



Curriculum for Excellence

Health and Wellbeing

PGL residential adventure courses feature many of the key learning and development outcomes as described in the Health and Wellbeing Principles and Practice in the Curriculum for Excellence in Scotland. In order to help you correlate the requirements of the CfE, please find below the relevant statements from the CfE followed by a description of how the PGL experience meets the learning and development outcomes.

CfE Experiences and Outcomes	Level	PGL Learning and Development Opportunities
MENTAL AND EMOTIONAL WELLBEING		
<p><i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i></p>	<p>HWB 0-02a HWB 1-02a HWB 2-02a HWB 3-02a HWB 4-02a</p>	<ul style="list-style-type: none"> • A PGL trip may be the first time some pupils have spent more than a night away from home without their family. Even if it isn't, it's likely they will experience a wide range of thoughts and feelings in the unfamiliar environment of a PGL centre and will be with other children experiencing similar emotions. • Away from parents and siblings, some may feel homesick and they'll need to find ways of managing their feelings and resulting behaviour. Some pupils may lack confidence when faced with new situations, while others struggle to adapt to sharing a room with classmates. • They will need to access practical and emotional support from both familiar teachers and unfamiliar PGL staff, as well as becoming aware that they can gain support from within themselves and also from their peers.
<p><i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i></p>	<p>HWB 0-03a HWB 1-03a HWB 2-03a HWB 3-03a HWB 4-03a</p>	
<p><i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i></p>	<p>HWB 0-04a HWB 1-04a HWB 2-04a HWB 3-04a HWB 4-04a</p>	<ul style="list-style-type: none"> • A PGL residential course presents pupils with physical and mental challenges which they may not have come across before; activities such as climbing and abseiling, canoeing and zip wire, sharing a room, dealing with tiredness and a new environment. • If children are outside their comfort zones, our trained staff provide encouragement and help them build the confidence to succeed and overcome their fears.

CfE Experiences and Outcomes	Level	PGL Learning and Development Opportunities
MENTAL AND EMOTIONAL WELLBEING		
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i></p>	<p>HWB 0-05a HWB 1-05a HWB 2-05a HWB 3-05a HWB 4-05a</p>	<ul style="list-style-type: none"> • A PGL residential course gives pupils the opportunity to undertake a range of activities with their classmates outside the classroom environment. • Tackling new tasks and rising to new challenges together gives children the opportunity to see each other in a new light and appreciate one another's strengths and weaknesses. • Children are encouraged to support and help each other in order to succeed in achieving common and individual goals.
SOCIAL WELLBEING		
<p><i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i></p>	<p>HWB 0-11a HWB 1-11a HWB 2-11a HWB 3-11a HWB 4-11a</p>	<ul style="list-style-type: none"> • A PGL residential course presents children with many opportunities to learn new skills and improve or develop existing ones. Pupils are also encouraged to support their classmates and share their learning experiences with each other.
<p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i></p>	<p>HWB 0-14a HWB 1-14a HWB 2-14a HWB 3-14a HWB 4-14a</p>	<ul style="list-style-type: none"> • Many of the activities offered on a PGL residential course involve pupils working together towards a common goal. • Activities such as challenge course, sensory trail and problem solving involve children tackling tasks together and helping each other. This can be particularly helpful for students in P7 needing to develop new friendships and bonds as they move to the next stage of their education. • Children are encouraged to support and help each other, respect each other's strengths and weaknesses and rely on their relationships with each other in order to succeed.
PHYSICAL WELLBEING		
<p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i></p>	<p>HWB 0-16a HWB 1-16a HWB 2-16a HWB 3-16a HWB 4-16a</p>	<ul style="list-style-type: none"> • Learning to undertake activities safely is a key part of a PGL residential course. The risks of each activity and the actions taken to reduce those risks are explained in the safety briefing at the start of each activity session.
<p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i></p>	<p>HWB 0-17a HWB 1-17a HWB 2-17a HWB 3-17a HWB 4-17a</p>	<ul style="list-style-type: none"> • Children are encouraged to take responsibility for their own safety and to keep others safe as well, for example by belaying a classmate on the climbing wall or just by behaving in a safe and responsible way themselves.

