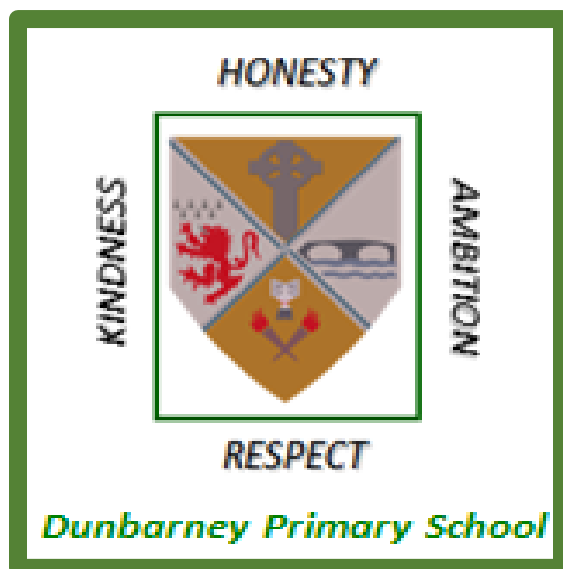




HEALTH & WELLBEING POLICY & PROGRAMME



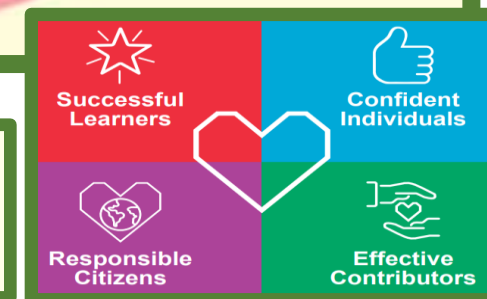
HONESTY

AMBITION

Be Your Best Self

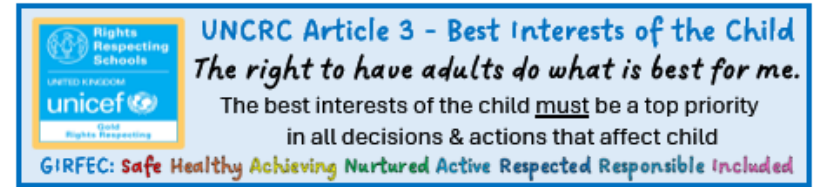
RESPECT

KINDNESS



Contents

- UNICEF Children's Rights and School Values
- Aims of our Health Policy and Programme
- Health within the Four Aspects of the Curriculum
- Health Responsibility of All
- Overview of Progression to Support Teaching Health as a Discreet Subject *(electronic copy has hyperlinks to online resource)*
- Resources
- ***APPENDIX A** – 'Promoting Health in Our Community' (*SHANARRI Links*)



Health in the Context of the UN Convention on The Rights Of the Child (UNCRC)

All **UNCRC** articles (**UNICEF**) are relevant to our health policy either directly on our young people's lives or to be aware of as global citizens, the convention has 54 Articles which are organised in five broad groups, which are:

The right to:

1. **a childhood**, including protection from harm.
2. **be educated**, including all girls and boys completing primary school.
3. **be healthy**, including having clean water, nutritious food and medical care.
4. **be treated fairly**, including changing laws and practices that discriminate against children.
5. **be heard**, including considering children's views.



Access a child friendly version of the **United Nations Convention on the Rights of the Child** by clicking [here](#).

Our School Values: **HONESTY - AMBITION - RESPECT - KINDNESS (HARK)**
underpin our commitment to ensuring the best possible health outcomes for our school community.

Aims of our Health & Wellbeing Policy & Programme

Through our actions, interactions, the ethos we create and the health and wellbeing curriculum we offer, we aim to encourage all members of our community to:

- develop self-awareness, self-worth and respect for others.
- meet challenges, manage change and build relationships.
- experience personal achievement and build resilience and confidence.
- understand and develop physical, mental and spiritual wellbeing and social skills.
- understand how what we eat, how active we are and how the decisions we make about our behaviour and relationships affect our physical and mental wellbeing.
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in a school community have a responsibility to look after the young people in our care, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on our strengths and skills to help me make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

HEALTH & WELLBEING in the CURRICULUM

Ethos & Life of the School as a Community, in how we:

- Build a positive community by living our agreed values of **honesty-ambition-respect-kindness** in our day to day actions & interactions
- Treat everyone equally & fairly & undertake to do our best for the young people in our care.
- Support pupils to work with others & make the most of opportunities.

