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Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6051
Iechyd a Lles 1
Health and Wellbeing 1

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Nodau Aims

- I ddatblygu gwybodaeth a dealltwriaeth o agweddau o iechyd a lles o fewn addysg cynradd.
- Archwilio Maes Dysgu a Phrofiad Iechyd a Lles yng Nghwricwlwm i Gymru 2022
- *Develop knowledge and understanding of aspects of health and wellbeing within primary education.*
- *Explore the Health and Well-being Area of Learning and Experience within Curriculum for Wales 2022*



<https://youtu.be/BwqSraJpqfs>



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Sut fydddech chi'n diffinio Iechyd a Lles?

How would you define Health and Well-being?



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[Home](#) / [News](#) / World failing to provide children with a healthy life and a climate fit for their future: WHO-UNICEF-Lancet



Credits



[World failing to provide children with a healthy life and a climate fit for their future: WHO-UNICEF-Lancet](#)





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CCUHP / UNCRC

- **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.

- **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**

unicef 
UNITED KINGDOM



[Deddf Llesiant Cenedlaethau'r Dyfodol \(Cymru\) 2015: yr hanfodion \[HTML\] | LLYW.CYMRU](#)

https://youtu.be/hGGIcqx_6jA



[Well-being of Future Generations \(Wales\) Act 2015: the essentials \[HTML\] | GOV.WALES](#)

<https://youtu.be/RuYzNgUZi98>



Iach a hapus

**Effaith yr ysgol ar iechydd
a llesiant disgyblion**

Mehefin 2019

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



Healthy and happy

**School impact on pupils'
health and wellbeing**

June 2019

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



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Datganiad o'r Hyn sy'n Bwysig 1

Llythrennedd
Corfforol

Effaith Maeth

Cysylltiad Emosiynol
a Chorfforol

Iechyd a Diogelwch
Corfforol

Datganiad o'r Hyn sy'n Bwysig 2

Hunanymwybyddiaeth
a Hunanreoleiddio

Cyfathrebu

Ceisio Cymorth

Myfyrio

Empathi

Datganiad o'r Hyn sy'n Bwysig 3

Dewisiadau
Gwybodus

Effaith
Penderfyniadau

Rheoli Risgiau

Datganiad o'r Hyn sy'n Bwysig 4

Dylanwad

Gwerthoedd

Datganiad o'r Hyn sy'n Bwysig 5

Cydberthnasau

Cyfathrebu Teimladau

Gwrthdaro

Diogelwch

Parch

WM1: Physical Health and Activity

Physical Literacy

Impact of Nutrition

Emotional and Physical Connection

Physical Health and Safety

WM2: Mental Health and Emotional Well-being

Self-Awareness and Self-Regulation

Communication and Seeking Help

Reflection

Empathy

WM3: Decision Making

Informed Choices

Impact of Decisions

Managing Risks

WM4: Social Influence

Influences

Identity and Values

WM5: Relationships

Types of Relationships

Communicating Feelings

Conflict

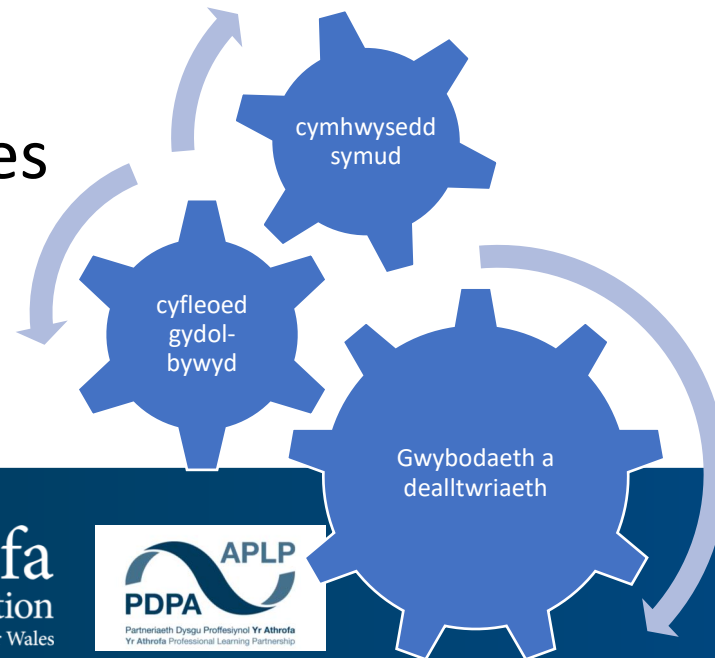
Safety

Rights and Respect

Llythrennedd Corfforol- Dr. Nalda Wainwright

- ystyried cymhwysedd mewn sgiliau corfforol, hyder, cymhelliant tuag at drywydd corfforol, a gwerthfawrogi symudiad corfforol a/neu ryngweithio â'r byd corfforol (Whitehead & Taplin, 2010)

