overall quality of life, satisfaction within their situations and a feeling of sense of fulfilment in work, relationship and personal development spheres. Well-being is essentially what one thinks is good for them, what is in their self-interest (World Health Organisation [WHO], 2020). Therefore, well-being is subjective and based on the individual feelings, values, and experience, making it difficult to have a universal metric for its measurement (Hasson and Butler, 2020; Menne et al., 2020). Moreover, Gerrard and Deb (2022) suggest that well-being changes or evolves with time, which adds to the complexity with which this construct should be understood (Sterling et al., 2020; Bali et al., 2020).

Despite its limitations, well-being helps in understanding success, happiness and societal progress (Bali et al., 2020). Well-being helps in assessing a country's prosperity

(WHO, 2020). On their part, Gerrard and Deb (2022) argue that well-being does not necessarily reflect the material well-being or prosperity of an individual or nation. Rather, the author suggests it is also reflected in societal cohesion, environmental sustainability, besides equitable access to opportunities among all (Menne et al., 2020). Besides, individual well-being is also an important dimension as it can contribute to the nation's well-being (Hasson and Butler, 2020). According to Sterling et al. (2020), well-being is foundational to productivity, innovation and resilience.

A Critique of Health

WHO (2023) defines health is “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (par. 1). This definition shows that health extends beyond the symptoms or one's functioning to include interpersonal connections, leading a satisfying life, demonstrating emotional resilience and optimal mental functioning despite any confirmed disorders (Gerrard and Deb, 2022). Health is important as it is core to individual and societal growth and development. Firstly, it helps people to live meaningful, productive and fulfilling lives (Gerrard and Deb, 2022). This enables one to pursue their life goals, engage in meaningful and creative relationships that contribute to community and individual development (Hasson and Butler, 2020).

Additionally, health is crucial in fostering social connections and cohesion, thus reducing any inequalities (WHO, 2020). Sorensen et al. (2021) posit that access to healthcare, equitable allocation of resources and opportunities as well as social support networks are integral in ensuring cohesiveness across societies where people thrive despite their

socioeconomic backgrounds. In essence, health can support economic prosperity since healthy individuals and societies are more productive and can engage in more innovative endeavours (Sterling et al., 2020).

However, is subjective and context-dependent as it is underpinned by individual or societal views and perspectives (Hasson and Butler, 2020). In other words, what can be seen as good health often varies across cultures, population and historical eras, making it difficult to have a universally accepted definition of health (Menne et al., 2020).

Secondly, Gerrard and Deb (2022) note that health inequalities thrive in virtually all countries, mainly due to structural and systemic issues such as discrimination (Hasson and Butler, 2020). Addressing these inequalities demands a paradigm shift in conceptualisation of health, the associated determinants of health and interventions to deal with underlying issues such as poverty among others (Sorensen et al., 2021).

A Critique of Sustainable Development

Sustainable development is one “that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Almeida et al., 2023, p. 7). Schmidpeter et al. (2020) view sustainable development as being a holistic approach in meeting the needs of the current generations while securing those of the future ones. This concept focuses on integrating considerations within the economic, social and environmental spheres in making critical decisions on development (Kaltenborn et al., 2020). Within sustainable development thinking, it is argued that societies must strive for inclusivity, resilience and responsibility in managing resources

(Barbier and Burgess, 2021). There should, in essence, be a balance between economic emancipation, social equity and environmental concerns as these are seen as mutually reinforcing and interdependent in securing sustainable development (Baber, 2021).

Sustainable development, from its definition, shows it can have several benefits that include preservation of resources to support future generations (Filho et al., 2019). This is an important aspect when considering issues such as loss of biodiversity, climate change and depletion of critical resources (Niklasson, 2019). It also helps in the promotion of social equity by ensuring resources are utilised for the benefit of people across societies (Bali et al., 2020). As governments prioritise the needs of marginalised and vulnerable communities, there is a sense in which inclusivity is enhanced as people can have equal access to services, basic rights and opportunities (Kaltenborn et al., 2020). These aspects are empowering and can lead to economic prosperity and growth, which can further enhance the quality of life of all people (Baber, 2021). However, sustainable development is complex and multidimensional since it includes an interplay of social, economic and environmental as well as governance forces (Barbier and Burgess, 2021). Working across these aspects may not be easy as this may require interdisciplinary collaboration, systems thinking and holistic appreciation of the interlinking forces across sectors and stakeholders, which may be lacking (Baber, 2021). Additionally, sustainable development requires collective action on key areas something that may not be feasible due to conflicting priorities across countries (Schmidpeter et al., 2020).

