

*Dumfries High School
Cluster 2021*

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

Relationships

This covers how to build and keep good relationships with a variety of people. An understanding of the importance of respecting people's personal space and the concept of 'my body belongs to me' will be developed. It will also explore how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships.



Parenthood

In this area, pupils will develop an understanding of the qualities and resources required by a parent to meet the basic needs of a baby. Focus will also be given to the ways in which families may be different.

Physical Changes, Sexual Health and Sexuality

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.



Below are the curriculum benchmarks at each level and a timeline of when, we as a cluster, intend to deliver aspects of this and the language that will be used.

Please note that all teachers will take in to account the needs of the pupils in their class when covering this area of the curriculum. It may be that certain aspects may be introduced at an earlier or later stage.

Early Level

Identifies body differences and similarities.	Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.	Gives examples of where living things come from, for example, plants from seeds, fish from eggs.	Explains that living things need food, water and care to grow and survive.
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First Level

Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.	Explains about own and others' needs for privacy.	Expresses feelings through appropriate closeness to others.	Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.	Identifies who to talk to if worried or concerned.
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Second Level

Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.	Demonstrates an understanding of diversity in sexuality and gender identity.	Describes the concept of consent.	Gives reasons why contraception may be used, for example, to prevent pregnancy and infection.	Describes some symptoms of pregnancy.	Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.
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Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.	Describes ways of keeping hygienic during puberty.	Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.	Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.	Identifies positive things about own body image and appearance.	Explains own rights and responsibilities in relation to abuse.
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Timeline of Delivery

Nursery/P1 - There will be a focus on where living things come from and what they need to survive e.g. Plants. In **Nursery** 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. In **P1** body parts will be identified using the correct names e.g. penis, vulva. (This will be delivered through a context of 'the differences between boys and girls'.)



P2 - P4 - In **P2** pupils will build on previous learning by focussing on what body parts are private to them and what is appropriate/inappropriate in terms of touching. In **P3** pupils will develop their understanding of the function of different body parts e.g. the womb, ovaries. In **P4** pupils will identify steps they can take when faced with inappropriate behaviour of others.

P5 - P7 - Puberty will be introduced to pupils in **P5**. Pupils will focus on the physical and emotional changes a child will experience as they go through puberty and the importance of good hygiene. Pupils will explore some of the symptoms of a pregnancy. In **P6** pupils will be introduced to the process of 'Menstruation' and will explore their rights and responsibilities when it comes to abuse. In **P7** pupils will be introduced to the concept of 'consent'. Sexual intercourse will be referred to in relation to the fertilization process. Further focus on changes during puberty will introduce terms such as 'masturbation', 'wet dreams' and 'clitoris'. Pupils will also discuss diversity in sexuality and gender identity.

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/scotlandeducation/health/feelings

www.educationscotland.gov.uk/parentzone

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