

Lawmuir Primary School

**Health and Wellbeing
Policy**

Believe & Achieve



	August 2020
Reviewed	August 2023

Contents

- Introduction and Rationale
- Aims
- Values
- The Curriculum Framework
- Moderation
- Principles of Curriculum Design
- Responsibility of All
- Partnership Working
- Assessing Progress and Achievement
- Achievement of a Level
- References

Introduction and Rationale

Here at Lawmuir Primary School we are committed in supporting children to be successful learners, confident individuals, responsible citizens, and effective contributors who learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives (Scottish Government, n.d.). Equally, we believe that when a school promotes positive health and wellbeing children can better understand and express their feelings, thus building their confidence and emotional resilience and therefore their capacity to learn.

Aims

Our school aims to raise standards, to close the (poverty-related) attainment gap and support children to develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future (Scottish Executive, 2004).

We aim to support children to:

- *make informed decisions 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. Scottish Executive, 2004.*

Values

In Lawmuir Primary School our values of safe, successful, sensible, and smart underpin our commitment to ensuring the best possible health and wellbeing outcomes for our school community. We follow Curriculum for Excellence (CfE) guidelines with our policies and practices founded in the development and sustenance of a happy, healthy school, where all learning can flourish.



Image of Lawmuir Primary School's values.

The Curriculum Framework

The health and wellbeing curriculum in Lawmuir Primary School is steered by the CfE, and too, local, and national developments and guidelines. Our curriculum adopts a holistic and nurturing approach. Learning in health and wellbeing is planned for and experienced by children across the four contexts, this being: curricular areas and subjects; interdisciplinary learning; ethos and life of our school; and opportunities for personal achievement. The CfE has categorised health and wellbeing experiences and outcomes into following six organisers:

- 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
- Nutrition
 - Safe and hygienic practices
 - Food and the consumer
 - Substance Misuse
- Relationships, sexual health, and parenthood.

We recognise every child is unique and that progress across the health and wellbeing curriculum will be dependent upon a child's experiences and circumstances; our curriculum is coherent and flexible to support every child's development -this reflects the Getting it Right for Every Child (GIFREC) approach and the United Nations Convention on the Rights of the Child (UNCRC).



Image depicting the links between GIFREC Indicators, UNCRC articles and CfE Four Capacities.

Moderation

Moderation is integral to helping to ensure children are making progress and achieving their potential. Here at Lawmuir Primary School moderation takes place with not only teachers at the same curriculum level but too across our school and within our cluster as well as regional and national groups. Our teachers (and other professionals as fitting) collaborate, drawing upon direction, knowledge and standards to ensure there is shared understanding and expectations of learning in health and wellbeing, one which is focused and offers appropriate challenge for children allowing them to develop across levels and within the four capacities of CfE. This will be achieved by:

- *Planning learning, teaching and assessment*
- *Checking that assessment tasks and activities provide children with fair and valid opportunities to meet the standards and expectations before assessments are used*
- *Sample evidence from children's work and review teacher judgments*
- *Agree strengths in children's performances and next steps in learning*
- *Provide feedback on teachers' judgments to inform improvements in practices.*

Scottish Executive, 2010 & 2016

Principles of Curriculum Design

Together we have agreed to principally use the Healthy Schools framework to guide our health and wellbeing curriculum. We believe this framework applies the CfE principles of curriculum design, in that it offers children:

- Challenge and choice
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance



In addition to grouping together CfE health and wellbeing experiences and outcomes across four topics of Food and Health; Physical Education, Physical Activity and Sport (PEPAS); and Healthy Lifestyles the Healthy Schools framework also aligns them with the GIRFEC wellbeing indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

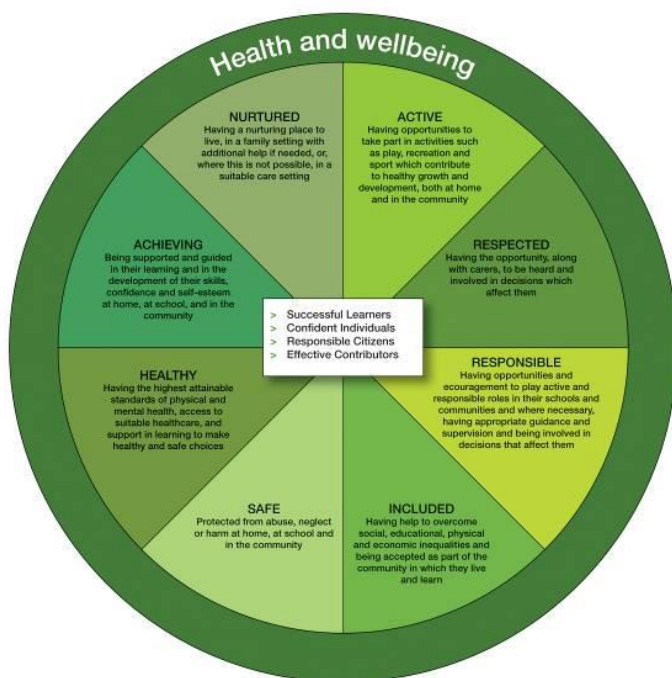


Image of the Health and Wellbeing Wheel

To compliment this framework, we shall implement the national resource for relationships, sexual health and parenthood education: RSHP. This resource links directly with CfE health and wellbeing experiences and outcomes and supports planning, implementation, and assessment of the following organisers:

- Physical changes
- Sexual health and sexuality
- Role of the parent/carer
- Positive relationships



Furthermore, we are committed to providing children with good quality physical education (PE). This is achieved by providing two hours of PE across the school week. To support this we follow North Lanarkshire's Physical Education Concepts Framework, where significant aspects of learning in PE have been identified and children have opportunities to 'build physical competencies, improve aspects of fitness, and develop personal and interpersonal skills and attributes' (Scottish

Executive, 2004). Additionally, we work in partnership with our active schools-coordinator from Active Schools to offer a wide variety of extra-curricular activities and encourage children to become more active and to participate in organised activities out with the school day.

Responsibility of All

At Lawmuir Primary School we recognise that 'learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions' (Scottish Executive, 2006). Therefore, good health and wellbeing is central to effective learning and hence best achieved through a concerted approach, where all adults who play a part in a child's life work together to ensure the best possible outcomes. We acknowledge that some health and wellbeing organisers will relate to certain stages and are more specialised however, we steadfastly believe that it is the responsibility of all staff and partners to contribute to learning and development in the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical activity and sport
- Relationships

At our school we have a shared understanding that our role includes:

- *establishing open, positive, supportive relationships across school community, where children will feel that they are listened to*
- *creating an environment where children and young people feel secure in their ability to discuss sensitive aspects of their lives*
- *promoting a climate in which children feel safe and secure*

- *modelling behaviour which promotes health and wellbeing and encourages it in others*
- *using learning and teaching methodologies which promote effective learning*
- *being sensitive and responsive to the wellbeing of each child.*

(Education Scotland, 2006)

Partnership Working

To enable all staff to fulfil their responsibilities in promotion of good health and wellbeing we recognise the benefit of partnership working. Effective partnership working at our school includes:

- *Engaging the active support of parents and carers*
- *Reinforcing work across transitions and planning across stages*
- *Maximising the contributions of the wider community*
- *Drawing upon specialist expertise*
- *Ensuring, through careful planning and briefing, all contributions come together in ways which achieve coherence and progression.*

(Education Scotland, 2006)

Assessing Progress and Achievement

Assessment at our school is ongoing and has the primary goal of supporting children in their next steps. We recognise that to ensure we are supporting children's progress in health and wellbeing there must be a wide range of assessment methods; ones which match the context in which the learning was delivered as this will better demonstrate what children know and understand. At Lawmuir Primary School we use a blended approach to assessment. Evidence of a child's progress and achievement comes from a variety of sources including:

- *Observing day-to-day learning within the classroom*
- *Observations and feedback from learning activities that takes place in other environments, for example, gym hall and outdoors*

- *Classwork*
- *Learning conversations*
- *Planned periodic holistic assessment*

(Education Scotland, 2017)

Achievement of a Level

When assessing achievement of a CfE level health and wellbeing benchmarks are used to support and provide consistency of teacher's professional judgement; 'benchmarks provide clarity on national standards expected within each curriculum area at each (of the four) levels' (Education Scotland, 2017). Using health and wellbeing benchmarks allows us to gauge where children are at within a level and how we can best support them to make progress through the curriculum.

This policy will be reviewed regularly and considering new legislation regarding children's health and wellbeing.

References

Scottish Executive. (2004) *A Curriculum for Excellence, Health and Wellbeing: Experiences and Outcomes*, Edinburgh.

Scottish Government. (n.d.) *Health and Wellbeing in Schools*. Available at: <https://www.gov.scot/policies/schools/wellbeing-in-schools/> (Accessed: 15th of June 2020)

Scottish Executive. (2004) *A Curriculum for Excellence, Health and Wellbeing: Principles and Practice*, Edinburgh.

Scottish Executive. (2006) *A Curriculum for Excellence: Building the Curriculum 1*, Edinburgh.

Scottish Executive. (2010) *A Framework for Assessment: Quality Assurance and Moderation*, Edinburgh.

Scottish Executive. (2016) *Education Scotland, Curriculum for Excellence: A Statement for Practitioners from HM Chief Inspector of Education*, Edinburgh.

Education Scotland (2013) *Health and Wellbeing: The Responsibility of All 3-18*. Available at: <https://education.gov.scot/nih/Documents/hwb14-impact-report.pdf> (Accessed: 17th of June, 2020)

Education Scotland (2006) *Health and Wellbeing: Responsibility for All*. Available at: <https://education.gov.scot/improvement/Documents/hwb30-booklet.pdf> (Accessed: 17th of June 2020)

Education Scotland (2017) *Guidance on using the Benchmarks for Assessment*.

Available:

<https://education.gov.scot/improvement/Documents/HWBPersonalSocial%20EducationBenchmarksPDF.pdf> (Accessed: 17th of June, 2020)