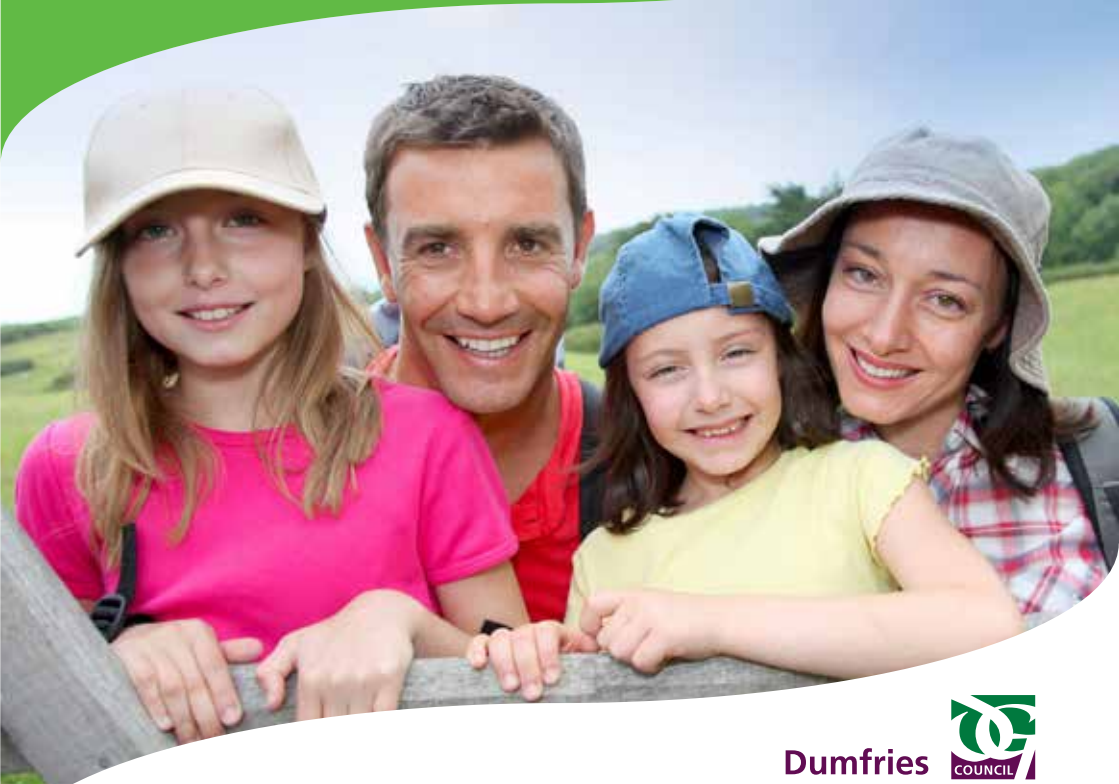


*Dumfries High School
Cluster 2018*

Guide to Health & Wellbeing



SHANARRI

In the Dumfries High School Cluster we aim to make sure each pupil is/ feels 'SHANARRI'. This is an acronym for the 8 well-being indicators (**SAFE**, **HEALTHY**, **ACHIEVING**, **NURTURED**, **ACTIVE**, **RESPECTED**, **RESPONSIBLE**, **INCLUDED**) that have been identified by the Scottish Government as what each child needs to be; to be able to achieve all they can today and in the future. We engage the pupils with this and this helps us to evaluate how each child is feeling and what we can do to improve their well-being based on their individual needs contributing towards us 'Getting It Right For Every Child'(GIRFEC) in our school. We aim to achieve this not only through lessons we deliver in the classroom, but through a wide range of things including: Celebration of successes outside of school, School trips, etc.



What is Health and Wellbeing ?

Health and Wellbeing is one of the responsibilities for all themes of Curriculum for Excellence along with literacy and numeracy.

This means that it is the responsibility of all teachers to cover aspects of this area. This is not a challenge in primary schools as primary teachers have always taught all areas of the curriculum but in secondary schools which are subject based, teachers of all subjects now have a responsibility to be aware of the Health and Wellbeing aspects and how they are going to contribute to the pupil's learning in these areas.

- ◆ Health and Wellbeing is divided into six areas
- ◆ 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

In the Dumfries High School Cluster there will be a progressive approach from the nursery to P7 which covers all aspects of the Health and Wellbeing curriculum.



What happens at different ages and stages ?

Young people develop at their own pace, so learning is planned to suit their maturity, development and ability **not their age**.

In nursery and the early years of primary children learn through exploration, activity and play. They will investigate hygiene, looking after their teeth, how to choose and prepare food and work and share with friends. As your child progresses through their primary years, they will enjoy daily physical activity, learn how to keep themselves safe and healthy.

Many aspects of the Health and Wellbeing will be woven into a variety of subjects this may include Science, Drama and RME.

What does each area mean ?

Mental, Emotional, Social and Physical Wellbeing

Mental and emotional wellbeing: children learn to recognise and express feelings, understand how feelings affect how we behave, know where to get help and support and how to manage stressful situations.

