

East Milton Primary School

Curriculum for Excellence

Health and Wellbeing Policy

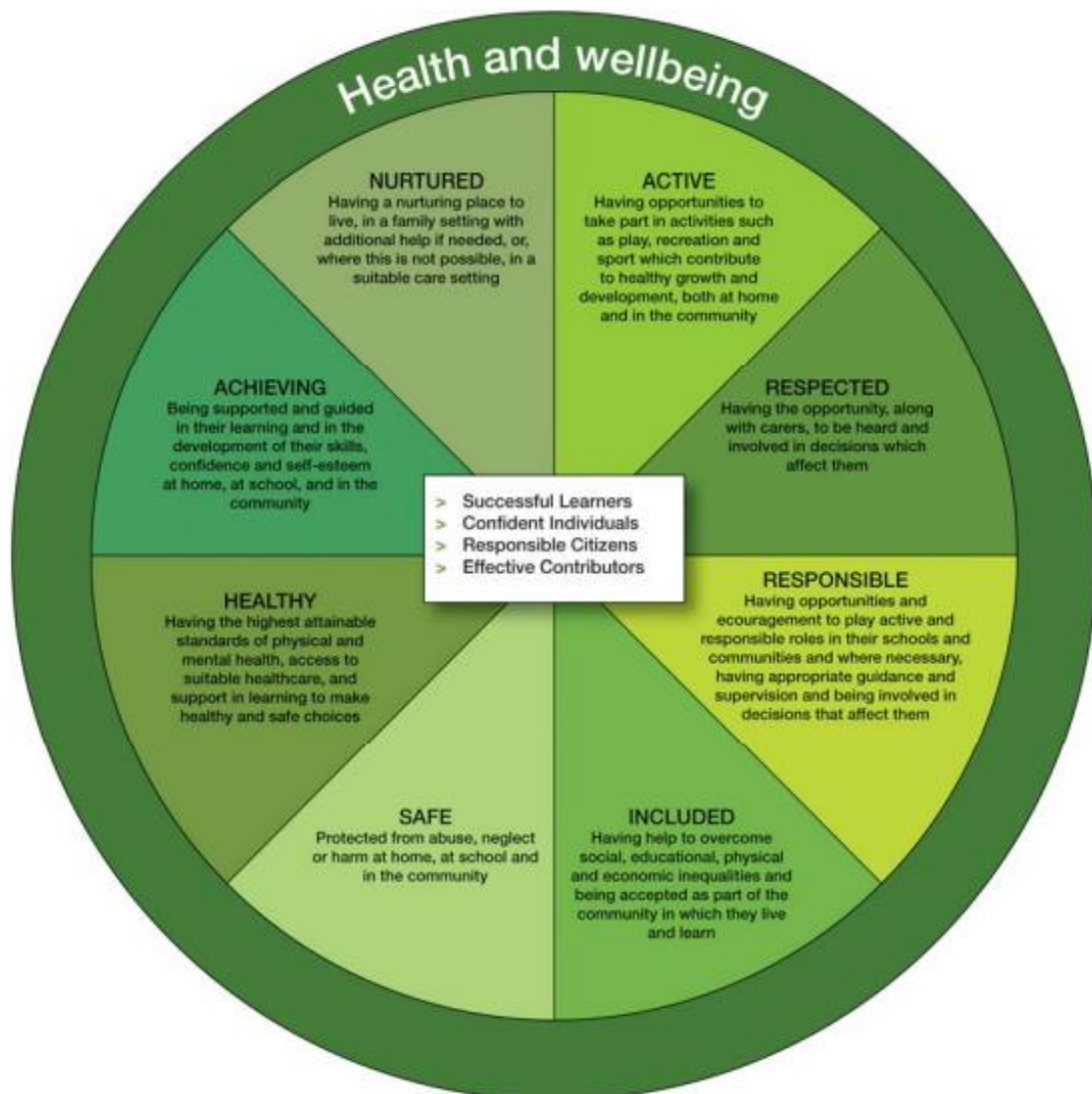
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Curriculum for Excellence recognises that Health and Wellbeing is a major component of primary education. It states that:

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. This diagram from Curriculum for Excellence illustrates the vision and goals.



Responsibility for All

Health and wellbeing is central to everyone and permeates all areas of learning. All staff support and encourage learners to develop applicable skills and knowledge. This will involve making links with other areas of the curriculum and using real-life contexts. Within every curricular subject staff can provide opportunities and experiences that support the development of health and wellbeing.

