This supports current policy whereby the Scottish Executive funded a Health Promoting Schools Unit (HPSU). It aims to encourage every school in Scotland to become a Health Promoting School. Similar developments have taken place in England in the form of the National Healthy School Standard.

Future studies will be able to explore whether ‘school effects’ impact differentially on both genders. It would also be beneficial to develop longitudinal studies and ideally, follow pupils from primary to secondary education, as did the 11-16 study (West, Sweeting, & Leyland 2001). This can allow the impact of associated primary schools to be built into research on secondary schools, especially if pupils from smaller primary schools had less chance of entering secondary school could be taken into account. Similarly, longitudinal work needs to be done for girls and boys separately. It is also the case, given the importance of family influences, that it would be helpful to collect data directly from parents that could be linked to the data of their children. It would be interesting to assess the impact of increased partnership between schools and parents and the impact of health and/or parenting interventions for parents.

Acknowledgements
The authors wish to thank the schools, teachers, and pupils for participating in the research. The support of many colleagues as the MSC Social & Public Health Sciences Unit was much appreciated; particular thanks to Dr Alison Parkes.

References

The project was an innovative and highly successful example of a multi-faceted approach to health education. The project's core focus was on empowering young people to make informed choices about their health and well-being. It involved a wide range of activities, including workshops, seminars, and discussions, which were designed to engage and motivate young people. The project was a collaborative effort between schools, teachers, and the community, and it aimed to create a culture of health and well-being within the schools.

The project's success was measured through various indicators, such as student engagement, knowledge acquisition, and behavior change. The results showed a significant increase in health-promoting behaviors among the participating students. The project also provided a platform for ongoing collaboration and support, enabling schools to continue their efforts in promoting health and well-being.

In conclusion, the project demonstrated the potential of innovative approaches to health education in improving students' health outcomes. It highlighted the importance of collaboration, community involvement, and the use of interactive and engaging methods in health education. The project's success serves as a model for similar initiatives in the future, emphasizing the need for continued investment in health education and promotion.