***APPENDIX A** - SHANARRI TABLE shows the ways in which we support health as a community & ensure our young people are:

Safe Healthy Achieving Nurtured Active Respected Responsible Included

SHANARRI Indicators of Children's Wellbeing - 'Getting It Right For Every Child' (GIRFEC)

Interdisciplinary Learning, in how we:

- Provide opportunities for children to work together valuing their own and the contribution of others
- Encourage children to make the most of opportunities
- Plan effective links with health E&Os in other curricular areas
- Effectively develop skills for life, learning and work

Opportunities for Personal Achievement, In how we:

- Provide opportunities for achievement in its widest sense through our school
- Recognise and celebrate achievements outside of school
- Ensure children are encouraged to take responsibly for their own learning
- **Ensure opportunities for children to adopt leadership roles** *e.g. leading House meetings & House activity afternoons, leading school clubs, leading assemblies, Eco Group, Rights Respecting Group, Student Council etc. & a variety of jobs within their own classroom e.g. secretary, janitor, cleaner, receptionist, table manager, librarian, rights ranger etc. that promote ownership of their classroom and skills for learning, life & work.*

Health & Wellbeing as a Curriculum Area

Some aspects of the health curriculum require to be taught as discreet subjects.

They may link to other areas of the curriculum, but we must be mindful that as well as supporting children in relationships we need to be proactive in helping them understand what makes a good friend, what bullying is etc.

We also need to have a progressive programme which ensures we support our children how to keep safe and to make good choices now and in the future.

Please see below for our school programme.

There is a seven year overview and a detailed programme with links to the [RSHP resource](#).

This overview is designed to ensure progression in the key areas of health and wellbeing:-

Other than the start of each session, when the whole school focus is on **VALUES, RIGHTS & RIGHTS RESPECTING ACTIONS**, the work planned for each year can be covered in an order that suits the class & plans in other areas of the curriculum. Teachers should also be responsive to the needs of classes, or groups of children, if issues arise such as a short term intervention on friendships of coping with loss &/or change.

NURSERY	The nursery curriculum is responsive to the needs and interests of pupils. So, for example aspects of health may be covered in response to the arrival of a baby or safety in water & the sun will be covered in the context of holidays or the sea. Daily routines, discussion of activities also promote/reinforce healthy lifestyles – CHILDSMILE , preparation of snack, gardening, walks and outings, taking responsibility for tidying up & how children learn to interact in our school community. See also Nursery Developmental Milestones				Relationships, Sexual Health & Parenthood https://rshp.scot/first-level/ NB: Some Second Level activities have been changed to be covered in different years. <i>Please follow our school's programme.</i>	
ORGANISER	MENTAL & SOCIAL WELLBEING	FOOD & HEALTH	SUBSTANCE MISUSE	PLANNING FOR CHOICES & CHANGE Key Resource: RSHP.scot		
Year 1	Bounce Back <i>See Page 5</i> Growth Mindsets <i>Reception</i>	Good Hygiene & Keeping Safe when Preparing & Eating Food <i>Scottish IDL link</i>	People Who Help Us Personal Safety What To Do If Lost Road Safety	Early Level		
				Asking Questions / Making Choices Saying Yes & No Personal Space & Privacy People Who Help & Look After Me.	My Body Belongs to Me When I Feel Sad or Upset Looking After Plants & Animals Pregnancy & Looking After a Baby	
Year 2	Bounce Back Growth Mindsets <i>Year 1</i>	Food From Farm to Plate <i>Farming Context</i>	Medicine Safety Household Chemicals	First Level: To Begin		
				Friends and Friendship People who look after me.	My Body: Names for body parts. Privacy My body belongs to me. PANTS rule Looking after plants and animals. Life Cycles Looking after pets	
Year 3	Bounce Back Growth Mindsets <i>Year 2</i>	Food Groups Eat Well Plate	Safety In Home <i>Houses & Homes Context</i>	First Level: Progression 2		
				My Family, All our families are different Keeping Clean Feelings & Safety	Similarity diversity & respect, I am unique, disability. Heterosexual & LGB	
Year 4	Bounce Back BB1 Unit 4 Courage BB1 Unit 8 Humour Growth Mindsets <i>Year 3</i>	Food around the World The right to water and nutritious food	Keeping safe when out and about – road & water safety Smoking	First Level: Progression 2		
				Online Safety	How human life begins Pregnancy and childbirth What Babies need	
Year 5	Bounce Back Once a week. & Relationships Growth Mindsets <i>Year 4</i>	Food and the Consumer Food miles	Smoking	Second Level: To Begin		
				Friends and friendships. [Part 1] A fair and equal life for boys and girls. Being fair & being transgender. Social media & Popular Culture	My Body, names of body parts. My body is changing. Feelings and puberty. My senses Consent	
Year 6	Bounce Back Growth Mindsets <i>Year 5</i>	Balanced Diet Looking at food labelling “hidden” fats sugars	Alcohol	Second Level: Progression 1		
				Protecting me/ Abuse and relationships Emotional wellbeing and body image. My feelings My body, when I feel sad or worried Being a parent/ carer	My Body is mine Love and relationships Sex- what people do Menstruation How human life begins .	
			Drugs	Second Level: Progression 2		

