**HEALTH AND WELLBEING – RESPONSIBILITY OF ALL OUTCOMES**

**Mental and Emotional Wellbeing**

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

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| PSE | HE | PE | ART |
| We have our pupils for PSE every year so are able to work with them within PSE and during 1-1’s to help them be able to discuss and understand their feelings.  Most of our tasks are discussion based which encourages young people to talk about their views and opinions whilst also developing their emotional literacy and ability to listen to others. | Pupils encouraged to ask questions at appropriate times during demonstrations  Pupil voice in choosing work partners and groups during practical activities  Seek views on ethical food issues and share with class  Seek pupil input on dishes they wish to prepare and cook.  Pupil input from summative and formative assessment. | We have a restorative approach to working and young people know we know how to get them appropriate support  We listen and accept feedback on lessons, options + course content.  Staff are approachable and this clear to our young people  We pride ourselves on building positive relationships | Using Growth Mindset to help express feelings and emotions.  Restorative practices.  Pupil Questionnaires for both ADP and H&W.  Student led focus groups to evaluate departmental practices.  Approachable staff and positive relationships.  Lunchtime working safe space for students. |

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

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| PSE | HE | PE | ART |
| We work closely with our house groups and offer a variety of supports to help them understand how their emotions and behaviour can impact their own and others learning.  We allow pupils to sit in peer groups to encourage conversations surrounding emotions in a relaxed setting.  Our open door policy allows pupils to come to us at any time if they are struggling to manage their emotions.  We have a restorative framework used in the NEST. | Clear behaviour targets and expectations issued to class at the start of class  Friendship groups taken into consideration when seating plans are formulated  Pupils on behaviour monitor cards encouraged and supported to meet targets  Pupils partnered at pods with suitable positive role models. | We support young people with their emotions.  We offer them timeouts; pupils get time to cool down.  We talk about deep breathing and visualisation.  We speak to pupils restoratively and ask them to reflect on how their behaviour impacts others.  Through competition we teach young people how to show respect to others. | Growth mindset and open approaches to exploring emotions through artistic activities.  Department member of staff trained in mental health first  aid.  Promoted use of time out cards and non-verbal communication to help students with emotional and behaviour management.  We observe specific artist with mental health issues. |

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

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| PSE | HE | PE | ART |
| We meet our pupils during their P7 transition events and they will be with us from the start of S1 to the end of S6. Pupils know where they can find us and that they can come to us at any time with any problems or concerns which will support them in a range of circumstances. | Other teaching staff are informed to provide extra support where necessary (time out of class)  Strong department links with pastoral care established so support and nurture vulnerable pupils  Peer support encouraged within class and empathetic approach shown to pupils in distress | Young people feel listened to in the department through positive relationships allowing them to feel safe and supported | Approachable and supportive staff.  Liaise closely with pastoral care and other outside agencies. |

**Mental and Emotional Wellbeing**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

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| PSE | HE | PE | ART |
| Pastoral care lead the restorative conversations in the NEST period 1 everyday allowing pupils to reflect on their behaviour and the impact this had on others around them.  We teach about managing emotions and understanding feelings throughout every year group in PSE to help them develop the more complex emotions and how to manage these as they move up the school. | Restorative conversations employed at appropriate times with pupils to help them reflect on how their behaviour affects others and steps to help them improve | Through competitive games we observe instances of: lack of inclusion, anger, aggression, laziness, competitiveness, happiness, fun. We use these instances to show how one person’s feelings one day can have influences on those around them. | Department policy about student rights and responsibilities in the department.  Observe and support behaviour management through their art and design work. (Recognising challenges, strengths and breakthroughs in approach to learning.) |

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

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| PSE | HE | PE | ART |
| This outcome shapes our PSE curriculum where all of the above are explored and how positive relationships can help with health and wellbeing. We place emphasis on being kind always, not only to self but to others too. | \*Opportunities to work with partners on practical tasks and share resources and responsibilities  \* Pupils encouraged to reach their full potential  \* Pupils taught social skills as well as curricular skills to develop respect for themselves and others – e.g. group discussions, questioning. | In PE numerous activities are conducted in pairs, small groups or teams we regularly change whose working with who to build relationships.  If there are ever any issues in groups we use this to help young people learn about being caring, fair and inclusive. | Manners and respect department behaviour policy. (Caring for equipment, respecting the work of others, the class, my peers, teachers and classroom community.) |

