



St Ignatius' Primary School & Nursery Class



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St Ignatius' Primary School & Nursery Class Health & Wellbeing Policy

Rationale

Scottish Government guidance highlights that improving health and wellbeing across childhood is essential for improving life chances, reducing inequalities, and supporting Scotland's long-term social and economic wellbeing. Strengthening health outcomes is therefore a national priority, with key outcomes including:

- children having the best start in life
- successful, confident and responsible young people
- reduced inequalities
- longer, healthier lives for all

The **UNCRC (Incorporation) (Scotland) Act 2024**, which came into force in July 2024, requires all public authorities—including schools—to act compatibly with children's rights in all decisions and service delivery. This includes upholding:

- **Non-discrimination (Art.2)**
- **Best interests (Art.3)**
- **Life, survival and development (Art.6)**
- **Children's right to be heard (Art.12)**

Curriculum for Excellence (CfE) remains a key national driver for improving health and wellbeing. It outlines clear purposes for learning, the organisation of experiences and outcomes, and the central role of all educators in promoting children's wellbeing.

Curriculum for Excellence identifies the aspects of health and wellbeing which are the responsibility of all as:

- mental and emotional wellbeing
- social wellbeing
- physical wellbeing
- some features of planning for choices and changes
- some features of relationships
- some features of physical activity and sport

These responsibilities must now be delivered in a manner fully consistent with the UNCRC, ensuring participation, equality, safety, and dignity for every child.



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What are the main purposes of Wellbeing?

Learning in health and wellbeing ensures that children develop the knowledge, attributes they need for mental, wellbeing now and in the young people to:

- make informed decisions to
- experience challenge,
- develop positive healthy
- apply skills to maintain physical, emotional and social health
- transition successfully through learning stages
- build lifelong patterns of wellbeing that support future generations

These purposes are fully aligned with national child rights priorities, including the right to health (Art.24), development (Art.6), and education (Art.28).

Learning through health and wellbeing also promotes confidence, independence and positive attitudes, which is why it is the responsibility of **every teacher** to contribute to learning in this area.



of learning in Health and

wellbeing ensures that children understanding, skills and emotional, social and physical future. It enables children and

support wellbeing enjoyment and achievement lifestyles

The statements of experiences and outcomes are then structured into the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

These organisers must be taught within a rights respecting framework as required under the UNCRC Act.

Focused Programmes

Pupils experience aspects of health and wellbeing through focused programmes such as personal and social education. Our core resources include:

- Healthy Schools website
- God's Loving Plan
- Motherwell Diocese Equalities Programme

The delivery of all programmes follows national expectations for meaningful participation of children and young people in shaping learning (Art.12).

Effective learning through Health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

Leadership which:

- shares a clear rights-based vision of health and wellbeing
- works collaboratively with stakeholders, parents and carers
- promotes whole school wellbeing across mental, social, emotional and physical domains



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- ensures all decisions reflect the **best interests of the child (Art.3)**
- prepares for and responds to critical incidents sensitively and appropriately

This aligns with national requirements that public bodies proactively ensure children's rights are upheld in service delivery.

Partnership working which:

- engages parents and carers
- reinforces progression across transitions and cluster stages
- involves the wider community
- draws on specialist expertise
- ensures coherent, planned contributions to learning

A multi-agency approach to children's rights is a national expectation under the UNCRC Act.

Learning and teaching which:

- takes account of children's views (Art.12) and lived experiences
- applies research informed practice for sensitive topics
- uses active, cooperative and outdoor learning
- encourages positive rolemodelling
- supports healthy lifestyle choices
- fosters understanding of citizenship and community responsibility

Recent Scottish Government guidance emphasises mental health, antibullying, equality, participation, and a rights respecting learning environment.

Physical education, physical activity and sport

All classes participate in the recommended **2 hours of physical activity each week**, supplemented by physical activity at break times, lunchtimes and through outdoor learning.

This supports children's **right to play (Art.31)** and their right to physical and mental health (Art.24).

Whole school approaches to food and health

The school promotes consistent healthy eating messages aligned with the **schools (Health Promotion and Nutrition) (Scotland) Act 2007**.

We ensure:

- opportunities for developing practical food skills
- understanding of balanced diets
- positive and enjoyable experiences of eating
- awareness of long-term health impacts

This supports children's **right to health (Art.24)**

Assessment

Evidence of progress is gathered through day-to-day learning and planned assessment tasks. Progress is seen in children's ability to:

- understand healthy lifestyle choices
- apply interpersonal skills



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- show resilience, judgement and independence
- demonstrate increasing confidence and competence
- build positive relationships

Assessment links with other curriculum areas and supports children's right to education (Art.28).

Responsibility of All

All staff share responsibility for creating a positive ethos rooted in respect, trust and safety.

Staff must:

- build open and supportive relationships
- listen to children and ensure they feel heard (Art.12)
- model healthy, respectful behaviour
- understand ant discriminatory, antibullying and child protection policies
- act appropriately and consistently to safeguard children (Art.19)

These are statutory expectations under the UNCRC (Incorporation) (Scotland) Act 2024.

Review – January 2028