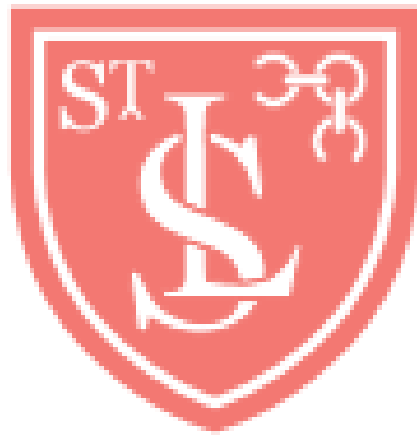


St Leonard's Primary School

Health and Wellbeing Policy



Updated
February 2023

Health and Wellbeing Policy

"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."

(Education Scotland, 2004)

"to achieve their potential, school children must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure."

(World Health Organisation (WHO), 2000)

Rationale

In St. Leonard's Primary School we are taking a whole school approach to Health and Wellbeing Education based on the following:

"Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities." (World Health Organisation (WHO), 2000)

Aims

Our school aims to enable our children, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

We aim to:

- Plan and deliver a coherent and curriculum-based Health and Wellbeing Education programme in line with the outcomes and benchmarks within the Curriculum for Excellence.
- Provide supportive encouraging ethos and culture for children, staff and parents/carers.
- Continue to develop positive relationships with pupils, parents/carers and the wider community.

- Work closely with outside agencies to encourage a wide range of health and sport related activities.
- Further develop school policies and procedures to promote health and wellbeing.
- Ensure that all members of staff are aware of their professional role in health related issues and are involved in developments to promote healthy living.

Learning and Teaching

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions” (Building the Curriculum 1)

St. Leonard's Health and Wellbeing Education framework consists of:

- **Physical Wellbeing** which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health and wellbeing.
- **Food and Health** exploring what we need to stay healthy and investigating the nutrients required to sustain a healthy wellbeing.
- **Substance Misuse** investigates the effects substances have on the body.
- **Relationships, Sexual Health and Parenthood** children will explore positive relationships, their changing bodies, the diversity of sexuality and how life is created.
- **Planning for Choice and Changes** gives the opportunity to think for themselves and develop confidence to make their own positive life decisions for the future.
- **Social Wellbeing** explores the interaction of the individual, the community and the environment in relation to health and safety. We have developed a Skills of Life group focusing on everyday life skills and a Skills for Work group focusing on the wider world of work including enterprise opportunities.
- **Mental and Emotional Wellbeing** explores the development of a mental and emotional toolbox to deal with difficulties they may have. Through the development of Emotion Works. This offers opportunities to talk and have voice when dealing with difficult life situations. We also offer Seasons for Growth.

This framework is linked to the Health and Wellbeing indicators:

- **Safe**
- **Healthy**
- **Achieving**
- **Nurtured**
- **Active**
- **Respected**

- **Responsible**
- **Included**

Our School will:

- Develop our relationships with pupils, parents/carers and the wider community.
- Actively promote self-esteem of the whole school community, including staff.
- Engage and work with parents/carers and children to provide positive experiences which promote and protect their health.
- Promote the health of all in the school community
- Provide a range of stimulating learning experiences for all pupils.
- Work closely with outside agencies to encourage a range of health and sport related activities.
- Create stimulating learning experiences based on the Curriculum for Excellence experiences and outcomes.

Roles and Responsibilities

All staff will actively support, contribute to and be involved in the promotion of good health and participate in staff development when the opportunity arises.

Working in Partnership with Parents

St Leonard's Primary understands the value and need to work closely with our parents and carers to ensure that the school's health initiatives meet the needs of pupils. We value the important contribution made by parents and appreciate the need to engage parents and families in improving the health of all children. We seek to establish and maintain strong positive links with both the parents and the community. We will continue to keep parents and carers informed through, group text, emails, newsletters and leaflets on Health Promotion topics and information events if required. Our Health and Wellbeing Policy will be available to parents/carers on our school website.

Working in Partnership with other Agencies

St Leonard's Primary School works extensively with specialist services in supporting the learning, social, emotional and behavioural needs of children within the school. We work closely with Health Promoting Fife, Active Schools Co-ordinator, Community Police, Social Work Department, local High Schools, Social and Psychological Services, Speech and Language Specialists, physiotherapists and other sports groups to ensure that health and wellbeing is being supported and promoted throughout our school environment.

Assessment and Recording

Assessment is routinely achieved through the use of the 4 part model using AiFL strategies. It is recognised that certain topics within the health curriculum will require to be approached with sensitivity, confidentiality and flexibility. Formative assessments are measured against specific experiences and outcomes and benchmarks set out with the Curriculum for Excellence.

Resources

There is an extensive list of online resources for supporting the learning and teaching of health at our school. We also have a wide range of human resources that can be used to support the learning and teaching of health and wellbeing throughout our school. Including:

- Our Minds Matter <https://www.fife.gov.uk/kb/docs/articles/health-and-social-care2/help-for-young-people/emotional-wellbeing>
- The Five Ways to Wellbeing <https://www.fife.gov.uk/kb/docs/articles/health-and-social-care2/help-for-young-people/emotional-wellbeing/adults-supporting-young-people/five-ways-to-look-after-your-wellbeing>
- Emotion Works <https://www.emotionworks.org.uk/>

Healthy Eating

St. Leonard's Primary School is Health Promoting School and therefore encourage a healthy approach to eating. Staff in the dining hall will encourage children to try new foods and to eat a healthy lunch. When cooking or baking in school a balance must be obtained between sweet and savoury dishes. More healthy eating promotion will be achieved through the Healthy Tuck Shop.

