



Health and Wellbeing Policy

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Policies and Procedures

Rationale

“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

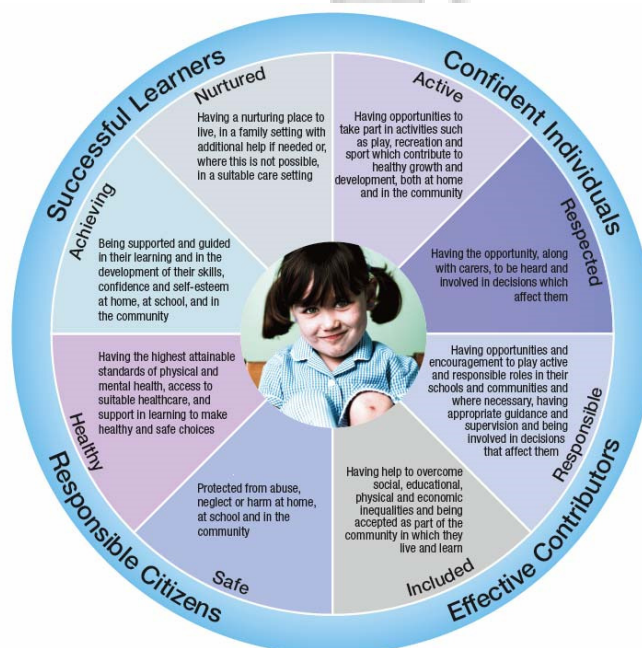
- ✓ Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- ✓ Experience challenge and enjoyment.
- ✓ Experience positive aspects of healthy living and activity for themselves.
- ✓ Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- ✓ Make a successful move to the next stage of education and work.
- ✓ Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.”

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Aims

We aim to deliver a health and wellbeing programme which allows teachers scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and capacities which they need for mental, physical, social and emotional wellbeing now and in the future. We will deliver two hours of physical activity per week.

Through our programme of work, we hope to develop:-



Experiences and Outcomes

A variety of activities have been created for Early, First and Second Level based on the Health and Wellbeing outcomes and experiences from Curriculum for Excellence. These have been structured underneath the following organisers:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Teachers are expected to identify appropriate learning and teaching styles to suit the needs of their pupils while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust.

Working with Parents/Carers

The positive and continuing engagement of parents is essential to ensure the aims of this policy are met. This will include a range of actions and approaches including:

- Parental partnership in recognising health priorities over the school session.
- Communication with parents and carers on health and wellbeing themes and health related issues in school.
- Engagement with parents to discuss when and how health issues such as Relationships and Sexual Health are being covered (see Appendix 2).
- Opportunities for parents to work with the class and support the learning of children.

Working with the Community

School staff demonstrate sensitivity and non-judgemental attitudes when considering the lifestyles, life circumstances and cultural diversity of the pupils, their families and the broader local community. School staff should encourage positive qualities in pupils of self-esteem, confidence, initiative, resilience and emotional intelligence to ensure children can become responsible, caring and effective contributors to their community.

Working with other Professionals and Outside Agencies

Redmyre School welcomes the involvement of all professionals committed to improving the health and wellbeing of pupils through our health and wellbeing programme. To ensure children receive the highest quality education we may work in partnership with the following:

- School Doctor
- School Nurses
- Road Safety Officer
- Health Promotion Team
- Dentists/Child Smile
- Active Schools Co-Ordinator
- Speech and Language Therapists
- Community Education
- Fire Service
- Police Scotland
- Local Secondary School and Colleges
- Educational Psychologists
- Social Work department

Learning and Teaching

Health and Wellbeing may be taught in the following ways:

- As a discrete topic
- As part of RME and Social Studies
- Spontaneously, in response to situations or new stories
- Development of enquiry, critical thinking and problem solving skills
- Personal reflection and independent learning
- Collaborative discussion and debate
- Active learning and planned, purposeful play
- Through volunteering in the community and outdoor education
- Through links with an interdisciplinary learning project
- Through cross curricular programmes of work

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage learners to recognise that the knowledge, skills and attitudes identified are inextricably linked. Differentiation in the children's responses and behaviour will reflect their broad level of development.

Health and Wellbeing can be an opportunity for pupils to feel valued as part of a whole class but some pupils may need individual support in tackling activities. Pupils of all abilities should be given the opportunities to realise their full potential using the resources and materials at the school's disposal.

Teachers will select the most appropriate class organisation according to the kinds of activities which are taking place. These could be :

- Whole class
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the pupils ideas and opinions will be encouraged. Where appropriate, links will also be made with the rights and responsibilities that children and young people are entitled to (see Appendix 1).