A Critique of SDGs

The United Nations developed the SDGs, which are a set of 17 global objectives that underpin the 2030 Agenda for Sustainable Development (United Nations, 2023). These goals were developed to help resolve pressing social, economic and environmental issues facing humanity (Idowu et al., 2020). SDGs provide a framework for nation's collective action towards sustainable development and equitable distribution of resources by 2030. SDGs are important as they recognise the interplay of factors shaping health and well-being across societies (United Nations, 2023). They provide an overarching framework for identifying solutions to developmental issues and concerns globally (Almeida et al., 2023). Besides, SDGs ensure that no country is left behind in the collective action to realisation of vision 2030 (United Nations, 2023). They ensure that action on these goals is inclusive, equitable and that priority is given to the most vulnerable and marginalised societies (Barbier and Burgess, 2021). However, SDGs are not easy to understand and operationalise due to diversity of targets (Niklasson, 2019). Countries may face challenges in navigating the intricacies of each goal or even in their prioritisation (Filho et al., 2019). This, as argued by Idowu et al. (2020), can also be challenging due to the contextual nature of each country and even people within a given country. Therefore, localisation and participatory process that matches the unique needs of diverse countries become key to successful execution of SDGs (Almeida et al., 2023).

Goal A: Quality Education (SDG4)

Definition of Quality Education

A core sustainable development objective is to provide access to quality education (SDG4) (UN, 2023). Education is a process of gaining, performing, and evaluating skills, values, and knowledge systematically through learning, teaching or studies (Gorard et al., 2021). Quality education is described as a comprehensive and empowering learning approach, which facilitates physical, cognitive, and moral growth of an individual as well as critical thinking to turn the learner into an active contributor to society (Hargreaves et al., 2023). According to UNESCO, quality education is a transformative process, providing people with the skills they need to live dignified lives, participate in sustainable development, and promote social justice (Thompson, 2020). It underlines the idea of inclusion, integrity, and equal education opportunities for everyone no matter the gender, economic status, or geographical location (Goodman and Burton, 2022).

Identification of the 2 initiatives

The UK government came up with two initiatives for the education system to be of top quality: the National Curriculum and the Pupil Premium (Cebrián et al., 2020).

The National Curriculum

The National Curriculum (England) defines the broad outline of the subjects and topics that pupils should know at each of the key stages for primary and secondary education (Department for Education, 2014). It forms a logically structured sequence for giving effective education by finding out what a student should have known, could do and

understand at the end of each school year (Meir and Fletcher, 202). One of the most important features of the National Curriculum is that it helps to set clear standards and expectations of what pupils should have learned at each stage of their education (Burbules et al., 2020). Through explicit allocation of what is to be taught and learning objectives, the curriculum maintains harmony and cohesiveness of teaching and learning by students from one school to another in different regions (Morris and Dobson, 2021).

Moreover, this curriculum includes provisions for personal, social, health and economical education (PSHE), as well as relationships and sex education (RSE) which emphasise those core values like tolerance, respect and equality (Everitt,2020). This allows for the development of inclusive learning settings and dealing with social problems like bullying, discrimination and mental health, which means that all pupils consider themselves worthy and supported. Nevertheless, its case of being overly prescriptive and content-heavy does not leave room for creating flexible and creative settings in learning and teaching (Kippin, 2023). An emphasis on higher quantity over quality may lead to unsatisfactory learning results; it would be possible for the students being passive and learning inattentively, thus losing the fundamental principle of evaluating information.

The Pupil Premium

Pupil premium is a government's initiative targeted to fill the existing gaps in education, which helps in boosting the performance of the disadvantaged students in schools

(Department for Education, 2011). It however directs the additional funds to schools depending on the pupil eligible for free school meals or those that have been on the local authority care for at least six months (Hargreaves et al., 2023). Schools will have the freedom to spend Pupil Premium to be implemented in different approaches and programs which will focus on solving the specific needs of disadvantaged pupils in outfitting additional teaching support, one-to-one coaching, mentoring provision, and extra-curricular programmes (Thompson, 2020).