- Cyfleoedd Gydol-Oes



Beth yw Llythrennedd Corfforol

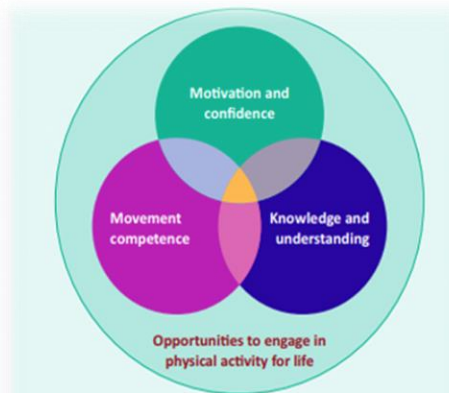


Sgiliau Corfforol + Hyder + Cymhelliant + Llawer o Gyfleoedd = Llythrennedd Corfforol

<https://youtu.be/EmWSMmupWLc>

Physical Literacy- Dr.Nalda Wainwright, IPLA

- consideration of competence in physical skills, confidence, motivation towards physical pursuits, and the valuing of physical movement and/or interacting with the physical world (Whitehead & Taplin, 2010)

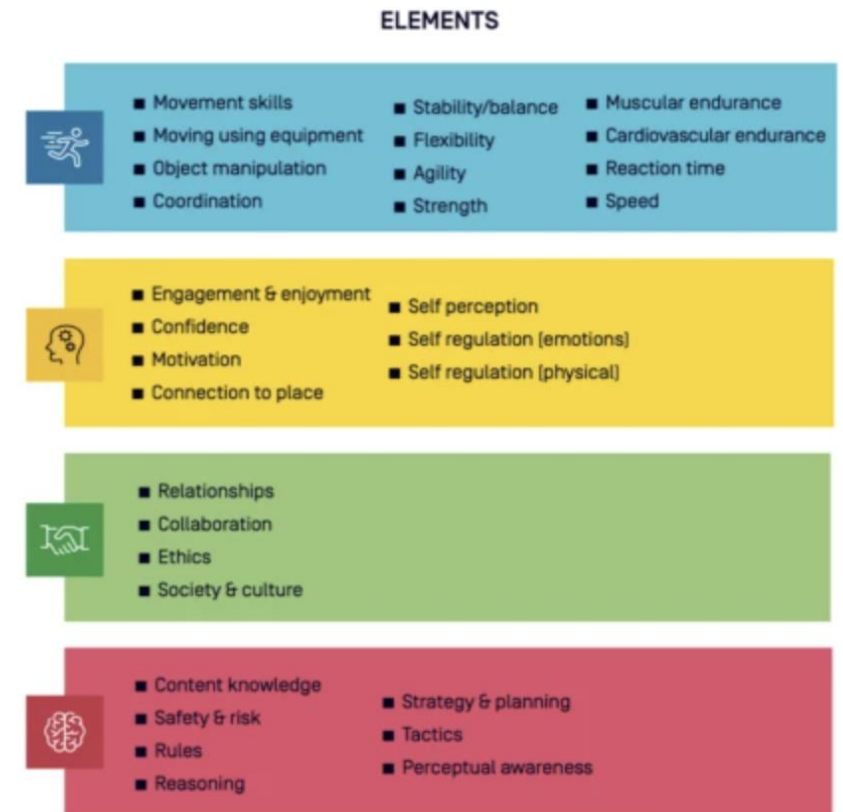


The Four Domains of Physical Literacy

Fig. 1



<https://youtu.be/fyCm6ZLRCbQ>



Components of the Australian Physical Literacy Framework adapted with permission from Sport Australia [30])

Rheoleiddio, Adfyfrio ac Empathi

- Meddwlgarwch
- Anadlu
- Cyd reoleiddio
- Gwrando empathic
- Sylwebaeth adfyfyriol
- Rhyfeddod a syndod



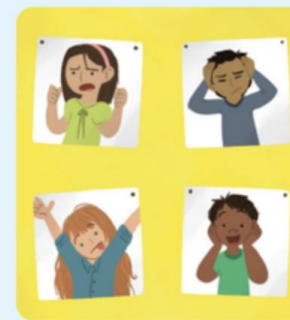
Blue Zone

Sad - Bored
Tired - Sick



Green Zone

Happy - Focused
Calm - Proud



Yellow Zone

Worried - Frustrated
Silly - Excited



Red Zone

Overjoyed/Elated
Panicked - Angry - Terrified

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Ydau
lives

Regulation, Reflection & Empathy

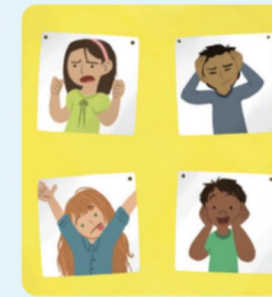
- Mindfulness
- Breathing
- Co-regulation
- Empathic listening
- Reflective commentary
- Awe & Wonder