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

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| PSE | HE | PE | ART |
| Mental wellbeing is a topic across all year groups within PSE. It is often talked about within other topics, 1-1 and during events such as Childrens Mental health week.  Pupils are aware of the supports available from the PTPC team, our partners and all of KPSS’s Mental Health Champions. | Pupil resilience encouraged through development of positive pupil / teacher relationships  Pupils encouraged to work through problems encountered through peer support, teacher support or pastoral care support.  Regular learner conversations and supported study sessions. | Through relationships, pupils are aware coping mechanisms such as: timeouts and safe spaces are available. | Clear plans set out for students to help cope with coursework and deadlines throughout the year.  Offer regular supported study to help study to help pupils keep on target.  Regular intensive learner conversations that support the individuals learning needs. |

**Mental and Emotional Wellbeing**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a

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| PSE | HE | PE | ART |
| Pupils are supported through challenging times, times of change and loss by their PTPC who knows them well and can offer the appropriate support. We have a variety of external agencies attend PSE lessons to support these such as the Castlemilk Relaxation Centre to help with exam stress and offer groupwork from Blues and Seasons for Growth. | Study support and study strategies offered to pupil during challenge exam diets to minimise stress | Develop ability to show resilience. Develop communication skills to express feelings with confidence and consider others through sportsmanship. | Mindfulness and relaxation for students when completing therapeutic art practices in coursework and in lunchtime clubs. |

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

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| PSE | HE | PE | ART |
| We encourage pupils to show kindness to all, even those out with their friendship groups or have different interests to them. We ensure no pupil is ever left feeling isolated in class and support BGE pupils with senior pupils who act as a “buddy” to help them navigate their first years of high school. | Pupil voice in choosing partner/groups to work in. Teachers will intervene to match to support vulnerable pupils who may feel isolated  Pupils challenged when pupils are excluded – positive relationship building  Rotation of pupils around groups to ensure they build relationships with classmates  Awareness of barriers to learning/prior knowledge of pupils, provide differentiated support. | We are aware of barriers to participation and learning and provide support through many ways such as: alternate changing facilities and differentiated lessons. | Art encourages and helps students understand their life and the world around them and to deal with emotions through visual language. |

**Social Wellbeing**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

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| PSE | HE | PE | ART |
| Respect is a common thread that runs through our PSE curriculum and is covered across all year groups. | Allow all pupils opportunities to be heard in class  Allow all pupils the opportunity to learn at an appropriate level through differentiated tasks and materials  Pupils treated with respect and recognise we expect respect as teachers | In social dancing we give young people the autonomy to choose working groups.  When playing team games we respect the rules and those involved in the game. | Departmental policy on Rights and Responsibilities for all ADP community members.  Encourage respect for others through group activity work.  Pupils and staff take responsibility for classroom environment. |

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

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| PSE | HE | PE | ART |
| Discussions within class allow pupils to learn about their core class/peers that they will be with from S1 – S6. This allows them to learn and accept everyone as individuals. | Differentiated expectations made clear to pupils of all abilities throughout lessons. | Engaging with the department’s pedagogical repertoire to best meet all learners’ needs and provide opportunities for leadership and responsibility. | Students participate in a variety of individualised activities that allow students of all abilities to showcase areas of strength.  Diversity of ethnicity is observed through multi-cultural study of specific artists and designers. |

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a

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| PSE | HE | PE | ART |
| Use of MTV strategies used and lots of discussions take place. Lessons within PSE surrounding study plans and how different people learn and different strategies are explored. Peer support used to give feedback and to motivate others across all topics. | We provide opportunities to improve and manage their learning and increase their confidence and independence. | Independent learning and young people being aware that starter and extension tasks  Using co-operative learning strategies to give support, feedback and motivation to others as they learn. | Students are offered supported study opportunities each lunch time and several days after school each week to provide opportunities for advanced learned and improved confidence. |