Year 7	Bounce Back Growth Mindsets <i>Year 6</i>	Global Health nutritional needs famine & immunisation		Planning & preventing pregnancy Understanding Human sexuality	Sex in an adult relationship. How human life begins. Menstruation,
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We use the **Bounce Back** Program as part of our Health & Wellbeing Curriculum at Dunbarney Primary.

If you are resilient, you are able to cope reasonably well with difficult situations and things that go wrong and then 'bounce back'. Throughout life children will need skills and attitudes to help them to bounce back. They will encounter everyday challenges such as making mistakes, falling out with a friend, moving house or school and losing in a sports competition. Many will also face challenges such as adapting to family breakdowns, a stepfamily, the illness or death of a family member, or being bullied.

The BOUNCE BACK! Wellbeing & Resilience program teaches children the skills & attitudes to help them become more resilient.

It uses literature as a starting point for discussions and follow-up activities.

This [Bounce Back Parent Information Booklet](#) tells you lots more!

These ten coping statements are a core part of the program.

Bounce Back! stands for:

BOUNCE BACK!



Bad feelings go away again.

Other people can help you if you let them.

Unhelpful thinking makes you feel more upset.

Nobody is perfect. Mistakes help you learn.

Concentrate on the good things & have a laugh.

Everybody feels sad & worried sometimes. Not just you.

Blame fairly. What was your fault, what was other's and what was bad luck?

Accept the things you can't change. But try to change what you can first.

Catastrophising exaggerates your worries. Don't believe the worst.

Keep things in perspective. Don't let it spoil everything.

	Term 1	Term 2	Term 2	Term 3
Year 1 Book F-2	Unit 3 People Bouncing Back	Unit 6 Emotions	Unit 7 Relationships	Unit 10 Success
Year 2 Book F-2	Unit 1 Core Value	Unit 4 Courage	Unit 8 Humour	Unit 10 Success
Year 3 Book F-2	Unit 2 Social Values	Unit 5 The Bright Side	Unit 9 Bullying	Unit 10 Success
Year 4 Book 3-4	Unit 3 People Bouncing Back	Unit 4 Courage	Unit 5/Unit 6 Bright Side/Emotions	Unit 7 Relationships
Year 5 Book 3-4	Unit 1/Unit 2 Core Values/Social Values	Unit 8 Humour	Unit 9 Bullying	Unit 10 Success
Year 6 Book 5-6	Unit 4 Courage	Unit 5 The Bright Side	Unit 6 Emotions	Unit 7 Relationships
Year 7 Book 5-6	Unit 1/ Unit 2 Revise Core Values/Social	Unit 8 Humour	Unit 9 Bullying	Unit Success

At Dunbarney Primary, we teach the majority of our **Relationships, Sexual Health and Parenthood (RSHP)** curriculum through the [RSHP Online Resource](#) as it provides a comprehensive set of learning activities structured in line with Curriculum for Excellence Levels. Children and young people do not just learn in formal settings, they also learn at home; *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 in the RSHP resource include information that can be shared with home. Helpful book lists are also included as well as information which we can use to support communication with parents about what their child is learning within RSHP.

We have organised the activities and related resources in the 'stage order' that we feel best meets the H & WB needs of our Dunbarney learners. Our Dunbarney RSHP programme includes helpful hyperlinks which take staff straight to the Activity Planner, PowerPoint Slide Lesson and / or lesson resource that they need (see below for colour key).