Blue Zone
Sad - Bored
Tired - Sick



Green Zone
Happy - Focused
Calm - Proud



Yellow Zone
Worried - Frustrated
Silly - Excited



Red Zone
Overjoyed/Elated
Panicked - Angry - Terrified

Rheoli Risg

- Parkour
- Ymgysylltu a Rhyngweithio Cymdeithasol
- Adborth gan gyfoedion
- Chwarae mentrus – math sylfaenol wirfoddol o chwarae – sy'n gysylltiedig â lles plant, ymgysylltiad â gweithgarwch corfforol (Sando et al, 2021)

[Astudiaeth achos Chwarae Allanol
Outdoor Play case study \(2\).pdf](#)



Managing Risks

- Parkour
- Social Engagement & Interaction
- Peer Feedback
- Risky play – a fundamentally voluntary form of play – related to children's well-being, involvement and physical activity (Sando et al, 2021)

[Astudiaeth achos Chwarae
Allanol Outdoor Play case study
\(2\).pdf](#)



Dylanwadau cymdeithasol a Gwerthoedd

Addysgu Perthnasoedd Personol a Chymdeithasol (Model TPSR-Don Hellison, 1973, 1978, 1983)

Defnyddio Addysg Gorfforol i ddatblygu sgiliau dysgu cymdeithasol ac emosiynol

Mae'r model TPSR yn ddull dyneiddiol, datblygiadol, yn blentyn ganolog o addysgu addysg gorfforol sy'n ceisio adeiladu ar fwynhad dysgwyr o weithgaredd corfforol i gychwyn trafodaethau am ymddygiad cyfrifol personol a chymdeithasol y tu mewn a'r tu allan i'r gampfa (Gordon & Doyle, 2015)



<https://youtu.be/nYTrlcn4rjg>

Ystyriwch y trafodaeth/gweithgareddau ar ddylanwadau cymdeithasol allech chi gyflawni gyda dysgwyr Dysgu Sylfaen wedi gwyllo'r ffilm fer Pixar 'For the birds'.



<https://youtu.be/nYTrlcn4rjg>

Think of a discussion/activities on social influences you could have with Foundation Learners associated with 'For the birds' Pixar short film.

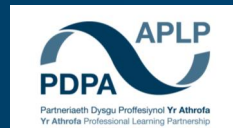
Social Influences & Values

- Teaching Personal and Social Relationships (TPSR Model- Don Hellison, 1973, 1978, 1983)
- Utilising Physical Education to develop social and emotional learning skills
- The TPSR model is a humanistic, developmental and student-centred approach to teaching physical education that seeks to build on students' enjoyment of physical activity to initiate discussions about personally and socially responsible behaviour both inside and outside of the gymnasium (Gordon & Doyle, 2015)



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Y Cod Addysg Cydberthynas a Rhywioldeb

Cysylltiadau â Meysydd Eraill		
Maes	Datganiadau o'r hyn sy'n bwysig	Llinynnau
Iechyd a Lles	ILI2 - Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddwl a'n lles emosiynol.	Cyfathrebu a gofyn am gymorth Empathi
	ILI4 - Mae'r ffordd rydym yn ymwneud â dylanwadau cymdeithasol yn siapio pwy ydyn ni, ac yn effeithio ar ein hiechyd a'n lles.	Dylanwad Gwerthoedd
	ILI5 - Mae cydberthnasau iach yn hanfodol ar gyfer ein lles.	Perthnasoedd Cyfathrebu Teimladau Gwrthdaro Diogelwch Parch