Social wellbeing: children learn about rights and responsibilities and how to put these into practice. This is about how to value ourselves and others and how young people can contribute to the life of their nursery, school, college or community. It explores finding out about relationships and how to build good and supportive friendships with others.

Physical wellbeing: young people learn about the body and how to apply that knowledge to stay healthy and well. It examines risk, giving young people skills to keep safe, to cope in an emergency and to travel safely.

Planning for Choices and Changes

Children take part in activities that widen knowledge about choices in life and the costs and benefits attached. Young people will learn how to manage expectations and hopes, and develop decision-making skills that will help them make good choices for the future.

Physical Education, Physical Activity and Sport

Children take part in physical activity and sport, indoors and outdoors, promoting regular activity as an essential and enjoyable part of being healthy. Staff are working towards providing a minimum of two hours quality PE a week and young people will develop skills to take part in a wide range of activities.

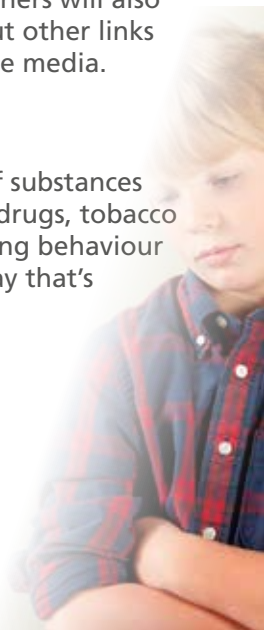


Food and Health

This covers practical, enjoyable food activities, which will help to build knowledge and skills in preparing healthy, tasty, affordable dishes. Young people will learn about good food choices with the aim of understanding diet and hopefully develop lifelong healthy eating habits. Learners will also develop an understanding of food hygiene and will learn about other links and influences like religious beliefs, culture, advertising and the media.

Substance Misuse

This covers understanding of the use and misuse of a variety of substances including over-the-counter and prescribed medicines, alcohol, drugs, tobacco and solvents. Young people will explore the impact of risk-taking behaviour on life choices to promote positive choices. This is done in a way that's appropriate to their age and maturity.



Relationships, Sexual Health and Parenthood

This covers how to build and keep good relationships with a variety of people. It explores awareness of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships. As children grow older and mature, they'll learn about sexual health and develop an understanding of the responsibilities of caring and parenthood.

Language used

One of the biggest issues with the delivery of this area of the curriculum is how uncomfortable people feel engaging with the correct language. It is recommended that pupils start engaging with the correct technical language at a younger age to develop their understanding of their own and other people's bodies and the changes they go through as they grow up. This approach will also help the pupils to view this as 'just another' area of the curriculum allowing more effective learning and teaching to take place.



Timeline of language used.

Nursery/P1- Correct names for body parts will be used, however only external body parts that 'I can see' will be spoken about. i.e. nose, mouth, ears etc.

P2-4 - In Primary 2 pupils will be introduced to private body parts using the correct technical language i.e. penis and vulva. (This will be delivered through a context of 'the differences between boys and girls'.) In P3 pupils will build on this by focussing on what body parts are private to them and what is appropriate/inappropriate in terms of touching.

P5- Puberty will be introduced to pupils in Primary 5.

P6/7 - Pupils will be introduced to the process of 'Menstruation' in Primary 6. In P7 sexual intercourse will be referred to in relation to the fertilization process.

Although all the above aspects are taught there is an increased apprehension about the delivery of the Relationships, Sexual Health and Parenthood. Below is a time line of development stages within the school.

Nursery/P1



I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. I recognise that we have similarities and differences but are all unique. I am aware of my growing body and I am learning the correct names for its different parts and how they work.

P2/P3



I am learning about where living things come from and about how they grow, develop and are nurtured I am able to show an awareness of the tasks required to look after a baby.

P4/P5



I recognise that how my body changes can affect how I feel about myself and how I may behave. I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. I can identify the things a woman needs to do to keep healthy during pregnancy and how the foetus develops in this time.

P6/P7



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. I am able to describe how human life begins and how a baby is born I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.

Secondary

I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.



FAQ

Who can I talk to if I need any other information?

You can contact the school office and contact can be made with the school nurse who can answer specific questions

Will the children see videos to help their learning?

Will other issues be discussed e.g. homosexuality?

The teacher will respond to questions asked in a sensitive and factual manner depending on the class and maturity of the pupils

Where appropriate the teacher will use a video - see links below for video title. Other resources will also be used.

Will my child receive sex education at secondary?

If a child discloses information which the teacher feels is inappropriate what will happen?

All staff would follow the child protection protocol and inform the HT or DHT of any disclosures or information given

Yes, each secondary has a continuous programme of health education contact the secondary your child will be attending as each can be slightly different

Useful links and information

www.educationscotland.gov.uk

www.bbc.co.uk/scotland/education/health/feelings

www.educationscotland.gov.uk/parentzone

<http://www.sexualhealthscotland.co.uk/>