

# Luncarty Primary School

## Health and Wellbeing Policy

May 2020

“Good health and well-being is central to effective learning and preparation for successful, independent living.” Curriculum for Excellence.

Through a whole-school approach to health and well-being, we can contribute significantly towards better health for the next generation.

Learning through health and well-being enables children and young people to:

- **Make informed decisions in order to improve their mental, emotional, social and physical well-being**
- **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 well-being which will be sustained into adult life, and which will help to promote the health and well-being of the next generation of Scottish children.”**

*Health and Wellbeing  
Principles and Practice*

The development of health and well-being across the curriculum will support the integration of the four capacities from A Curriculum for Excellence in a coherent, progressive and meaningful way for our children and school community.

## Aims

Learning in Health & Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future.

Learning through Health and Wellbeing enables children to

- **To create an environment which allows children to experience positive aspects of healthy living and an active lifestyle**
- *develop self-awareness, self-worth and respect for others*
- **Experience challenge & enjoyment, manage change and build relationships**
- *experience personal achievement and build resilience and confidence*
- *understand and develop physical, mental and spiritual well-being and social skill*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental well-being*
- *understand that adults in my school community have a responsibility to look after me, listen to my 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 my strengths and skills to help me make informed choices when planning my next steps*
- *Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination*

Through working towards these aims we bring together the interrelated strands:

**Physical Wellbeing**, which is concerned with the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health;

**Emotional and Mental Wellbeing**, which deals with the knowledge, skills and attitudes that are

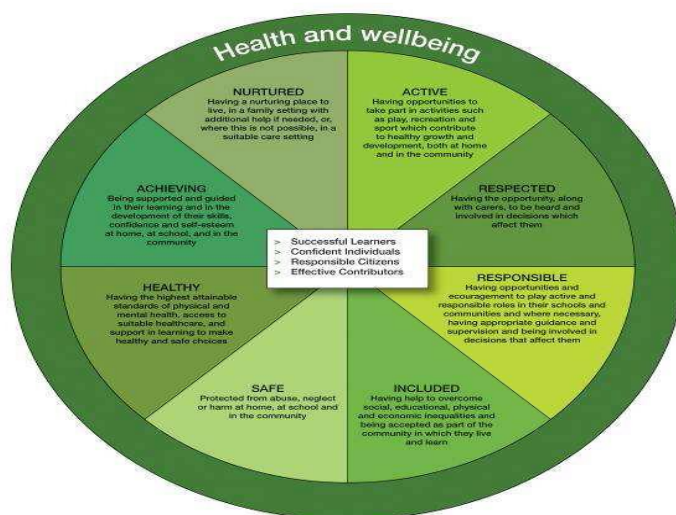
required to understand emotions and feelings and how they affect us;

**Social Wellbeing**, which develops an understanding of the interplay of knowledge, skills and attitudes that are needed to understand the interaction of the individual, the community and the environment in relation to health.

Through our programme of work, we aim to develop the four capacities:-

<p><b>Developing Successful Learners</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding of facts that influence health</li> <li><input type="checkbox"/> A range of physical skills and abilities</li> <li><input type="checkbox"/> Social and emotional skills</li> <li><input type="checkbox"/> Resilience in dealing with competitive and challenging situations</li> </ul>	<p><b>Developing Confident Individuals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Confidence, optimism and hope</li> <li><input type="checkbox"/> Mastery and control of self</li> <li><input type="checkbox"/> Skills to recognise and deal with pressures in life</li> <li><input type="checkbox"/> Decision making skills to find appropriate information and make informed choices</li> </ul>
<p><b>Developing Responsible Citizens</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respect and value others</li> <li><input type="checkbox"/> An understanding of beliefs and feelings</li> <li><input type="checkbox"/> An understanding of how their actions and decisions are affected by and affect others</li> <li><input type="checkbox"/> Fitness and an understanding of how to look after their body in the future</li> </ul>	<p><b>Developing Effective Contributors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage positively in a range of experiences</li> <li><input type="checkbox"/> Make positive contributions to wider life and health of school</li> </ul>

**The Curriculum**



“Children should feel safe, healthy, active, nurtured, achieving, respected, responsible and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.”

**Experiences and Outcomes**

The Health and Well Being experiences and outcomes contained within Curriculum for Excellence provides a comprehensive health education programme designed for young people, taking account of their health-related needs and providing a resource to address them through a coherent, continuously, progressive programme.

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

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| <p><b>Mental, Emotional, Social and Physical Wellbeing</b></p> <ul style="list-style-type: none"> <li>• <b>Planning for Choices and Changes</b></li> <li>• <b>Physical Education, Physical Activity and Sport</b></li> <li>• <b>Food and Health</b></li> <li>• <b>Substance Misuse</b></li> <li>• <b>Relationships, Sexual Health and Parenthood</b></li> </ul> |
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## Learning and Teaching

Teachers should ensure that Health and Well-Being is seen as an essential part of every child's experience. The progression of knowledge, understanding and skills, and the development of positive attitudes towards health education are taught through a variety of curriculum contexts.