Cydberthnasau a hunaniaeth

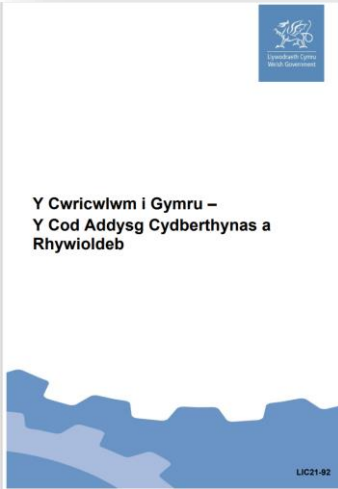
Cysylltiadau â Meysydd Eraill		
Maes	Datganiadau o'r hyn sy'n bwysig	Llinynnau
Iechyd a Lles	ILI1 - Mae datblygu iechyd a lles y corff yn arwain at fuddiannau gydol oes.	Cysylltiad Emosiynol a Chorfforol Iechyd a Diogelwch Corfforol
	ILI2 - Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddwl a'n lles emosiynol.	Hunan-ymwybyddiaeth a hunan-reoleiddio Cyfathrebu a gofyn am gymorth Myfyrlo
	ILI3 - Mae'r ffordd rydym yn gwneud penderfyniadau yn effeithio ar ansawdd ein bywydau ni a bywydau eraill.	Rheoli risgiau
	ILI4 - Mae'r ffordd rydym yn ymwneud â dylanwadau cymdeithasol yn siapio pwy ydyn ni, ac yn effeithio ar ein hiechyd a'n lles.	Dylanwad Gwerthoedd

Iechyd rhywiol a lles

Cysylltiadau â Meysydd Eraill		
Maes	Datganiadau o'r hyn sy'n bwysig	Llinynnau
Iechyd a Lles	ILI2 - Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddwl a'n lles emosiynol.	Hunan-ymwybyddiaeth a hunan-reoleiddio Cyfathrebu a gofyn am gymorth Empathi
	ILI3 - Mae'r ffordd rydym yn gwneud penderfyniadau yn effeithio ar ansawdd ein bywydau ni a bywydau eraill.	Effaith penderfyniadau Rheoli risgiau
	ILI4 - Mae'r ffordd rydym yn ymwneud â dylanwadau cymdeithasol yn siapio pwy ydyn ni, ac yn effeithio ar ein hiechyd a'n lles.	Dylanwad Gwerthoedd
	ILI5 - Mae cydberthnasau iach yn hanfodol ar gyfer ein lles.	Perthnasoedd Cyfathrebu Teimladau Gwrthdaro Diogelwch Parch

Grymuso, diogelwch a pharch

[cwricwlwm-i-gymru-cod-addysg-cydberthynas-rhywioldeb.pdf \(llyw.cymru\)](https://www.cwricwlwm-i-gymru-cod-addysg-cydberthynas-rhywioldeb.pdf)



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Relationship and Sexuality Education Code

Links with other Areas		
Area	Statement of what matters	Strands
Health and well-being	HWB2 - How we process and respond to our experiences affects our mental health and emotional well-being	Communicating and seeking help Empathy
	HWB4 - How we engage with social influences shapes who we are and affects our health and well-being	Identity and values
	HWB5 - Healthy relationships are fundamental to our well-being	Relationships Communicating feelings Friendship and conflict Safety Rights and respect

Relationships and identity

Links with other Areas		
Area	Statement of what matters	Strands
Health and well-being	HWB1 - Developing physical health and well-being has lifelong benefits	Emotional and physical connection Physical health and safety
	HWB2 - How we process and respond to our experiences affects our mental health and emotional well-being	Self-awareness and self-regulation Communicating and seeking help Empathy
	HWB3 - Our decision making impacts on the quality of our lives and the lives of others	Managing risks
	HWB4 - How we engage with social influences shapes who we are and affects our health and well-being	Identity and values

Sexual health and wellbeing

Links with other Areas		
Area	Statement of what matters	Strands
Health and well-being	HWB2 - How we process and respond to our experiences affects our mental health and emotional well-being	Self-awareness and self-regulation Communicating and seeking help Empathy
	HWB3 - Our decision making impacts on the quality of our lives and the lives of others	Impact of decisions Managing risks
	HWB4 - How we engage with social influences shapes who we are and affects our health and well-being	Identity and values
	HWB5 - Healthy relationships are fundamental to our well-being	Relationships Communicating feelings Friendship and conflict Safety Rights and respect

Empowerment, safety and respect

[curriculum-for-wales-relationships-sexuality-education-code.pdf \(gov.wales\)](https://curriculum-for-wales-relationships-sexuality-education-code.pdf)

The Curriculum for Wales –
Relationships and Sexuality
Education Code

WG21-92



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Cynllunio'r cwricwlwm Designing the curriculum

[Iechyd a Lles: Cynllunio eich cwricwlwm - Hwb](#)

[Health and Well-being: Designing your curriculum - Hwb](#)

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[Deddf Llesiant Cenedlaethau'r Dyfodol \(Cymru\) 2015: yr hanfodion \[HTML\] | LLYW.CYMRU](#) (Cyrchwyd: 16 Medi 2022)

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[Well-being of Future Generations \(Wales\) Act 2015: the essentials \[HTML\] | GOV.WALES](#) (Accessed : 11 September 2024)

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