

Sgoil Shiaboist

Health and Wellbeing

Policy

September 2023

**Health and Wellbeing**

**Rationale**

Curriculum for Excellence has at its heart the aspiration that all children and young people should be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. There are strong connections between effective, successful learning and health. Curriculum for Excellence takes a holistic approach to health and wellbeing.

Personal and social development is a fundamental aspect of the education of the whole child. It is essentially concerned with the development of life skills. All aspects of a child’s experience at home, in school and outwith school contributes to a child’s health and wellbeing.

**Aims**

Health and wellbeing develops the knowledge and understanding, skills, capabilities and attributes necessary 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 and social wellbeing;
* Experience challenge and enjoyment;
* Experience positive aspects of healthy living and activity for themselves;
* Apply their physical, mental, emotional and social skills to pursue a healthy lifestyle;
* Make a successful move to the next stage of their education;
* Establish a pattern of health and wellbeing which will be sustained into adult life, promoting the health and wellbeing for the next generation of Scottish children;
* For some, open up opportunities to excel in sport or to pursue careers in health and leisure industries;
* Understand their physical health and see the relevance in participation in physical education, physical activity and sport in keeping them healthy now and in the future;
* Develop personal and interpersonal skills with others through physical activity;
* Experience a sense of personal achievement, motivation, increased confidence and high self-esteem as they develop their skills;
* Develop a sense of safety and knowledge and understanding of their body, recognising, evaluating and handling risk;

**Health and wellbeing across the curriculum: roles and responsibilities.**

Learning through health and wellbeing promotes confidence, independent thinking, positive attitudes and dispositions. Because of this, it’s the responsibility of every teacher to contribute to learning and development in this area. (Building the Curriculum 1).

* Everyone within the school’s community, whatever their contact with children and young people might be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and wider community.
* Some aspects of health and wellbeing are the responsibility of the practitioners. These responsibilities include each practitioners’ role in establishing open, positive, supportive relationships across the school community, where children and young people feel that they are listened to and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to each young person’s wellbeing.
* Practical responsibilities include understanding of anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation,
* Elements of health and wellbeing may be taught through focussed programmes such as RSHP. When considering substance misuse for example, specialists from within and outwith school, working together, are able to ensure that young people are presented with the most appropriate messages and that they learn in the most effective way.
* Some aspects lend themselves particularly well to partnership working with colleagues who can make contributions through specialist expertise and knowledge.
* Finally, each young person’s health and wellbeing can be greatly enhanced through the individual support and pastoral care which they receive by having a member of staff who knows and understands them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a young person which could reflect an important emotional, social or mental health issue with which that young person needs support. It is important that young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport and time to listen and to help, or can identify appropriate sources of support.

Health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in all circular areas;

* There are important links between health and wellbeing and religious and moral education, in the establishment of values and growth of spiritual wellbeing and in considering relationships.
* Participation in expressive arts activities can make an important contribution to a young person’s sense of wellbeing and can bring learning to life. Using the expressive arts as a medium for learning can present issues such as bullying in a more accessible way eg. through role play.
* There are clear connections between science and several aspects of health and wellbeing; there are clear connections between technologies and food and health and between social studies and aspects relating to citizenship and participation.

In Sgoil Shiaboist, staff work collectively as a team to create and maintain the welcoming and positive ethos that is in the school.

Sgoil Shiaboist is a school where: -

* Expectations are high and achievement is strongly encouraged;
* Discipline is firm but fair and problems are managed positively;
* An anti-bullying policy is in place and used effectively
* Pupils are encouraged to rise to challenges and learn how to work in co-operation with others;
* There is close monitoring of progress and achievement;
* Children’s success is given a high profile and is celebrated;
* There is an open and inclusive approach involving parents, pupils and the wider community;
* Transition arrangements are in place to ensure smooth transfers between Sgoil Araich and P1, between rooms in the school and between P7 and S1.

**Promoting Health and Wellbeing**

Health and Wellbeing permeates the whole curriculum. Good use should be made of the cross-curricular links with Enterprise, Health, LFS and all curricular areas.

Effective learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and action. It requires: -

Partnership working which: -

* Engages the active support of parents/carers;
* Reinforces work across transitions and cluster planning;
* Maximises the contributions of the wider community/partnerships;
* Draws upon specialist expertise e.g. School Nursing Team, Social Work etc.
* Ensures, through careful planning, that all contributions come together in a way which ensures coherence and progression.

Learning and teaching which:

* Involves engagement with the children/young people, taking account of their views and experiences, particularly where decisions are to be made that may impact on life choices e.g. Pupil Council, Eco Committee;
* Uses a variety of approaches including active, co-operative, peer learning and effective use of technology;
* Encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment;
* Encourages young people to act as positive role models for other children within the wider community e.g. Council Members, Buddies;
* Leads to a lasting commitment in children/young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable;
* Helps to foster health in families and communities through work with a range of professions, parents/carers, children/young people enabling them to understand the responsibilities of citizenship.
* Approaches to learning and teaching should provide challenge and opportunities for children to develop their knowledge and understanding, skill and attributes.
* Progression in health and wellbeing involves the development of specialist skills. It is also about providing planned opportunities to develop personal, social and life skills e.g. decision making, working with others and communication.
* Creating the right climate of trust is important. Where staff establish positive relationships, children feel comfortable and secure in their ability to discuss and share their views.
* Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes. It is the responsibility of every teacher to contribute to learning and development in this area.
* Approaches to learning and teaching need to emphasise participation in experiences as well as achievement of outcomes. Activities should be appropriate to the needs and stage of development of each child. Personalisation, critical thinking, active learning and the development of practical skills and abilities are features of the learning and teaching in health and wellbeing programmes.
* The learning is enriched when views of children are taken into account, particularly where sensitive issues are involved or where choices are to be made.
* Acquiring skills, knowledge and understanding about health and wellbeing, however, is not enough. The aim is that children should develop a commitment to promoting their own health and wellbeing throughout their lives.
* Children are supported to know about and learn about online safety; they are taught how to keep themselves safe whilst online and what to do if they are unsure about anything they see/read online.
* In addition, pre-school settings and schools can help promote good health in families and communities through working with other professionals, parents, children/young people.
* Sgoil Shiaboist provides 2 hours of Physical Education for each child per week. Physical activity & sport should also take place outwith planned P.E. sessions, such as break times and lunchtimes. These extra activities can be supported by the Active Schools Co-ordinator and other organisations in the community.

**Differentiation**

Sgoil Shiaboist aims to encourage all pupils to reach their full potential through provision of varied opportunities. Our curriculum planning allows pupils to gain a progressively deeper understanding, knowledge and skills as they progress in their learning.

**Evaluation and Assessment**

Although much of the assessment will be carried out by the class teacher, pupils are encouraged to participate in the process and should know how and why they are being assessed+. Self and peer assessment can be used too as a valuable tool to foster independent learning and critical appreciation of skills. Pupils are supported and encouraged to assess their own learning.

**Health and Safety**

An electronic online system is used to report accidents/incidents children who require First Aid treatment. Parents will be informed by phone or note home if a child receives any First Aid treatment in school; parents will be contacted immediately if the First Aider requires further advice/guidance.

Policy Lead: S Gunn

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