The efficiency of this policy is that it helps schools in directing funds towards the areas of need, hence they can implement support schemes and intervention measures that are specific to the most vulnerable students (Vergara et al., 2020). The schools can spend their Pupil Premium money to provide targeted interventions and assistance to the individual requirements of the poor pupils like following one-to-one tuition, mentoring programmes, extracurricular activities and equipping the classrooms with extra resources (Thompson, 2020). School autonomy in decision making creates a space where schools can invent and implement practices that research shows is effective compared to the one that fit the needs of their students. This results in the culture of improving and responding to the local contexts (Kopnina, 2020). Nevertheless, the allocations of funding vary and the criteria for eligibility among the schools are different which may lead to the access disparities regarding the support and resources, a case that worsens rather than reducing the inequality.

Progress made by the UK government

The UK government has made progress in adoption of quality education policies (Morris and Dobson, 2021). One important achievement is setting up and effectively maintaining of the National curriculum to make the work of schools more systematic (Everitt, 2020). Launching this project has resulted in a standardised content for what students are taught. Moreover, facilitating a smooth transition is ensured in the educational experience. Making targeted efforts to improve teacher training and developing teachers' professional skills were also effective in the focus to improve the educational standards in schools (Gorard et al., 2021).

Impact of quality education health, well-being and sustainable development

Quality education enables people to gain critical information, develop essential abilities, and acquire desirable attributes they need in order to live a healthy life (Thompson, 2020). Through the facilitation of critical thinking, problem-solving, and effective communication, individuals endowed with such skills will be able to behave positively towards their health and also be able to navigate the complex healthcare systems competently (Goodman and Burton, 2022). Besides, quality education provides people with literacy of health, which is significant to the diagnosis and prevention of diseases (Cebrián et al., 2020).

The quality education plays an indispensable role in sustaining development in the health sector since this provides an avenue for an effective workforce that is trained to deal with both present and future healthcare challenges (Kopnina, 2020). Development

and training of industry experts will be important in the provision of quality services, invention in healthcare process, and nurses' capability to quickly respond to emerging diseases (Burbules et al., 2020). In addition, the education of high quality is also a key contributor to the eradication of the social determinants of health like poverty, inequality, and exclusion (Morris and Dobson, 2021). Through the implementation of equal education and the championing of inclusive learning setups, the UK can aid in the resolution of the underlying factors of health disparities and foster health equity (Everitt, 2020).

Challenges in ensuring quality education in the UK

The main obstacle may be the sustainability of educational inequalities and lack of opportunity for quality education (Chankseliani and McCowan 2021). In spite of these endeavours to recognise the differences in terms of class, ethnicity, and location, social-economic factors like income, ethnicity, and geographical location are still playing a big role in educational chances and results (Kippin, 2023). Students of disadvantaged category often encounter the barriers as lack of resources, low aspirations and parental support that eventually lead to an overall attainment gap and cause a life-long cycle of challenges (Gorard et al., 2021). Another challenge is with the career and life planning which involves the overcrowding of the curriculum and the choice of content that gives little scope for holistic learning (Hargreaves et al. 2023). The National Curriculum is helpful as it offers a structured background to learning which however has been criticised as it is overly prescriptive and content-focused not giving much space for individual students to explore their imagination and creativity.

Recommendations

The aims of the UK government should include the eradication of educational inequity and the guarantee of a fair access to quality education (Cebrián et al., 2020). In this instance, the focus would be on resources and support services in disadvantaged schools and communities and extra funding to children from low-income households (Meir and Fletcher, 2020). Besides this, the government through the Department of Education can revise the National Curriculum to ensure that it is relevant and flexible, and that it bears an emphasis on critical thinking, creativity, and skills development (Kopnina, 2020). Attention should be paid to limiting content overload, through the open structure of the curriculum which allows flexibility in the implementation, and to comprehensive training that combines intellectual growth and development of the person (Burbules et al., 2020).