Appendix 3 illustrates the links between Health and Wellbeing, GIRFEC and the United Nations Convention on the Rights of the child (UNCRC). This provides a framework which takes the wellbeing indicators (SHANARRI Wheel) in to account and ensures that the child is at the centre.

It is the responsibility of every teacher to provide learning and teaching opportunities which :

- Engage children and young people and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- Take account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- Use a variety of approaches including active, cooperative and peer learning and effective use of technology
- Encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment
- Encourage children and young people to act as positive role models for others within the educational community
- Lead to a lasting commitment in children and young people to follow healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- Help to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- Harness the experience and expertise of different professions, including developing enterprise and employability skills

‘Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.’

Building the Curriculum 1

Forward Planning

Our teachers' forward planning takes account of:

- Long-term(yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile/kinaesthetic
- Setting targets/assessment criteria which specify what learners are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking class work and homework
- Cross-curricular links
- Both interdisciplinary and disciplinary learning opportunities

Assessment

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages learners to achieve their full potential
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher evaluation
- Both formal and informal
- Useful and provides information which is shared with learners, and where appropriate parents and other agencies

In assessing Health and Wellbeing teachers are likely to use:

- Day to day learning
- Assessment tasks
- Observation of pupils' ability to listen, express opinions and help others
- Evidence from workbooks, writing and drawing and other artefacts produced by pupils
- Discussion

Assessment, recording and reporting of Health and Wellbeing will involve an overall judgement about each pupil's level of attainment in terms of knowledge, skills and values. Assessment may focus on, for example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Physical Education, Physical Activity and Sport

Rationale

Regular physical activity is essential for good health. Physical education should inspire and challenge children and young people to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give children and young people an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle. Children and young people will participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes, during travel and beyond the school day. Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum.

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Learning Environments

In addition to 2 hours of planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community.

Physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunch times and after school, within and beyond the place of learning. **(See Appendix 4)**

To raise the profile of Physical Education and Sport we have a display board with photographs of pupils engaged in various sports and activities. Certificates for improvement and achievement are awarded to pupils in assembly. All pupils change for PE. Staff will also change, whenever possible, for the lesson.

Resources

Borders Pack
TOPS cards and packs
Class Moves

Appendix 1

Rights Respecting School Statement

As a Unicef Rights Respecting School, we promote and foster a learning environment where everyone has specific rights and responsibilities in line with the United Nations Convention on the Rights of the Child, 1991.

Through the Redmyre curriculum, children and young people have a right to:

- Article 12 – Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account
- Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others
- Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters
- Article 15 – Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights
- Article 23 – Children who have any kind of disability should have special care and support, so that they can lead full and independent lives
- Article 24 – Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this
- Article 28 – All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.
- Article 29 – Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures
- Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not
- Article 31 – All children have a right to relax and play, and to join in a wide range of activities

Throughout all learning and teaching experiences, everyone within the Redmyre community considers their responsibilities, in particular to respect the rights of others including pupils, staff, parents and the wider community.

At Redmyre School, we are committed to the promotion of Rights and Responsibilities for all.

Appendix 2

Sexual Health and Relationship Education

As part of Health and Wellbeing, we have a responsibility to educate pupils on Relationships, sexual health and parenthood. We use the “Living and Growing” resource along with the other recommended materials to support the delivery of this and to ensure progression across all stages. The Sexual Health and Relationships Programme is led by class teachers with support from Pupil Support Staff and School Nurse as appropriate.

Below is an outline of the CfE Experiences and Outcomes that will be covered from Early-Second Level.

Relationships, Sexual Health and Parenthood		
<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b</p> <p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a</p>	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b</p> <p>I recognise that we have similarities and differences but are all unique. HWB 0-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b</p>	<p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</p> <p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 0-49a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a</p> <p>I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a</p>

