

**Planning**

Health & Wellbeing should be planned in a long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used. The school's 3 year HWB planner should be used to determine which outcomes should be the focus during that academic year.

The EAC Health & Wellbeing progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

Good health and wellbeing is central to effective learning. This can only be met through a concerted approach, working closely with partners (e.g. home link staff, health professionals, educational psychologists, music therapists and sports coaches) to plan programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

Staff should group experiences and outcomes together from across the curriculum in different and imaginative ways which enrich, consolidate and enhance progression in learning.

**Resources**

EAC Health & Wellbeing progression frameworks come in a format that includes a bank of suggested resource and links. Staff should liaise with the school HWB Coordinator to source resources for different aspects of the HWB curriculum (e.g. food & health, RSHP).

'BOUNCEBACK' is a whole school resource to teach resilience. Teacher's manuals and other resources are stored in each classroom and within the school store.

The school has an extensive range of additional resources available to complement/supplement the teaching of HWB. Each classroom holds a range of books and resources for that stage. The nurture classrooms also contain a wide variety of resources and staff should liaise with the nurture teachers regarding their use.

Due to the extensive and strong links to between HWB and other areas of the curriculum, staff should make imaginative use of resources from across the curriculum (e.g. expressive arts, technologies, sciences, social studies, RME, PE).

ICT should be used to reinforce learning and the opportunity to learn outdoors should be planned regularly.

**Health & Wellbeing****Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, discussions, questioning, plenaries and day to day learning. Assessment will focus on children's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers will take account of these factors.

Targeted assessments will be undertaken as part of the GIRFEC model when required (e.g. Box-all Profiles, Wellbeing Webs).

All forms of assessment will inform teacher judgements. This should be recorded in the tracking and monitoring system throughout the year in line with the T&M timetable. Assessment information should also be passed on at transitions.

**Pedagogy**

The school takes a holistic approach to promoting the HWB of all children consistent with the UNCR. Our school values recognise the importance of a positive ethos and climate of respect and trust. Children should feel happy, safe, respected and included and all staff should be proactive in establishing open, positive, supportive relationships across the school community and in modelling behaviour which promotes health and wellbeing, being sensitive and responsive to the wellbeing of each child. The SHANARRI model forms our shared vision and goal for all children. We promote equity and assist young people in many ways including: nurture groups, breakfast clubs, after school clubs, quiet rooms, pupil support staff and extended support teams.

Children should experience certain aspects of HWB through focused programmes and links with all other areas of the curriculum reinforce learning and provide relevant, enjoyable and active experiences. There are important links between HWB, and RME in the establishment of values; expressive arts activities can make an important contribution to a child's sense of wellbeing and can bring learning to life (e.g. mindfulness, role play); connections between dance and PE; connections between science and several aspects of HWB; between the technologies and, for example, food and health; and between the social studies and the aspects relating to citizenship and participation.