



## **Mossvale Primary School and Nursery Class**

### **Health and Wellbeing Policy**

***‘Children need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing and underpins successful learning. Concerns about the health, diet and activity levels of Scotland’s children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.’***

#### **Building the Curriculum 1**

This policy is based on Curriculum for Excellence national guidance. As with all of our programmes of study, through our Health and Wellbeing work we fully endorse the four capacities of Curriculum for Excellence, enabling our children to develop as successful learners, confident individuals, effective contributors and responsible citizens.

#### **Vision**

Mossvale Primary School and Nursery Class, working with home, community and partner agencies, takes an holistic approach to promoting health and wellbeing to ensure pupils have every opportunity to develop the knowledge and understanding, skills, capabilities and attributes which they will need for their mental, emotional, social and physical wellbeing now and in the future.

#### **Aims**

All members of the school community have a responsibility to:

- ensure everyone feels happy, safe, respected and included in the school environment
- promote positive behaviour in the classroom, playground and wider school community
- ensure the safety and wellbeing of everyone by following robust policies and practice
- contribute to the maintenance and development of a positive school ethos
- provide positive role modelling in relation to a healthy lifestyle

All members of the school community have a right to be given opportunities to:

- participate in two hours of physical education per week
- develop their 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 their physical, mental and spiritual wellbeing and social skills
- understand what they eat, how active they are and decisions they make about behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle e.g. Health Club, Breakfast Club, Friday fitness and Fruity Friday
- understand that adults in their school community have a responsibility to look after pupils, listen to their concerns and, where necessary, involve others
- 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 their strengths and skills to help pupils make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

## **Objectives**

In order to meet our aims, we will work with partner agencies to ensure the following are taken into account for every child:

- Achieving  
Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community
- Active  
Having opportunities to take part in activities such as play, recreation and sport, this will contribute to healthy growth and development, both at home and in the community
- Healthy  
Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices
- Included  
Having help to overcome social, educational, physical and economical inequalities and being accepted as part of the school and community
- Nurtured  
Having a nurturing place to live and learn and where pupils are treated with an unconditional positive regard
- Respected  
Having the opportunities, along with carers, to be heard and involved in decisions which affect them
- Responsible  
Having opportunities and encouragement to play active and responsible roles in the school and community
- Safe  
Being protected from abuse, neglect or harm at home, at school or in the community

## **Learning and Teaching**

In teaching and promoting health and wellbeing, staff will adopt a variety of different teaching strategies in a supportive and encouraging climate. Wherever possible, links to other areas of the curriculum will be made. Health and wellbeing links well to: literacy and numeracy, expressive arts, dance, PE, science, citizenship and aspects of religious and moral education.

We promote learning and teaching which:

- engages pupils and takes account of their views and experiences, particularly where decisions are to be made that will impact on life choices
- takes account of research
- uses a variety of approaches, such as active learning, co-operative learning and effective use of technology
- maximises the use of the outdoor environment
- maximises the expertise of different professions
- encourages pupils to act as positive role models
- helps pupils understand and positively promote citizenship within their community
- encourages pupils to sustain a healthy lifestyle

## **Planning**

***“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”***

## **Building the Curriculum 1**

Each teacher will plan a programme for health and wellbeing designed to meet the principles of *Curriculum for Excellence* and develop the children’s knowledge, skills and understanding in the following areas:

- 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

### **Partnership Working**

The school has a commitment to partnership working and seeks opportunities to:

- involve pupils in planning and decision-making
- engage the active support of parents and carers
- reinforce work across transitions and within the cluster
- maximise the contributions of the wider community
- draw upon specialist agencies and expertise including
  - specialist P.E. teachers and active school co-ordinators who will play an important part in delivering physical activity and sport and out of hours clubs
  - home link staff who will help support children and families through more difficult times in their lives including bereavement, change, friendships and divorce
  - dental nurse who will help promote good oral hygiene practice through training staff and working alongside the children
  - campus cop who will provide advice and support to staff and talks to children on issues such as stranger danger, personal safety and the role of the police
  - social work colleagues who will provide advice and support to staff regarding families they are working with and invaluable support when child protection issues arise within the school
  - school nurse who will provide advice and support regarding health issues faced by any child and can refer to the school doctor

### **Assessment, Recording and Reporting**

Assessment in Health and Wellbeing focuses on pupils’ progress in developing and applying essential knowledge and skills within the following areas: mental, emotional, social and physical wellbeing, planning for choices and changes, physical education, physical activity and sport, food and health, substance misuse and relationships, sexual health and parenthood.

Teachers use a variety of formative and summative assessments to track pupil progress through the Curriculum for Excellence E/Os and Levels. Information gathered is shared amongst staff at transition meetings between stages and schools, in pupil progress reports and at parent meetings.

Children are given many opportunities to reflect on and talk about their learning. Class teachers place great emphasis on the use of Assessment for Learning strategies in class to help the children achieve learning targets and identify their next steps. This process provides valuable assessment information.

Personalised targets are set in Health and Wellbeing throughout the year in children’s Personal Learning Plans. Teachers and children work towards these in class.

The process of assessment involves:

- Teachers gathering evidence of progress as part of day-to-day learning and the use of specific assessments to assess an individual's strengths and needs
- The Use assessments to identify next steps in learning and discuss these with the pupil
- Embedding AifL strategies throughout lessons to assess learning
- Achieving a balance of teacher, self and peer assessment

Evidence gathered will include:

- Ongoing evaluations of daily/weekly progress by linking back to learning outcomes set at planning stages. This will inform changes in daily/weekly plans to accommodate changes in pace of learning.
- Ongoing use of formative assessment strategies during lessons to give effective feedback and monitor pupil understanding
- Use of peer/self assessment by pupils
- Exemplification of learning and understanding included on class learning walls and in individual Learning Journeys

### **Equal Opportunities**

In Mossvale, our Health and Wellbeing activities and resources reflect our commitment to equality, diversity and multi-cultural education. We value diversity and the wide range of children we have in the school and the wide range of cultures and languages they bring. We seek support for children whose first language is not English as appropriate and in line with Renfrewshire Council policy.

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