Staff can add resources which they create themselves to the planner, *as detailed in table below.

Blue Column Hyperlinks take you to Activity Planners, including: -

- CFE E's&O's & Benchmarks' Links - Learning Intentions & Success
- Key Words / Vocabulary Lists
- Using Key Words Advice *(suggested text to use when explaining meanings of new words).*
- Connecting with Home Section *(links to parent info leaflets, home learning links etc)*
- Book Lists (Fiction & Non-Fiction)
- Related Resource Links / Recommendations *e.g. national docs/guidelines, videos, etc.*

Hyperlinks to PowerPoint Slides (from the RSHP resource) are all highlighted in yellow.

* If you create your own slides for any sections, please add a **hyperlink to them highlighted in pink**, in the relevant row, to enable other staff to access if they wish.

Hyperlinks to RSHP worksheets, scenario cards, song sheets, games, etc. are all highlighted in green.

* If you create your own resources for any sections, please add a **hyperlink to them highlighted in blue**, in the relevant row, to enable other staff to access if they wish.

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

EARLY LEVEL

P 1	My Body		Girl/Boy Diagram Labelling inc. nipples, penis, scrotum, testicles, vulva
	My Body Belongs to Me		No props provided
	Unique, Similar & Different		No props provided
	Our Families	Slides	No props provided
	People Who Help & Look After Me	Slides	No props provided
	Asking Questions, Making Choices, Saying Yes, Saying No (early consent messages)		No props provided
	Friends & Friendship: Helping Others		No props provided
	Playing Together, Being Kind		No props provided
	Personal Space & Privacy		No props provided
	When I Feel Sad or Upset		Emotions' Cards inc. angry, confident, excited, worried, proud, etc.
	Looking After Plants & Animals		No props provided
	Pregnancy & Looking After a Baby		Baby Timeline Photos 0-3 years old

FIRST LEVEL - To Begin

P 2	MY BODY Names of Parts of My Body	Slides	My Body - Names of Body Parts (Labelling Diagrams) inc. bottom, nipples, penis, scrotum, testicles, vulva
	PRIVACY		
	Part 1: My Body Belongs to Me	Slides	My Body – Worksheet (hair/eye colour & body likes/dislikes)
	Part 2: Private & PANTS Rule	Slides	No props provided
	FRIENDS & FRIENDSHIP		
	Part 1: My Friends / Being a Friend	Slides	Friendship Tree – Leaves and Tress for Classroom Display
	Part 2: Kindness & Empathy	Slides	No props provided
	Part 3: When Friends Fall Out	Slides	Human Bingo Game Stick Puppet Sheet
	LOOKING AFTER PLANTS & ANIMALS Part 1: Looking After Plants		No props provided
	Part 2: Learning About Life Cycles	Slides	No props provided
	Part 3: Looking After Pets	Slides	No props provided
	PEOPLE WHO HELP & LOOK AFTER ME Part 1: People Who Are Special To Me	Slides	No props provided
	Part 2: When I have a Question or Worry	Slides	No props provided
	Part 3: Professional People	Slides	Role Play Cards

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

FIRST LEVEL - Progression 1

P 3	MY FAMILY / ALL OUR FAMILIES ARE DIFFERENT My Family / All Our Families Are Different	Slides	No props provided
	FEELINGS & SAFETY Part 1: This is How I Feel	Slides	No props provided
	Part 2: Feeling Safe	Slides	No props provided
	SIMILARITY, DIVERSITY & RESPECT Part 1: I Am Unique: My Self-Portrait	Slides	Unique Word – Design & Colour Self Portrait Frame
	Part 2: We Are Similar & Different		'Things About Me' – Worksheet (<i>shoe size/height/likes&dislikes</i>)
	Part 3: Boys & Girls	Slides	No props provided
	Part 4: Disability	Slides	No props provided
	Part 5: Heterosexual/LGB	Slides	No props provided
	KEEPING CLEAN Keeping Clean	Slides	Things We Do To Keep Clean & Germ Free - Worksheet

FIRST LEVEL - Progression 2

P 4	SAFE & HAPPY ONLINE Safe & Happy Online	Slides	Online Safety - Sid's Song
	HOW HUMAN LIFE BEGINS, PREGNANCY & BIRTH Part 1: How Human Life Begins, P&B	Slides	No props provided
	Part 2: What Babies Need	Slides	No props provided