Goal B: Good Health and Wellbeing (SDG 3)

Definition of Good Health and Well-being

Sustainable development targets cannot be achieved without the attainment of the SGD3 (UN, 2023) goal that focuses on health and welfare. Good Health and Well-being is defined in the WHO's report as complete physical, mental, and social well-being, not just the absence of disease or infirmity. This aspect involves not only physical but also mental health, social relationships, and overall life quality (Robinson 2022). This goal focuses on a proactive approach through prevention, health promotion, and social

determinants of health to aid in creating a vibrant setting for individuals and contributing to an overall productive and fulfilled community.

Identification of two initiatives on health and wellbeing

Two initiatives targeted to achieve SDG3 are the NHS Long Term Plan and the Childhood Obesity Plan (NIHS, 2019; Department of Health and Social Care, 2017).

The NHS Long-term Plan

The UK's government launched the NHS Long Term Plan with the aim to overcome obstacles patients encounter while seeking healthcare and improve overall wellbeing (NHS, 2019). This framework recommends resources and methods for delivering health services and improving health over the next decade (NHS, 2019). Through the focus on preventive interventions rather than solely treatment, the plan is aimed at minimising the disease burden and at enhancing the general well-being (Raine, et al., 2020). Projects implemented for this pillar including directing healthier lifestyles, such as smoking cessation programmes, obesity prevention strategies, and physical activities promotion ((Dyment and Green, 2020). The NHS Long Term Plan contains also the provision that regards the extension of healthcare services (NHS, 2019). Nevertheless, one problem of NHS Long Term Plan could be the obstacle of implementation in the spheres of the funding and the resource allocation (Son et al., 2021). Some of the goals set out in the plan may necessitate substantial financial inputs and major structural changes of the respective healthcare systems which in turn may present some logistical challenges (Otto et al., 2021).

The Childhood Obesity Plan

The UK Childhood Obesity Plan is a wide-ranging government-driven programme aimed at tackling the increasing number of childhood obesity in addition to promoting the wellness of the children (Department of Health and Social Care, 2017). It entails different approaches and methods applied in areas that have an impact on overweight, such as healthcare, education and the food industry to get all the issues of the obesity epidemic (VanderWeele et al., 2020). It targets the aetiology of childhood obesity and the promotion of healthy lifestyles amongst them from a young age. Applying this method, the initiative will involve an integrated approach and collaboration with various players in different sectors such as government agencies, healthcare providers, educators and food industry to create a favourable environment and therefore children will be able to make healthy choices and have a happy life (Gómez et al., 2020). Nevertheless, the socioeconomic status and cultural beliefs may incline dietary patterns and lifestyle to certain population groups only. Therefore, socioeconomic disparities and cultural factors that influence how people eat and live differently across the groups are a big challenge in achieving an equitable outcome (Ertz and Bouhart, 2022). Hence, achieving the long-term sustainability and fairness in the implementation process of the Childhood Obesity Plan is a challenge (Raine et al., 2020).

Progress by The UK Government in Implementing the Childhood Obesity Plan

The UK government has demonstrated an advancement in the attainment of good health and Well-being through initiatives like the Long-Term Plan and childhood Obesity management (Dyment and Green, 2020). The NHS Long Term Plan is centred around

the idea of prevention, integration of care, and dealings with health disparities that can lead to better health outcomes (NHS, 2019). Furthermore, Childhood Obesity Program aims to counter childhood obesity via multisectoral interventions, such as government policies and programmes that promote healthy lifestyles (Department of Health and Social Care, 2017).

Impact of Good Health and Wellbeing

Health particularly improves when people enjoy a high quality of life, based on equality, dignity, and social inclusiveness (White et al., 2020). Enhanced health and wellbeing contribute to more productivity and faster economic growth through the reduction of work absences, growth of working-age population and improvement of human capital (WHO, 2023). A thriving population is able to contribute more to their society, benefit from educational and career opportunities, and moreover, it is the basis for faster innovation and development (UNDP, 2018). The well-being and sound health of the people assist in preserving social cohesion and stability through the reduction of inequalities, social inclusion and the development of strong communities (UN, 2023).