Physical Education

Physical education is the planned, progressive learning experiences that take place in specified in nursery and primary school curriculum time and acts as the foundation for a lifelong engagement in physical activity. For some children and young people, physical education is their only organized and regular engagement with physical activity. Physical education is the planned, progressive learning experiences that take place in specified nursery and primary school curriculum time and acts as the foundation for a lifelong engagement in physical activity. For some children and young people, physical education is their only organized and regular engagement with physical activity. Our physical education curriculum includes opportunities to engage in new sports both indoors and outdoors.

Relationships, Sexual Health and Parenthood

This programme runs within the main Health and Wellbeing framework and is continuous and progressive. St Leonard's Primary School uses the Fife Council accepted resources of RSHP Scotland. The resource provides a comprehensive set of learning activities for use in early learning settings, primary and secondary schools, colleges and in community-based learning. The resource is structured in line with Curriculum for Excellence Levels. Children and young people do not just learn in formal settings, they also learn at home and so the RSHP resource makes that connection by recognising the role of parents and carers as the child's first and lifelong educator. Many of the learning activities provided in the resource have information that can be shared with home, there are also book lists to be shared, and information leaflets that educators can use to communicate about RSHP learning at different Levels.

<https://rshp.scot/>

Nurture

Positive and attuned relationships are central to a nurturing approach and form the foundation for effective teaching and learning, and the development of wellbeing. Children and young people's life experiences are taken into consideration and care is given to their strengths and the special adults in their lives. A nurturing approach values everyone across the whole school community and it is the responsibility of all to develop positive relationships and a nurturing ethos. It is an inclusive approach that can be applied universally, benefiting all children and young people, as well as targeted for individuals requiring more support.

Emotion Works

We aim to embed a whole school shared and consistent approach to the teaching of emotional literacy, enabling learners to develop a shared language of emotions, through using the Emotion Works Program.

Research has shown that children who are supported in developing emotional literacy:

- *Cope better with frustration*
- *Develop better resilience*
- *Develop empathy*
- *Recognise that all emotions have value*
- *Find it easier to regulate their own behaviour*
- *Are more likely to have good mental health*
- *Are in a better place to learn*

Emotion works is a well-regarded and practical resource to aid the delivery of emotional education in schools and nurseries. Emotion Works is linked to Curriculum for Excellence, GIRFEC (getting it right for every child) and the Scottish Attainment Challenge. At the heart of the programme is the cog system which helps learners develop their emotional vocabulary and recognise and manage their emotions. A whole school shared understanding of emotional language allows for more inclusive and open communication. At the start of their Emotion Works journey, all learners will get to know the first five cogs (four for Nursery).

Learners are taught about the cogs in a way that develops their emotional vocabulary and understanding. They can develop the 'story' of an emotion using a 4, 5 or 7 cog model. They can use the cogs to discuss or explore their own emotions or those of others e.g. in a story or film clip. The cogs can also be used across the curriculum e.g in Expressive Arts, Literacy and Social Subjects. The cogs are displayed in each class, the HUB, Learning Support Room and the Blue Room. Cog displays will also be visible around the school, in the playground and outdoor learning areas. Hopefully, learners will be able to transfer skills learned in school to the home environment, enabling them to talk about emotions in a familiar and comfortable way.

Rights Respecting School

In accordance with our SIP, we are on a whole-school journey to becoming a Rights Respecting school. The Rights Respecting School Award (RRSA) puts the rights of the child at the heart of the school. The aim is to create a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they are able to thrive. Through our RRSA journey, we want to embed these values in daily school life and give children the best chance to lead happy, healthy lives and to be responsible, active citizens.

The RRSA uses the United Nations Convention on the Rights of the Child (UNCRC) as a guide to becoming fulling Rights Respecting. The award recognises a school's achievement in putting the UNCRC into practice within the school and beyond.

The journey to becoming a Rights Respecting School has three stages:

1. Bronze: Rights Committed (Achieved)
2. Silver: Rights Aware
3. Gold: Rights Respecting

We will achieve these stages by:

- Teaching and learning **about** rights
 - For the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
- Teaching and learning **through** rights.

- By modelling rights-respecting language and attitudes and making strategic decisions that involve students.
- Being ambassadors for the rights of others.
 - Developing as rights respecting citizens.

The impact we will see by embedding the UNCRC in all aspects of school life:

On the school

- Provides a set of values that improve the climate for learning
- A deeper and more cohesive way of working
- Improved relationships with pupils

On children

- Improved self-esteem and feelings of being valued
- Increased levels of respect for each other
- A sense of security
- Improved attainment and attendance
- An understanding and respect for others
- A deeper understanding of the world

On adults

- Collaborative working
- Consultative approach
- A sense of ownership in developing a whole school approach
- A sense that the whole school is working towards a goal
- A platform for parental engagement

Updated: February 2023 - Created by A. Pierce