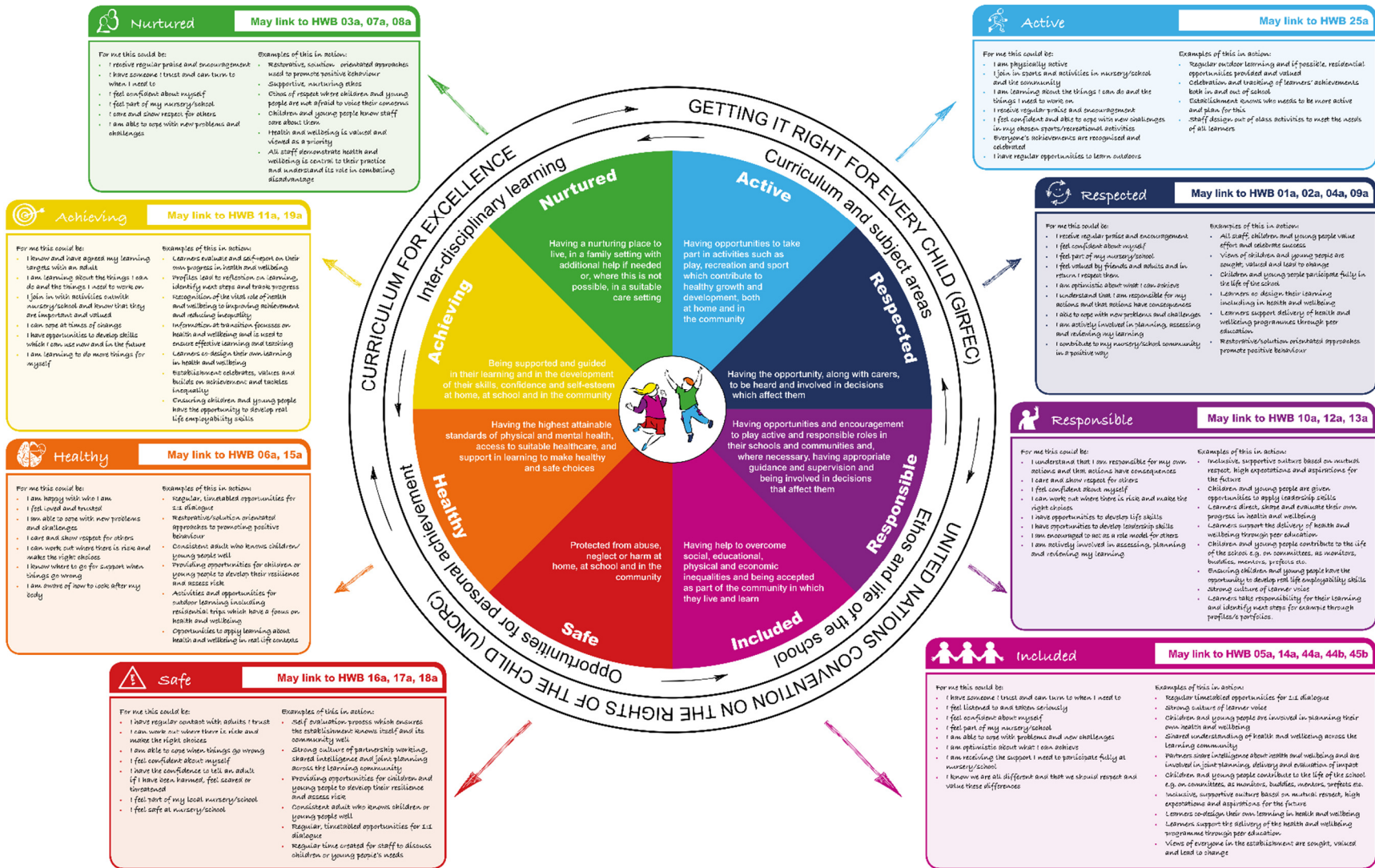
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<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships HWB 1-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44b</p> <p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 1-45a</p>	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB1-45b</p> <p>I recognise that we have similarities and differences but are all unique. HWB 1-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 1-47b</p>	<p>I am learning what I can do to look after my body and who can help me. HWB 1-48a</p> <p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a</p> <p>I am able to show an awareness of the tasks required to look after a baby HWB 1-51a</p>

Relationships, Sexual Health and Parenthood		
<p>I understand that a wide range of different kinds of friendships and relationships exist.</p>	<p>I am aware of the need to respect personal space and boundaries and can</p>	<p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</p>

<p>HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</p> <p>HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.</p> <p>HWB 2-45a</p>	<p>recognise and respond appropriately to verbal and non-verbal communication.</p> <p>HWB 2-45b</p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave.</p> <p>HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.</p> <p>HWB 2-48a</p>	<p>HWB 2-49a</p> <p>I am able to describe how human life begins and how a baby is born.</p> <p>HWB 2-50a</p> <p>I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.</p> <p>HWB 2-51a</p>
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Health and Wellbeing: Responsibility of All



APPENDIX 4

Extra-Curricular Opportunities for Physical Activity

Young Leaders P7

Dodgeball P4-7

Football P1-3

Gardening Club P1-P7

Junior Road Safety Officers P7

Swimming P4

Bikeability P6-P7

Redmyre
School

The logo for Redmyre School features the school's name in a large, grey, cursive font. To the right of the text is a stylized grey pencil, oriented vertically with the eraser at the top and the lead tip at the bottom. The pencil has a textured appearance and a small blue dot at the tip of the lead.