In East Milton we work in partnership with parents, Educational psychologists, Active Schools Coordinators, local sports clubs, South Lanarkshire Leisure, Allied Health Professionals, local secondary school pupils and colleagues, local business and third party providers in order to take a holistic approach to promoting health and wellbeing. Our school ethos has health and wellbeing of all at the centre and aims to provide a learning environment whereby pupils can:

- *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 they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in the school community have a responsibility to look after them, 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 their strengths and skills to help them make informed choices when planning their next steps*
- *acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination*

East Milton's Health and Wellbeing programme follows Curriculum for Excellence Guidelines. The Health and wellbeing experiences and outcomes are structured within 6 organisers;

- *Mental, emotional and 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*

Mission Statement

Our Health and wellbeing Curriculum ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future enabling them to:

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

Aims

Our pedagogical approaches in health and wellbeing endeavour to:

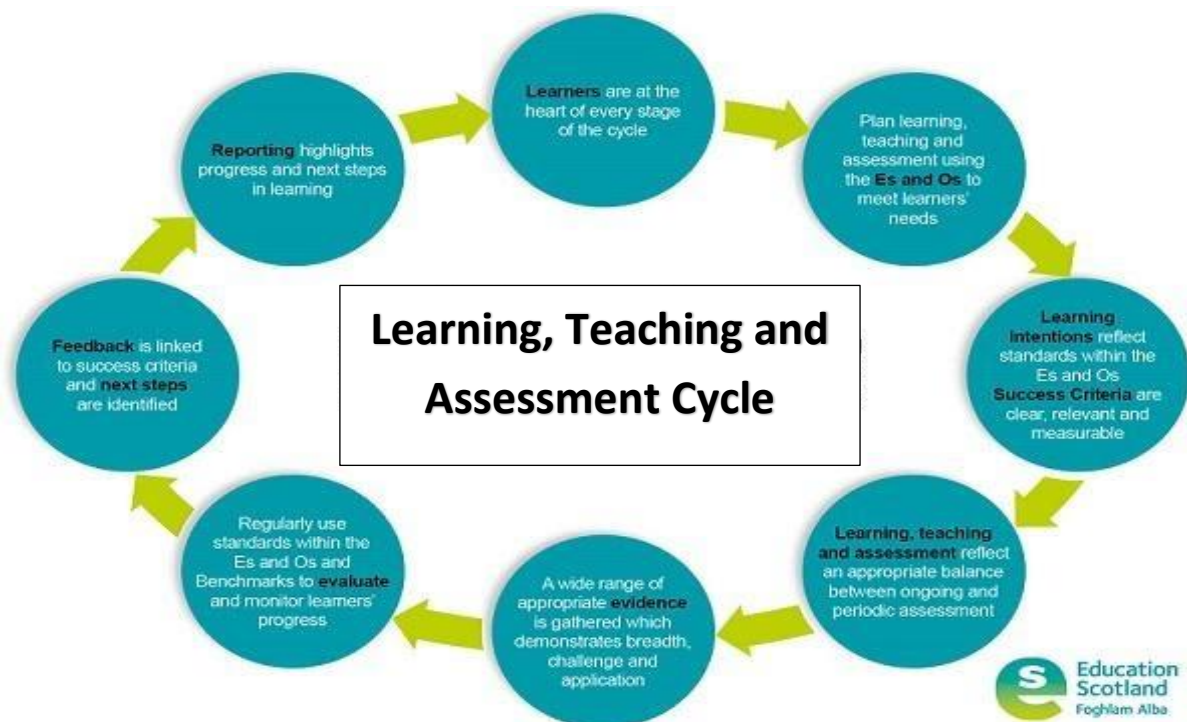
- engage children and young people and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices*
- take account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse*
- use a variety of approaches such as active, cooperative and peer learning and effective use of technology*
- encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment*
- encourage children and young people to act as positive role models for others within the educational community*
- ensure a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable*
- help to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enable them to understand the responsibilities of citizenship*
- harness the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.*

In developing our approach to Health and Wellbeing, consideration has been given to the 4 contexts for learning:

- Curriculum Area and Subject-based learning – progressive health and wellbeing learning programme
- Opportunities for Personal Achievement – a wide range of activities in the school which promote and provide opportunities to develop and apply health and wellbeing skills
- Interdisciplinary Learning – all teachers, when planning and facilitating learning, embed health and wellbeing in their interdisciplinary plans
- Ethos and life of the school as a community – we value health and wellbeing as a necessity for lifelong learning.

Our Health and Wellbeing curriculum is built on the 7 Principles of Curriculum Design: depth, coherence, relevance, personalisation and choice, challenge and enjoyment, breadth and progression.

Teachers plan using the experiences and outcomes and assess against the benchmarks.