Challenges in ensuring good health and wellbeing in the UK

The challenge for the UK to ensure good health and well-being is health inequalities in which some groups have a lower level of health outcomes, caused by factors like socioeconomic class, ethnicity, and geographical location (Otto et al., 2021). Such differences can bring about the unequal provision of healthcare services or the low level of prevention and health promotion. Such disparities may result to inequality in

accessing healthcare services, preventive measures and health promotion initiatives; majorly affecting those that are disadvantaged, leading to more cycles of downfalls, and the health gaps becoming wider. It is further evident that psychological conditions like stress, anxiety and depression are also taking a steep rise; therefore, this health problem has emerged as one of the key challenges in terms of overall wellness (McBride et al., 2021). Moreover, the non-communicable diseases, such as obesity, diabetes, and cardiovascular diseases, continue with burden and this rising trend demands comprehensive strategies to enhance healthy lives and prevent the chronic diseases (Robinson, 2022).

Recommendations

Special attention is needed to work on the issue of healthcare inequalities by equalising the availability of health services, notably for the poor and the disadvantaged (Raine et al., 2020). Another point needs to be the focus of improving access to the equity health care services among marginalised groups (Raine et al., 2020). This will involve targeted programs, including public health campaigns and outreach activities (Dyment and Green, 2020). Preventive healthcare measures should be stressed, for instance, health promotion campaigns targeting responsible health lifestyles and early intervention programmes (Breda et al., 2021). Supporting mental health is also key, with more funding for mental health services and integration into primary healthcare organisation (White et al., 2020).

Conclusion

With regard to the report, it is worth highlighting that the implementation of two specific future goals (SDGs) have been undertaken. SDGs are made up of the collective commitments of all nations globally to combat not only poverty but also to deal with challenges which include climate change, among others. Human well-being revolves around the individuals' holistic quality of life, happiness within their circumstances and perception of achievement in personal, professional and relationship matters. Well-being fundamentally relates to what an individual considers best for them, what they believe is in their own self-interest. Health is a significant issue because it is central to individual and social progression. It plays a key role in enabling people to be happy and satisfied. This makes it possible, therefore, for an individual to strive for their life goals, participate in as well as explore meaningful and creative relationships that go a long way in the development of individuals and communities. To a large extent there is fulfilment of inclusivity where governments accord the marginalised and vulnerable community their rights and privileges the same way as any other group. What SDGs offer is a platform for collaborative, shared efforts towards sustainable development and equal treatment of all by the year 2030. SDGs are important as they explicate the complexity of those (health-and-wellness-related) factors that involve interaction of different communities across the world.

A main sustainable development goal is to give everyone an opportunity to get quality education. The quality education is characterised by comprehensive and empowering education which entails physical, cognitive and moral growth of the person and the

ability to critically think in order to facilitate one to contribute actively in the society. The national curriculum is an essential aspect of teaching since it provides a platform for establishing clear standards and expectations regarding the knowledge which pupils should possess at every stage of their learning experience. The pupil premium is a government's programme created for assistance with eliminating the present gaps in education, so that the academic achievement of the most disadvantaged schoolchildren is improved. The NHS Long-Term Plan focuses on prevention measures and not only on treating patients. Consequently, it aims at minimising the disease burden and improvement of the general health.

References

- Almeida, F.L., Morais, J.C. and Santos, J.D., (2023). *Multidimensional sustainability: Transitions and convergences*. London: Springer.
- Baber, G., (2021). *Achieving the sustainable development goals punctually: An impossible remit?* Cambridge: Cambridge Scholars Publishing.
- Bali, S, R. and Yang-Wallentin, F., (2020). Achieving sustainable development goals: predicaments and strategies. *International Journal of Sustainable Development & World Ecology*, 27(2), pp.96-106.
- Barbier, E.B. and Burgess, J.C., (2021). *Economics of the SDGs*. London: Springer International Publishing.
- Breda, J., Farrugia Sant'Angelo, V., Duleva, V., Galeone, D., Heinen, M.M., Kelleher, C.C., Menzano, M.T., Musić Milanović, S., Mitchell, L., Pudule, I. and Rito, A.I., (2021). Mobilising governments and society to combat obesity: Reflections on how data from the WHO European Childhood Obesity Surveillance Initiative are helping to drive policy progress. *Obesity reviews*, 22(12), pp.e13217.
- Burbules, N.C., Fan, G. and Repp, P., (2020). Five trends of education and technology in a sustainable future. *Geography and sustainability*, 1(2), pp.93-97.
- Cebrián, G., Junyent, M. and Mulà, I., (2020). Competencies in education for sustainable development: Emerging teaching and research developments. *Sustainability*, 12(2), pp.579.
- Chankseliani, M. and McCowan, T., (2021). Higher education and the sustainable development goals. *Higher Education*, 81(1), pp.1-8.
- Department for Education, (2014). *The National Curriculum*. [Online]; Available at: <https://www.gov.uk/national-curriculum> [Accessed: 16th March 2024].
- Department for Education, (2011). *The Pupil Premium*. [Online]; Available at: https://assets.publishing.service.gov.uk/media/5a7567f540f0b6397f35e2f6/The_Pupil_Premium.pdf [Accessed: 16th March 2024].
- Department for Health and Social Care, (2017). *Childhood Obesity: A Plan for Action*. [online]; Available at: <https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action> [Accessed: 16th March 2024].
- Dyment, J. and Green, M., (2020). Everyday, local, nearby, healthy childhood nature settings as sites for promoting children's health and well-being. *Research Handbook on Childhood nature: Assemblages of Childhood and Nature Research*, 17(2), pp.1155-1180.