The health and well-being experiences and outcomes within Curriculum for Excellence encourage links with other curricular areas, so providing deeper and more enjoyable, active learning experiences, which contribute to the development of the four capacities. There are also strong connections with learning for citizenship, enterprise, international education, creativity and sustainable development, as well as links that can be made with the wider community of Luncarty Primary.

Activities will be planned according to the different levels of children's skills, previous knowledge and according to the school programme of study. Within the Programme of Study learning activities for health and Well-being education are sequenced to ensure continuity, progression, depth and are aligned to the National Benchmarks at Early, First and Second Levels.

Teachers ensure that the purpose of the learning Intentions and Success Criteria are clear, and pupils are involved in the planning and management of their learning to allow for personalisation and choice and a 'can do' attitude within this framework. Learning will maintain an element of challenge and pupils will be involved in active learning.

Approaches to learning and teaching need to emphasise participation in experiences as well as achievement of outcomes.

A variety of teaching methods is beneficial e.g. class, group, pairs, individual. Open enquiry, the expressing of opinions, sharing views, oral and written work, music and drama, should be utilised to present the programme. The Health and Well Being programme will allow broad and balanced coverage of issues relating to all aspects of health, affording access to information appropriate to ages and stages.

### Responsibility of all

Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the well-being of each individual within the school and the wider community.

Everyone has the responsibility to

- Provide a supportive and caring environment
- Encourage healthy attitudes and good choices
- Liaise with parents and carers
- Help pupils to learn
- Follow Child Protection procedures.

### SMT

The Senior Management Team have the responsibility to :

- Overview Health and well-being and monitor implementation and impact
- Provide all staff with appropriate and relevant updates and support them developing in their expertise in health and wellbeing
- Monitor teachers' plans and implementation of health within the classroom. This is achieved through observation, discussion and dialogue with staff and children.
- Guide staff to relevant CPD opportunities and monitor the impact of this
- Monitor the effectiveness of the policy and our practice

This, in conjunction, with whole staff evaluation and ever changing technology will result in adaptations to the school programme of study periodically..

### Teachers

Teachers have the responsibility to :

- Ensure that an effective programme of work is planned and delivered in accordance with the school policy.
- Ensure that a positive, safe and caring environment is provided at all times.
- Identify appropriate learning and teaching styles to suit the needs of their pupils while recognising the importance of active learning and the capacities of Curriculum for Excellence.
- Ensure the provision of lessons to cover all aspects of physical and mental well-being
- Promote equality of opportunity for all pupils.
- Keep up to date and engage in appropriate CPD
- consider health and safety when undertaking any activity

## **Working with Parent/Carers**

The positive and continuing engagement of parents is essential to ensure the aims of this Policy are met. This will include a range of actions and approaches including:

- Parental partnership in recognising health priorities over the school session.
- Communication with parents and carers on health and well-being themes and health related issues in school
- Engagement with parents on how to deal with sensitive health issues such as Sex Education
- Opportunities for parents to work with the class and support the learning of children

## **Working with other agencies**

We welcome the involvement of all professionals committed to improving the health and wellbeing of pupils. To ensure children receive the highest quality education we may work in partnership with the following:

- School Doctors
- School Nurses
- Road Safety Officers
- Health Promotion Team
- Dentists
- Active Schools Co-ordinator
- Speech and Language Therapists
- Community Education
- Fire Service
- Police Scotland
- Local Secondary Schools

## **Working with people in the Community**

Health-related activities within the school often involve the invitation of members of the community to take part in the educational process. Visits outwith school may also take place.

Health and Safety procedures, the appropriate use of Police checks (Protection of Vulnerable Groups) and risk assessments are used at all times.

## ASSESSMENT

In health and well-being, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Evidence of progress can be gathered by teachers and learners in a variety of ways through what they Say , Make ,Write and Do in relation to the development of informed attitudes and broad competence as described in the experiences and outcomes.

- as part of day-to-day learning inside and outside the classroom
- as appropriate, through specific assessment tasks
- How they apply knowledge to show understanding and skills , make choices and reach decisions
- Through their approaches to personal planning and assessing risk.

## Recording and Reporting

Recording procedures will be in line with assessment policies. Assessment will be manageable and will be used to monitor progress and inform learning and teaching  
Staff should:

- Record significant aspects of learning and achievement
- Report on pupil attainment in relation to a cluster of related experiences and outcomes

## Equality

All pupils are to have appropriate access to the curriculum regardless of gender, race, cultural background or any physical or sensory disability.