Programmes of study and Termly planners are available on:

Healthy Schools <https://healthyschools.scot> [RSHP.scot](https://rsHP.scot)

and

RSHP.scot <https://rsHP.scot>

Teaching and Learning

Through careful planning, responsive planning, differentiation, sharing learning intentions and success criteria, the use of appropriate resources and learning experiences that are set in real and relevant contexts, learners should develop their knowledge, depth of learning and confidence towards health and wellbeing. The Core Programmes used are Healthy Schools and RSHP.scot .

Skills for Learning Life and Work

In East Milton Primary School, we aim to foster an environment of lifelong learning, and prepare all children and young people for the world of work.

We support all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Growth Mindset

In East Milton primary school, we aim to focus on the processes and effort that allow pupils to be successful in their learning. This in turn can improve their intrinsic motivation and resilience. We have a focus on the *Power of 'Yet'*.

Focus on the growth mindset learning zones

The Growth Mindset Zones are: danger zone, stretch zone and comfort zone. The comfort zone suggests that the child is not learning anything new as there is no challenge. The stretch zone is where the child would find the work a little bit tricky but is able to learn new things. In the danger zone it is too difficult at the moment and learning may not progress without support or guidance.

Making Rights Real in East Milton Primary



Each class has their own Class Charter.



East Milton has its own Playground Charter



East Milton has its own Health and Wellbeing Committee and Junior Road Safety Officers. Each organises assemblies, information sharing and health promotion events/weeks.

Pupils are encouraged, as part of our School Travel Plan to walk, cycle, scoot to school and parents encouraged to park and walk if travelling by car is essential. Trained staff deliver the Bikeability Scotland programme to pupils in P5-7.

Pupils undertake The Daily Mile as a class. Every class receives a minimum of 2 hours PE per week. Primary 5 pupils undertake a block of swimming lessons.



Children experience growing, preparing and cooking food. The school adheres to the guidance in Nutritional standards- Healthy Eating in Schools. Special events with food treats are planned within the annual calendar.



Education Scotland
Foghlam Alba

FOOD IN SCHOOLS ACROSS SCOTLAND

Children and Young People
Parents
School Staff and Teachers
Headteachers
Catering Service Providers
Directors of Education

CHILDREN AND YOUNG PEOPLE
(HPN Act/CLT*/Ethos and Culture/Environment and Resources/Partnerships/Leadership and management)

Understand and appreciate the work of others in delivering aspects of food in school

HOW CAN YOU GET INVOLVED IN SHAPING YOUR SCHOOL'S CULTURE AROUND FOOD?
Learn how other schools are making improvements

PARENTS
(HPN Act/Ethos and Culture/CLT*/Partnerships)

What work goes into providing school meals?

What is my child's school doing around food?

FIND OUT HOW TO GET INVOLVED

*Curriculum, Learning and Teaching

SCHOOL STAFF AND PARTNERS
(HPN Act/CLT*/Ethos and Culture/Environment and Resources/Partnerships)

How does my work support and influence the work of others?

How does my work make a difference?

How is my work influenced and supported by others?

HEADTEACHERS
Leadership and management/HPN Act/Ethos and Culture/Environment and Resources/CLT*/Partnerships)

Share and celebrate with others

SUCCESSES

BETTER UNDERSTANDING
Of the role of partners and their responsibilities

WHOLE SCHOOL APPROACH AROUND FOOD working with others

HEALTH PROMOTION AND NUTRITION ACT.
Understand what is involved in meeting the legal duties

IDENTIFY AND INTEGRATE INFLUENTIAL OUTCOMES

CATERING SERVICE PROVIDERS
Leadership and management/HPN Act/Ethos and Culture/Environment and Resources/CLT*/Partnerships)

Contributions ARE KEY TO IMPROVEMENTS

OPPORTUNITIES WORKING WITH OTHERS through food in schools

ROLE IN WORKING WITH SCHOOLS

DIRECTORS OF EDUCATION
(HPN Act/Environment and Resources/Partnerships/LEAM)

Build and share approaches which support, and value the role of food in schools

How well are the duties under the Health Promotion and Nutrition Act being met?

Gather evidence which shows the impact on the wellbeing of children and young people

The Bounceback programme, Protective Behaviours lessons and Growth Mindset lessons are used to develop resilience, positive mental health, awareness of self and support networks. Trained staff lead on nurture and bereavement and loss training.