**Social Wellbeing**

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a

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| PSE | HE | PE | ART |
| All pupils are encouraged to share their passions and represent the school at a variety of events from athletics, to debating and everything in between. We share these on the pastoral twitter page. Introduction of house point system encourages pupils to get involved within school events and work together, help one another and provide the confidence to take their talents and passions outwith school. | Celebrating pupil success within school community via website and social media. | Encourage pupils to share their achievements outside of school. Social Media, pupil of the block, after school and lunchtime clubs. | Students work is displayed throughout the school to help build pupil confidence.  Students participate in nationwide competitions.  Photography students are tasked with a variety of photographic activities throughout the year to support the whole school community.  We contribute to the department Instagram page. |

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

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| PSE | HE | PE | ART |
| Pupil voice is a key factor in designing the PSE curriculum and we encourage all pupils to share their successes and also to discuss their views to help contribute to the school ethos. | Pupil evaluations of departmental work sought and ideas for improvement embedded in the units. | Pupil voice initiatives in department. | Students’ views are regularly sought and acted upon in the department.  Students regularly take ownership of department resource organisation.  Students’ are involved with helping the LGBTQI+ group and support them with visual projects. |

I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

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| PSE | HE | PE | ART |
| Lots of peer and group working takes places in all PSE lessons and pupils are encouraged from S1 to do tasks that allows their peers to get to know and understand them better, thus highlighting common interests and creating friendships. | Seating plans are devised and changed regularly with pupil choice taken into consideration as well as advice from parties such as pastoral care / ASN information / pupil support.  Students encouraged to work co-operatively and assign tasks within own groups. | Communication and co-operation with peers in class. | Students often work in groups and support each other’s learning.  Active Learning strategies are used throughout the department. |

**Physical Wellbeing**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a

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| PSE | HE | PE | ART |
| The body is explored within the RSHP topic which covers everything from puberty, consent and we also look at healthy lifestyles and strategies to be mentally and physically healthy. | Pupils are aware of the risks of dietary diseases and how to avoid these risks.  Pupils aware of healthy lifestyle choices and are taught about the Eat Well Plate and Scottish Dietary Goals during BGE  Dietary needs of specific groups of individuals are taught and discussed | Health and Wellbeing Award in S4. H&W class block in S2. Fitness block. | Senior pupils attend life drawing classes outwith school to help enhance their understanding of the human anatomy.  Students are taught portraiture and learn about proportions of the human face. |

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

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| PSE | HE | PE | ART |
| Work is done on positive choices within PSE and how to recognise and reduce harm in themselves and others. Introduction of MVP has encouraged pupils to be active bystanders when people may be at risk. | I learn how to use a number of appliances that could be dangerous if not properly trained.  I learn about good hygiene to manage risk of infection.  I learn about knife skills so I can cut/chop and dice safely. | Being aware of surroundings and working safely in environment (e.g. Gymnastics and athletics) | Students use a variety of dangerous materials within the department, students are trained on how to use these appropriately in class. Students also have to complete Health and Safety questionnaires. |

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a

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| PSE | HE | PE | ART |
|  | Routines are established and pupils know how to prepare to cook safely (e.g. stow away bags, tie hair bag)  Pupils know emergency drills including fire drill and how to minimise the risk by using the cooker safely  Pupils know how avoid cuts, burns, trips in class and what to do if this does happen (e.g. clean spill immediately, carry knives pointing downwards) | Heart Start. Map reading in orienteering. | Students are all well-rehearsed for fire alarms.  Students are taught safe movement throughout the classroom with resources. |

I know and can demonstrate how to travel safely. HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a

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| PSE | HE | PE | ART |
| Lessons in S1 regarding Road safety | Safe movement around class when collecting ingredients and resources is encouraged and pupils know how to avoid accidents (e.g. cleaning up spills, carrying sharp or hot utensils) | In gymnastics young people have the opportunity to explore movement patterns at different levels using apparatus – how to navigate safely when moving at height and speed is instructed by staff.  How to use gym equipment safely is covered in PE to allow young people to access such activity safely in a commercial environment.  Personal space and how to move with your head up is covered when teaching large groups in gyms in PE. | We teach students how to traverse appropriately with a variety of specialist and dangerous equipment.  Movement throughout the department is co-ordinated and monitored. |