SECOND LEVEL - To Begin

P 5	MY BODY Part 1: Names of Parts of My Body - Activity Plan	Slides	Girl / Boy (Unlabelled Diagram) Girl / Boy (Labelled Diagram) <i>inc. foreskin, penis, scrotum, testicles, scrotum, testicles, penis, vulva, cervix, clitoris, labia, ovaries, uterus/womb, vagina, vulva, bladder, urethra.</i>
	Part 2: My Body Is Changing - Activity Plan	Slides	No props provided
	Part 3: Feelings & Puberty - Activity Plan	Slides	I feel /happy/unsure/lonely etc. when... (Discussion Prompt Cards)
	Part 4: Personal Hygiene - Activity Plan	Slides	No props provided
	FRIENDS & FRIENDSHIP Part 1: What Is A Friend? - Activity Plan	Slides	My Characteristics – Being a Good Friend Worksheet Positive Friend Characteristics – Statement Cards
	Part 2: Making & Keeping Friends - Activity Plan	Slides	Scenario Cards for Discussion - Making Friends
	Part 3: Online / Offline Friends - Activity Plan	Slides	Scenario Cards for Discussion - "I need your advice"
	A FAIR & EQUAL LIFE FOR GIRLS & BOYS Part 1: Stereotypes & Equality - Activity Plan	Slides	Make Your Own 'I like...' Wordsearch (Hobbies listed to choose from)
	Part 2: Being Fair - Activity Plan	Slides	Fair / Unfair Card Game with Scenarios
	Part 3: Being Transgender - Activity Plan	Slides	No props provided
	MY SENSES: THINGS I LIKE, THINGS I DON'T LIKE My Senses - Activity Plan	Slides	Personal Profile - Two Things I Like & Don't Like - Worksheet
	CONSENT Part 1: What Is Consent? - Activity Plan	Slides	No props provided
	Part 2: My Body Is Mine - Activity Plan	Slides	No props provided
	SOCIAL MEDIA & POPULAR CULTURE Part 1: Where Do We Go Online? - Activity Plan	Slides	Class Survey of Online Behaviours - Worksheet
	Part 2: Being Smart Online - Activity Plan	Slides	Five Top Tips for Kids - Worksheet

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

SECOND LEVEL - Progression 1

P 6	MY BODY Part 1: Names of Parts of My Body	Slides	Girl / Boy Body Parts Diagram Labelling - Worksheet inc. Nipples, Scrotum, Testicles, Penis, Vulva Male / Female Sex Organ Diagram Labelling - Worksheet inc. Anus, Foreskin, Penis, Scrotum, Testicles, Clitoris, Labia, Ovaries, Uterus/Womb, vagina, Vulva Male / Female Sex Organs – Pre-labelled Diagrams inc. Anus, Foreskin, Penis, Scrotum, Testicles, Mons Pubis, Clitoris, Labia Minora / Majora, Urethral Opening, Vagina
	PROTECTING ME / ABUSE & RELATIONSHIPS Part 1: When I Feel Safe / Unsafe	Slides	I feel unsafe/worried/confused etc – Disc Prompt Cards Protecting Me' Traffic Light – 'What Would You Do If?' Disc. Cards NO / YES Cards
	Part 2: My 5 Trusted Individuals	Slides	If I have a worry I can go to List 5 Trusted Individuals
	Part 3: Bullying	Slides	XXXXXXXXXXXXXXXXXX
	Part 4: Physical Abuse & Neglect	Slides	XXXXXXXXXXXXXXXXXX
	Part 5: Sexual Abuse	Slides	No props provided
	EMOTIONAL WELLBEING & BODY IMAGE Part 1: My Feelings	Slides	Emotional Wellbeing – Situation Cards
	Part 2: My Body	Slides	No props provided
	Part 3: When I Feel Sad or Worried	Slides	Old Wormwart's Cure for Worrying
	LOVE & RELATIONSHIPS Part 1: What Is Love?	Slides	No props provided
	Part 2: Being Attracted To Someone	Slides	Scenario Cards for Discussion
	SEX: HOW PEOPLE HAVE SEX / WHAT THEY DO? How Do People Have Sex?	Slides	No props provided
	HOW HUMAN LIFE BEGINS-PREGNANCY-BIRTH How Human Life Begins-Pregnancy-Birth	Slides	No props provided
	BEING A PARENT / CARER Part 1: What Does A Parent / Carer Need To Know & Do?	Slides	No props provided
	Part 2: If I Were A Parent Or Carer?	Slides	No props provided
	MENSTRUATION Menstruation	Slides	No props provided

