

St Clare's Primary School

Health and Wellbeing Policy



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 or 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.

Education Scotland

Our Vision

At St Clare's Primary, our young people's health and wellbeing is at the forefront of everything we do. We recognise and celebrate each of our children as individuals and seek to provide high quality teaching experiences that meet their needs as learners, instilling in them the skills and confidence to reach their potential and be their **best self**.

In our school, we recognise and value the positive impact that good health and wellbeing can have on learning and attainment, as well as home life, and are committed to meeting the physical, mental, emotional and social needs of all our pupils.

Our Vision, Values and Aims, co-created by our whole school community, underpin and remain at the heart of our daily practice. We continually strive to create a safe and nurturing community wherein staff and families can work together to promote healthy lifestyles and support our children to make good choices.

Furthermore, as a rights respecting school, the United Nations Convention on the Rights of the Child (UNCRC) are embedded in our practice, ensuring that children's rights are actively promoted and respected through our positive and supportive ethos. Many articles from UNCRC link directly with children's health and wellbeing. Information on this can be found at Unicef.org.uk

Aims

At St Clare's, we plan and deliver a coherent, curriculum based Health and Wellbeing programme, in line with the Curriculum for Excellence.

We aim to enable our children to:

- Become successful learners, effective contributors, responsible citizens and confident individuals
- Experience and learn the benefits of healthy living and activity
- Make and sustain positive friendships
- Deal with and resolve conflict effectively and fairly
- Develop resilience and persistence
- Recognise and manage challenging feelings such as frustration, anger and anxiety
- Know their rights and be respectful of the rights of others
- Celebrate diversity
- Establish a confident pattern of health and wellbeing that will be sustained into adult life and which will help to promote the health and wellbeing of future generations

We recognise that promoting Health and Wellbeing is the responsibility of all and is covered holistically through wellbeing indicators, namely that our children will:

- Be active and healthy
- Have a nurturing environment
- Feel respected and Included
- Be responsible
- Feel and be safe
- Experience success

Objectives:

St Clare's staff are committed to the Curriculum for Excellence and planning is always lead by stage appropriate Experiences and Outcomes, as we strive to plan and deliver robust and focussed programmes across each aspect of the health and wellbeing framework:

- **Mental, emotional, social and physical wellbeing**
Mental and emotional wellbeing

- Social wellbeing
- Physical wellbeing
- **Planning for choices and changes**
- **Physical education, physical activity and sport**
 - Movement skills, competencies and concepts
 - Cooperation and competition
 - Evaluating and appreciating
- **Food and health**
 - Nutrition
 - Safe and hygienic processes
 - Food and the consumer
- **Substance Misuse**
- **Relationships, sexual health and parenthood**

Our teachers recognise the significance of Health and Wellbeing education for our young people and identify opportunities to develop this across the curriculum, taking into consideration individual needs and circumstances. Pupils have regular opportunities to work independently and collaboratively during discrete and interdisciplinary lessons which encompass a range of experiential learning opportunities.

We are very proud of our strong links within the community and partnership working between teachers, parents, pupils, health professionals, psychologists and sports workers to enhance the delivery of our Health and Wellbeing programme.

Curriculum Organisation

Resources

St Clare's operate a robust planning system which provides teachers with access to a range of East Renfrewshire Council health education resources. 'Healthy Schools' also provide a framework to plan, track and evaluate Health and Wellbeing, supporting coordination and progression throughout the school. It brings together all of the Health and Wellbeing Experiences and Outcomes into groups and aligns them with wellbeing indicators. This is a comprehensive and coherent programme of work with yearly planners that provide activities, external resources and web links to additional organisations and information.

Physical Education

We are committed to providing our pupils with regular opportunities to fully engage in high quality physical activity. In line with government recommendations that all children should have access to at least 2 hours of Physical Education, our classes participate in 3 periods of PE each week. During this time, our children develop not only physical skills,

knowledge and understanding but also an awareness of the importance of leading a healthy, active lifestyle. We also embrace and seek to promote the values of sportsmanship, fairness and respect, as reflected in our Vision, Values and Aims. Our gym hall is a shared space for which each class is timetabled. Outdoor areas are also used to facilitate activities, where possible. We have strong links with Active Schools and a range of lunch time and after school clubs are often made available throughout the session.

Healthy Eating

At St Clare's, we aim to educate our children with the skills, knowledge and understanding that enables them to make informed, positive lifestyle choices. In line with the ethos of a health promoting school, we encourage healthy playtime snacks and pupils are asked to bring a bottle of water with them each day, in order to stay hydrated. We also have a NO NUTS policy. This means that nuts and products containing nuts should not be brought into school.

Mental Health

It is widely recognised that a child's emotional health and wellbeing significantly influences their cognitive development and learning, as well as their physical and social health and mental wellbeing in adulthood. Our school aims to provide a nurturing environment wherein young people are supported, valued and loved for who they are. We are passionate about promoting positive mental health and wellbeing for our learners and recognise our crucial role as educators in developing their self-confidence and building resilience. As they grow and learn in our care, we strive to foster positive, supportive relationships with each and every one of our children, recognising and celebrating their strengths and supporting them to overcome challenges.

As well as raising awareness of this through our health and wellbeing programmes of work, we also plan and implement a wide variety of activities during our annual 'Children's Mental Health' focus week, following national themes set by the charity, Place2be.

Our whole school community approach aims to reduce the stigma surrounding mental health and provide young people and their families with a range of coping strategies and techniques that enable them to work productively and cooperatively, realise their potential and cope with the everyday stresses of life.

A variety of additional approaches are also used regularly, again complementing and reflecting our Vision, Values and Aims, to ensure the emotional health and wellbeing of our pupils. These include:

- Regular professional dialogues and target setting meetings with SLT
- SEEMIS reporting and pastoral notes
- Class charter
- Charter Champion- weekly awards

- Pupil profiling
- Junior Leadership team promoting pupil voice
- Eco schools and class committee representatives
- Junior Road Safety committee
- Gardening club
- Christian meditation
- Growth mindset techniques
- Rainbow Room lunchtime club
- A range of social skills, friendship and forest school groups for identified pupils
- Use of restorative practice principles across the school
- Opportunities to work in collaborative groups across stages (DYW week etc)
- Yearly achievement assemblies
- Bikeability training for p6
- Effective transition programmes at P1 and P7

Assessment and Recording

Assessment is for Learning strategies are embedded in our practice. We assess knowledge, understanding and skills on a regular basis. We recognise the importance of providing regular constructive feedback to ensure progression, the consolidation and development of skills. Evidence of pupil progress is continually gathered during lessons and through general observations both inside and outside the classroom. We work closely as a staff to ensure each child's needs are met and the appropriate support is implemented where necessary.

Assessment may take the form of specific assessment tasks or link to other areas within and beyond the classroom where pupils apply their knowledge and skills in more complex or unfamiliar learning and social contexts.

Children also reflect and self-evaluate their own Health and wellbeing using the Shannari indicators twice a year. Teacher use this information to complement what they know about their children and as another tool to target support for those children who indicate areas they don't feel confident about in school.

It is recognised that certain aspects of the health curriculum will have to be approached with sensitivity, confidentiality and flexibility. Teachers will always use their discretion and professional judgement and any concerns should be shared with SLT who will gladly advise next steps.