

# Uplawmoor Primary School



## Health and Wellbeing Policy



## UN Convention of the Rights of the Child

### Article 24

*You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.*

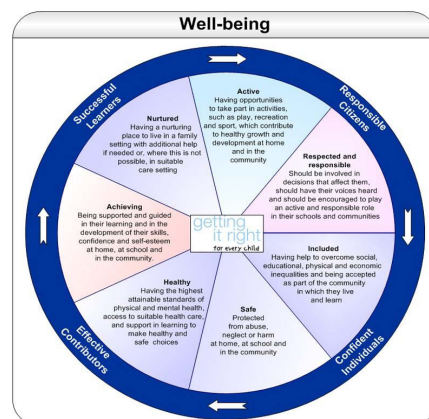
### Article 29

*Your education should help you to use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people.*

### Rationale

Good health and wellbeing is central to effective learning and preparation for successful independent living for all young people. It is a shared responsibility of everyone who has contact with children and young people to create this supportive environment to aid learning and foster good health and wellbeing.

Scottish Government,  
Health and Wellbeing in Curriculum for Excellence, 2017



### Aims

In Uplawmoor Primary School, we deliver an education in Health and Wellbeing which enables our children to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment in their learning
- experience positive aspects of healthy living and activity for themselves
- apply their mental, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of their education
- establish a state of good health and wellbeing which will be sustained into adult life, and which to promote the health and wellbeing of the next generation of Scottish children

(CfE Health and Wellbeing Principles and Practice Paper)

### Culture and Ethos

In Uplawmoor Primary School we:

- promote the health and wellbeing of all children and staff
- encourage pupils to make informed choices to ensure they develop a healthy lifestyle
- ensure we know our children well and can support when facing changes and challenges and in making choices
- plan activities which allow children to explore social and personal relationships
- engage in activities which develop skills in judgement, resilience and independence
- promote safety across all school activities including; sport, playground, outdoor learning, practical activities and school traffic environments, making use of specialist service in the community to support this
- engage in whole school activities e.g. Health Week and focus days such as Fruity Friday
- provide at least 2 ½ hours of quality, planned physical activity each week for all pupils
- provide opportunities for all pupils to be a member of a pupil focus group to lead school improvements
- follow Child Protection Procedures
- Promote equality, diversity, care, welfare and a strong sense of community

### **Responsibility**

We have a responsibility to:

- establish a shared vision of health and wellbeing for all
- develop and nurture the health and wellbeing of all of our children to support their mental, social, emotional and physical wellbeing
- encourage a positive ethos and climate of respect and trust across the school
- deliver experiences and outcomes using a variety of approaches and pedagogy based on current research
- consult with parent in delivering aspects of health and wellbeing such as relationships, sexual health and parenthood programmes
- engage parents and carers and the wider school community to provide children with positive experiences which promote and protect their health and wellbeing

### **Learning, Teaching and Assessment**

In our approaches to Learning, Teaching and Assessment in Health and Wellbeing we:

- use a variety of approaches including active, co-operative, independent and peer learning
- make very good use of both the immediate and wider outdoor environment
- take account of the views and experiences of children, particularly where decisions are to be made which affect them
- encourage all children to be good role models and leaders of their own learning
- engage the experience and expertise of parents, professionals and members of the wider community
- make coherent and relevant links the health and wellbeing experiences and outcomes with those of other curricular areas
- children's achievements are recognised and celebrated

- assessment takes account of the breadth and purpose of the wide range of learning experiences
- evidence is gathered through daily learning and through focussed learning activities
- judgements are reached through observing how children are developing their knowledge, skills and understanding of health and wellbeing relating to the six health and wellbeing organisers: mental, physical, social and emotional wellbeing, physical education, physical activity and sport, food and health, substance misuse, relationships, sexual health and parenthood education and planning for choices and change

## **Partnerships**

Learning and progress in health and wellbeing is greatly enhanced through strong partnerships. In Uplawmoor Primary these include:

- Parents
- Psychological Services
- NHS Colleagues including: speech and language therapist, occupational therapist, school nursing team, oral health team
- Social Work
- Cluster schools – Mearns and Crookfur Primary, Neilston Primary and Madras Family Centre, Isobel Mair School and Family Centre and Eastwood High School
- Eastwood High School Campus Police Officer
- Fire and Rescue Services
- Active Schools
- Outdoor Education Partners – Outdoor Woodland Learning
- Local Tennis Club
- Caldwell Parish Church
- Local Development Trust

## **Monitoring and Evaluation**

Monitoring and self-evaluation is an ongoing process which allows us to continually reflect and evaluate on our work and to plan for future improvement. In Uplawmoor Primary we:

- work collaboratively using quality indicators, illustrations, features of highly effective practice and challenge questions from How Good Is Our School 4 to reflect on our current practices and to make decisions on what needs to be done to improve
- gather the views of children, staff and parents as part of our self-evaluation activities
- engage in health and wellbeing learning visits to review our practice
- use GIRFEC indicators to identify barriers which may be preventing a child from making progress