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PLANNING FOR CHOICES AND CHANGE		
<p><i>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me prepare for the next stage in my life and learning.</i></p>	<p>HWB 2-19a</p>	<ul style="list-style-type: none"> • In the outdoors, children are encouraged to face physical and emotional challenges. Learning to ‘Plan, Do and Review’ will help build understanding of their skills and areas for development. • Being away from home also helps pupils become more self-reliant and responsible for their personal organisation and decision making, helping them become more self aware.
PHYSICAL EDUCATION MOVEMENT SKILLS, COMPETENCIES AND CONCEPTS		
<p><i>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.</i></p>	<p>HWB 2-21a HWB 3-21a</p>	<ul style="list-style-type: none"> • The range and variety of activities on a PGL activity course means that most will be new to the majority of pupils. • Many of the physical skills required are directly transferable to other activities and pupils are encouraged to see these similarities and apply the skills they have learned. For example, canoeing or kayaking skills can be used in raft building, and those needed for climbing are also required for Jacob’s ladder. • Many activities require movement skills such as balance, flexibility and stamina, all of which can be developed and transferred to other activities away from the PGL residential centre.
PHYSICAL EDUCATION MOVEMENT SKILLS, COMPETENCIES AND CONCEPTS		
<p><i>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.</i></p>	<p>HWB 2-22a HWB 3-22a</p>	<ul style="list-style-type: none"> • Activities such as archery, raft building and problem solving give pupils the opportunity to refine and develop their ideas and techniques, putting theories into practice and improving their skills as the session develops. • All activities at PGL centres involve a level of physical participation which helps encourage and maintain physical fitness in pupils
COOPERATION AND COMPETITION		
<p><i>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</i></p>	<p>HWB 1-23a</p>	<ul style="list-style-type: none"> • Each activity is preceded by a safety briefing and introduction explaining any rules and procedures that must be followed in order for the group to achieve their goals safely. Pupils also discuss their personal goals and what they would like to achieve during the session. • Many activities require pupils to take on different roles, sometimes leading the group and at other times playing a more supporting role while other members of the group take the lead.

CfE Experiences and Outcomes	Level	PGL Learning and Development Opportunities
COOPERATION AND COMPETITION		
<i>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</i>	HWB 2-23a	<ul style="list-style-type: none"> Many of the activities at a PGL centre are designed to develop and improve teamwork skills, for example: raft building, problem solving, survivor and Jacob's ladder.
FOOD & HEALTH		
<i>I enjoy eating a diversity of foods in a range of social situations.</i>	HWB 0-29a HWB 1-29a HWB 2-29a HWB 3-29a HWB 4-29a	<ul style="list-style-type: none"> All PGL centres provide menus which are tasty, balanced and nutritious. There is always plenty of fruit available, a salad bar and a choice of main meals, so children are able to try a range of foods they may not have tried before.
<i>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</i>	HWB 0-33a HWB 1-33a	<ul style="list-style-type: none"> Children are encouraged to maintain good personal hygiene while staying at a PGL centre and if necessary PGL staff will remind them about the importance of regular showering and brushing teeth etc. Children are also encouraged to clean their hands before eating and once they have eaten, they are asked to clear their plates, cutlery and cups at the appropriate stations in the dining room.
<i>Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.</i>	HWB 2-33a	<ul style="list-style-type: none"> Living away from home, even for a short period, children become more self-reliant and take more responsibility for daily routines of cleanliness hygiene and safety.
RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD		
<i>I understand that a wide range of different kinds of friendships and relationships exist.</i>	HWB 2-44a	<ul style="list-style-type: none"> A residential experience is a great opportunity for pupils to interact with and form relationships with a wide variety of people. For children joining P7, a transition course gives them the opportunity to get to know their new classmates and some of the teachers they will come across during the next stage of their education. For children at all levels, a PGL residential course provides an invaluable opportunity to develop relationships outside their usual circle of friends as well as forming bonds with teachers and PGL staff. Pupils benefit from having the opportunity to develop more informal relationships with the adults they spend time with while also recognising the appropriate boundaries for these relationships.

CfE Experiences and Outcomes	Level	PGL Learning and Development Opportunities
RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD		
<p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i></p>	<p>HWB 0-45b HWB 1-45b HWB 2-45b HWB 3-45b HWB 4-45b</p>	<ul style="list-style-type: none"> • Spending time in close proximity to and sharing a room with classmates during a PGL residential course is a great way to learn about the need for personal space and boundaries. • Children have to empathise more and respond appropriately to non-verbal as well as verbal communication.