

Health and Wellbeing Policy

Rationale

Children's emotional, personal and social development is linked closely with other aspects of their learning. Children in early year's settings have to learn to cope with people and settings outwith the family. In doing so, they need to become increasingly independent and able to form positive, social relationships, particularly with other children. Feeling safe, confident and good about themselves is necessary in its own right. It is also necessary if children are to learn effectively.

Children's physical development and movement is influenced by their growing confidence and self esteem. As they develop physically children become aware of what their bodies can do and the enjoyment that it brings. They also become aware of physical play as part of both individual and social play.

We in Stepps Primary Nursery Class recognise the importance of developing children's emotional, personal and social welfare and physical play and endorse the guidelines set out in A Curriculum for Excellence.

Aims

Children should learn to :

- Develop self confidence, self esteem and a sense of security.
- Care for themselves and for their personal safety.
- Develop independence, for example in dressing and personal hygiene.
- Persevere in tasks that first present some difficulties.
- Express appropriately feelings, needs and preferences.
- Form positive relationships with other children and adults and begin to develop particular friendships with other children.
- Become aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules.
- Make and express choices, plans and decisions.
- Play co-operatively, take turns and share resources.

- Enjoy energetic activity both indoors and outdoors and the feeling of well being that it brings.
- Explore the different ways in which they can use their bodies in physical activities.
- Use their bodies to express ideas and feelings in response to music and imaginative ideas.
- Run. Skip, balance, throw and catch with increasing confidence
- Co-operate with others in physical play and games
- Develop increasing control of the fine movements of their fingers and hands.
- Develop an awareness of space.
- Be safe in movement and in using tools and equipment.
- Be aware of the importance of health and fitness.

Curriculum for Excellence - Principles

Confident Individuals

- We have self respect.
- We are healthy and happy.
- We think about risks.
- We are healthy and active.
- We have secure values and beliefs.
- We are successful in different areas.
- We think carefully about decisions.
- We can relate to others.
- We try to be independent.
- We are self aware.
- We are ambitious.
- We can talk about our beliefs.

Effective Contributors

- We rely on ourselves to make things happen.
- We can work as partners and in teams.
- We can use our initiative and take the lead.

- We can create new things and develop.
- We use initiative and want to make things happen.
- We keep trying even if something is difficult.
- We can communicate in different ways.

Responsible Citizens

- We respect other people.
- We understand different beliefs and cultures.

Successful Learners

- We are enthusiastic about learning.
- We are creative and independent.
- We can work alone or in a group.
- We listen to new ideas.
- We use what we know in new situations.
- We try hard to do our best.

Objectives

We will:

- Provide children with a safe and secure environment in which they can learn.
- Provide parameters and structures within the nursery to encourage children to play co-operatively and safely and to tidy up at the end of a session.
- Encourage children to become independent; to learn to dress themselves, visit the toilet on their own, wash their hands and serve themselves at snack time.
- Encourage children to persevere with tasks that at first present some difficulties.
- Assist children to make choices and to express themselves in an appropriate manner.
- Support children in their play to encourage them to play co-operatively and form relationships.

- Encourage children to show consideration in their behaviour and respect the needs and feelings of others.
- Provide activities which encourage children to play co-operatively, take turns and share resources.

Time Allocation and Flexibility

Indoor free play activities will be available during each session. Outdoor play activities will usually be available for 30 minutes each morning and afternoon. Circle time activities provide 15-20 minutes of music and games.

Resources

At the beginning of a budget cycle the need for resources throughout the nursery will be considered by the nursery team. Purchases will reflect Development plan priorities. Staff will monitor the condition of the equipment and broken or faulty items will be replaced.

Equal Opportunities

All children shall be given equal access to the equipment and activities. Children shall be supported and challenged to become confident and independent individuals. Staff will encourage children to pursue healthy and active life styles. Staff will provide a healthy snack and a curriculum enriched with periods of physical activity which caters for all children.

Health and Safety

Risk assessments will be carried out both indoors and outdoors before each session and staff will ensure that equipment is fit for purpose and safe for use. Appropriate support and supervision will be provided by staff to ensure children's safety.

Implementation

1. *Staff Roles:* Both members of staff are responsible for planning and supervising activities falling under this curricular area.
2. *Cross curricular links:* There are links to all curricular areas.

Assessment and Recording Strategies

Children will be assessed in each of the learning outcomes. This will be done informally through talking to the children and observing them at play and formally through focused observations, where next steps will be identified. Photographic evidence will provide a record of children's achievements and support staff observations.

Individual pupil profiles will be updated regularly and made available to parents. The DHT will monitor and evaluate records of observation and assessment.

Reporting

Children's progress is reported informally to parents/guardians on a regular basis and formally twice a year at Parent Interviews. Individual pupil profiles are available for parents/guardians to view at Parent Interviews.

A simple written report is provided to parents of ante-pre school children at the end of the school year and for pre-school children a transition record is written and passed onto parents/guardians and Primary 1 teachers.

Review

The nursery team and the DHT are responsible for the review of this policy.

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