Ertz, M. and Bouhart, G., (2022). The other pandemic: a conceptual framework and future research directions of junk food marketing to children and childhood obesity. *Journal of Macromarketing*, 42(1), pp.30-50.

Everitt, J., (2020). Implications of Educational Policy-Making Which Encourages Schools to Collaborate with the Community, External Agencies, Private Companies, Employers and Voluntary Organisations. *Social Sciences*, 9(4), pp.39.

Filho, L. W., Tripathi, S.K., Andrade Guerra, J.B.S.O.D., Giné-Garriga, R., Orlovic Lovren, V. and Willats, J., (2019). Using the sustainable development goals towards a better understanding of sustainability challenges. *International Journal of Sustainable Development & World Ecology*, 26(2), pp.179-190.

Gerrard, B, A and Deb, S. (2022). *Handbook of health and well-being challenges, strategies and future trends*. London: Springer

Gómez, N., González-González, C.S., Toledo-Delgado, P.A., Muñoz-Cruz, V. and García-Peñalvo, F., (2020). Health promotion for childhood obesity: An approach based on self-tracking of data. *Sensors*, 20(13), pp.3778.

Goodman, R. and Burton, D., (2022). What is the nature of the achievement gap, why does it persist and are government goals sufficient to create social justice in the education system? In *Contemporary Issues in Primary Education* 10(2), pp. 263-276. Routledge.

Gorard, S., Siddiqui, N. and See, B.H., (2021). The difficulties of judging what difference the Pupil Premium has made to school intakes and outcomes in England. *Research Papers in Education*, 36(3), pp.355-379.

Hargreaves, E., Quick, L. and Buchanan, D., (2023). National Curriculum and Assessment in England and the continuing narrowed experiences of lower-attainers in primary schools. *Journal of Curriculum Studies*, 55(5), pp.545-561.

Hasson, G and Butler, D. (2020). *Mental health and wellbeing in the workplace: A practical guide for employers and employees*. London: Wiley

Idowu, S.O., Schmidpeter, R. and Zu, L., (2020). *The Future of the UN Sustainable Development Goals*. Springer International Publishing.

Kaltenborn, M., Krajewski, M. and Kuhn, H., (2020). *Sustainable development goals and human rights*. London: Springer Nature.

Kippin, S., (2023). Educational equity in England: the shortcomings of the UK Government's COVID-19 response. *Routledge Open Research*, 2(24), pp.24.

Kopnina, H., (2020). Education for the future? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education*, 51(4), pp.280-291.

McBride, E., Arden, M.A., Chater, A. and Chilcot, J., (2021). The impact of COVID-19 on health behaviour, well-being, and long-term physical health. *British Journal of Health Psychology*, 26(2), pp.259.

Meir, D. and Fletcher, T., (2020). The physical education and sport premium: Social justice, autonomy and school sport policy in England. *International Journal of Sport Policy and Politics*, 12(2), pp.237-253.

Menne, B., Aragon de Leon, E., Bekker, M., Mirzikashvili, N., Morton, S., Shriwise, A., Tomson, G., Vracko, P. and Wippel, C., (2020). Health and well-being for all: an approach to accelerating progress to achieve the Sustainable Development Goals (SDGs) in countries in the WHO European Region. *European journal of public health*, 30(1), pp.i3-i9.