SECOND LEVEL - Progression 2

P 7	UNDERSTANDING HUMAN SEXUALITY Understanding Human Sexuality	Slides	<u>Question Petals To Discuss & Write/Draw Responses Onto</u> Our 5 Senses - What do you like to see, hear, taste, smell or touch? Our Feelings - What have you been feeling today? Spirituality - How can we, as humans, love and respect our world and look after it? Our Identity - How would you describe yourself? How We feel About How We Look - What do you love about how you look and your body? Our Relationships With Other People - Who are the important people in your life? BLANK FLOWER HUMAN SEXUALITY CIRCLE LABEL - COLOUR – BLACK & WHITE
	MENSTRUATION Menstruation (repeated – covered in Pr 6 also)	Slides	No props provided
	HOW ADULTS PLAN & PREVENT PREGNANCY: CONTRACEPTION & CONDOMS How Adults Plan & Prevent Pregnancy: Contraception & Condoms	Slides	No props provided

**This table summarises how we achieve the goal of making all our young people
successful learners, **confident individuals**, **responsible citizens** & **effective contributors**
 by ensuring their health needs are met & promoted in our school community.**

SAFE

- Effective Child-Protection Policy and training for all staff
- Positive behaviour strategies in place
- Health and Safety Policy
- Trained First-Aider
- Food Hygiene training in place
- Regular risk assessments
- Clean and safe environment
- Internet safety part of ICT programme
- Allergies/ Intolerances catered for
- Positive links with emergency services
- Program in place for education about sensitive issues
- Cycling proficiency training in place

HEALTHY

- All aspects of health promoted - physical / emotional / mental / social
- Hungry **for** success nutritional standards met via school lunch service
- Promotion of healthy snacks and water drinking
- Fruity Friday to encourage eating fruit
- Handwashing encouraged
- Effective curricular programme in place
- Cross curricular opportunities to promote health
- Responsibilities re health recognised by all staff
- CHILDSMILE toothbrushing programme in nursery

ACHIEVING

- High expectations of all pupils
- Broad & balanced curriculum in place
- A wide range of achievements recognised & celebrated
- Effective Support for Learning in place
- CPD opportunities to enhance learning and teaching
- Support for pupils' policy recognises need of able pupils
- Differentiation in place as required
- Learning partners established and effective
- Principles of curriculum planning including elements of personal choice in place
- Health promotion shared with parents and wider community

NURTURED

- Positive staff-pupil relationships
- Bereavement support available to children & families
- Effective transitions at key points
- Good relationships with other agencies
- Calm, well ordered learning environment
- Positive relationships with local Church
- Behaviour management policy agreed & in place
- 'Bounce Back' resilience strategies promoted

- Progress in learning recognised and celebrated - children encouraged and supported to reflect on learning

ACTIVE

- Well-developed outdoor area to support play and learning
- 2 hours of quality PE each week
- Links with Active Schools
- Participation in a range of sporting activities
- Annual P7 residential
- After school sports clubs organised by staff and parents
- Active involvement in local interschool sports events
- Links with local sporting groups – bowling

RESPECTED

- Values agreed by whole community.
- Respect is promoted as a key value in our community
- Parent Partnership Policy
- Pupil Council represents pupil voice
- Eco Committee representatives from Nursery-P7
- School ethos encourages pupil voice in decision making
- Active Parent Council
- SSSC Code of Practice known to staff and evident in practice
- Respect is a core value of our community

RESPONSIBLE

INCLUDED

- **House responsibilities**
- **Importance of global citizenship recognised and encouraged**
- **Eco Awareness embedded Nursery to P7**
- **Regular involvement with local and international charities**
- **Links with local community –Brig in Bloom**
- **Involvement in UNICEF Right Respecting Schools**
- **Wet Lunchtime monitors**
- **Nursery buddies**
- **Children encouraged to help each other- kindness is a core value of our community**

- **Effective Support for Learning in place**
- **Anti-Bullying Policy**
- **Race and Equality Policy**
- **RME policy and programme recognising diversity**
- **Effective transition at key stages**
- **Good relationships with support agencies**
- **Opportunities for all in school activities / performances**
- **All year groups represented on committees.**