Morris, R. and Dobson, G., (2021). Spending the pupil premium: What influences leaders' decision-making?. *Educational Management Administration & Leadership*, 49(2), pp.284-302.

National Health Service. (2019). *NHS Long Term Plan*. [online]; Available at: <https://www.longtermplan.nhs.uk/> [Accessed: 16th March 2024].

Niklasson, L., (2019). *Improving the sustainable development goals: Strategies and the governance challenge*. London: Routledge.

Otto, C., Reiss, F., Voss, C., Wüstner, A., Meyrose, A.K., Hölling, H. and Ravens-Sieberer, U., (2021). Mental health and well-being from childhood to adulthood: design, methods and results of the 11-year follow-up of the BELLA study. *European child & adolescent psychiatry*, 30(10), pp.1559-1577.

Raine, G.A., Thomas, S., Rodgers, M., Wright, K. and Eastwood, A.J., (2020). Workplace-based interventions to promote healthy lifestyles in the NHS workforce: a rapid scoping and evidence map. *Health Services and Delivery Research*, 7(2), pp.1-106.

Robinson, S., (2022). Promoting health in the National Health Service. In *Principles and Practice of Health Promotion and Public Health* 24(16), pp. 382-408). Routledge.
Reitz, S.M., Scaffa, M.E. and Dorsey, J., (2020). Occupational Therapy in the Promotion of Health and Well-Being. *American Journal of Occupational Therapy*, 74(3), pp.127.

Schmidpeter, R., Mitra, N. and Lewtas, B., (2020). The Future of the UN Sustainable Development Goals: Business Perspectives for Global Development in 2030. *Corporate Social Responsibility in Rising Economies: Fundamentals, Approaches and Case Studies*, 13(2), pp.1-11.

Son, J.S., Nimrod, G., West, S.T., Janke, M.C., Liechty, T. and Naar, J.J., (2021). Promoting older adults' physical activity and social well-being during COVID-19. *Leisure Sciences*, 43(1-2), pp.287-294.

Sorensen, G., Dennerlein, J. T., Peters, S. E., Sabbath, E. L., Kelly, E. L., and Wagner, G. R. (2021). The future of research on work, safety, health and wellbeing: A guiding conceptual framework. *Social science & medicine*, 269(2), pp.113593.

Sterling, E.J., Pascua, P., Sigouin, A., Gazit, N., Mandle, L., Betley, E., Aini, J., Albert, S., Caillon, S., Caselle, J.E. and Cheng, S.H., (2020). Creating a space for place and multidimensional well-being: lessons learned from localising the SDGs. *Sustainability Science*, 15(2), pp.1129-1147.

Thompson, I., (2020). Poverty and education in England: a school system in crisis. In *Poverty in education across the UK* 17(2), pp. 115-140). Bristol University Press.

United Nations, (2023). *The 17 goals*. [online]; Available at: <https://sdgs.un.org/goals>. [Accessed: 10 March 2024].

VanderWeele, T.J., Trudel-Fitzgerald, C., Allin, P., Farrelly, C., Fletcher, G., Frederick, D.E., Hall, J., Helliwell, J.F., Kim, E.S., Lauinger, W.A. and Lee, M.T., (2020). Current recommendations on the selection of measures for well-being. *Preventive Medicine*, 133(24), pp.106004.

White, M.P., Elliott, L.R., Gascon, M., Roberts, B. and Fleming, L.E., (2020). Blue space, health and well-being: A narrative overview and synthesis of potential benefits. *Environmental research*, 191(7), pp.110169.

World Health Organisation, (2023). *Constitution*. [online]; Available at: <https://www.who.int/about/accountability/governance/constitution> [Accessed: 12 March 2024].

World Health Organisation, (2023). *Health and Well-Being*. [online]; Available at: <https://www.who.int/data/gho/data/major-themes/health-and-well-being#:~:text=The%20WHO%20constitution%20states%3A%20%22Health,of%20mental%20disorders%20or%20disabilities>. [Accessed: 12 March 2024].

World Health Organisation. (2020). *Healthy cities effective approach to a rapidly changing world*. Geneva: World Health Organisation.