A range of assemblies cover a variety of health related topics such as Rights Based Learning, Protective Behaviours, Growth Mindset, Children’s Mental Health Week and Anti-Bullying. Staff, pupils and third party visitors/ agencies lead and contribute as appropriate .A variety of after school clubs promote health and wellbeing in pupils. (netball, cross country, football etc)

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by Reid Wilson (@wefarings) © 2014. Lic from @dawnproject.com



The main themes of Protective Behaviours are:-



Assessment, Recording and reporting

Assessing the breadth, challenge and application of learning

Assessment approaches should help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:

- *have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum*
- *can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects*
- *can apply what they have learned in new and unfamiliar situations.*
- *Teachers can use these three aspects to decide when a learner has met agreed expectations and achieved a level, either in a part of a curriculum area such as reading, or in a whole curriculum area.*

In East Milton we plan, assess and moderate using Progression Pathways, Curriculum for Excellence Experiences and Outcomes and Benchmarks.

Links should be made within the organisers particularly when using the pathways to assess progress through a level. Staff should address Experiences and Outcomes in the pattern that best fits their learners' progression, navigating and making connections within the organisers to ensure a balance of learning and skills through health and wellbeing. Care should be taken when planning to make sure learners can apply the basic skills in a real-life context.

A range of assessment evidence is used to plan next steps in learning. Assessment judgements should be based on the Benchmarks for each curriculum level. The Benchmarks embed the significant aspects of learning and progression frameworks. They provide a single streamlined resource to support teachers' professional judgement.

Moderation is integral to planning learning, teaching and assessment. The process of moderation is not an activity that happens only at the end of a block or year but is an integral part of the Learning, Teaching and Assessment Cycle. Teachers and practitioners, with senior leaders, regularly consider a range of assessment evidence which demonstrates how well children and young people are making progress and achieving their potential. In East Milton Primary School, we discuss progress and targets during Tracking and Monitoring meetings with Senior Management Team and with stage partners.

A range of information and data is used for assessment:

- SHANARRI wheels
- Glasgow Motivation and Wellbeing Profile
- Teacher/Staff Observations
- Summative assessment
- Learner Conversations
- Parent/Teacher Conversations
- Professionals Discussions

This information and data is collated is acted upon in order to ensure all children within East Milton are achieving their fullest potential. Identifying areas of strength and development needs for all learners informs planning for next steps in learning and any additional supports required in-house or externally, in the area of health and wellbeing

The Role of the Health and Wellbeing Coordinator

The coordinator will demonstrate an enthusiasm for the promotion of health and wellbeing in learning and have a commitment to support colleagues in ensuring that all learners and young people achieve positive health and wellbeing outcomes. Where possible, time should be identified across the school year to support the work being done by the co-ordinator. The coordinator can undertake a number of tasks to support the development of health and wellbeing. These may include some or all of the following:

- To work closely with the SMT to lead health and wellbeing development within the whole school community
- To work closely with the ASN Coordinator with regards to targeted interventions
- To contribute to whole school improvement planning and self-evaluation in health and wellbeing
- To support class teachers by modelling motivating and engaging lessons and engaging in team-teaching and peer visits
- To support the implementation of new resources/strategies in health and wellbeing
- To ensure staff are kept up to date with new CLPL opportunities and resources in health and wellbeing for professional and personal use
- To broaden their own CLPL by attending local and national events
- To disseminate their learning by organising and leading CLPL in health and wellbeing and improving the health and wellbeing within their own establishment and on occasion across the Learning Community
- To access and implement local and national best practice in relation to health and wellbeing
- To work closely with SMT to track progress and attainment and support targeted pupils
- To evaluate their work to evidence impact on pupils, updating line management as required
- To support staff with assessment approaches in health and wellbeing
- To organise and lead parent workshops when required
- To support health and wellbeing across the curriculum
- To ensure health and wellbeing evidence is kept up to date.

Key Resources and Programmes of Study

Health and wellbeing Experiences and Outcomes

<https://education.gov.scot/Documents/health-and-wellbeing-eo.doc>

Health and wellbeing Benchmarks

<https://education.gov.scot/nih/Documents/HWBFoodHealthBenchmarksWord.doc>

<https://education.gov.scot/nih/Documents/HWBPersonalSocialEducationBenchmarksWord.docx>

<https://education.gov.scot/nih/Documents/HWBPhysicalEducationBenchmarksWord.doc>

Healthy Schools

<https://healthyschools.scot>

RSHP.scot

<https://rshp.scot>

North Ayrshire Physical Education Plan (in Staff/ Curriculum Folder)

Rights Based Learning

<https://glowscotland.sharepoint.com/sites/SouthLanarkshire/Staff/rightsbasedlearning/Shared%20Documents/Making%20Rights%20Real/Making%20Rights%20Real%20-%20a%20framework%20for%20Rights%20Based%20Learning/MAKING%20RIGHTS%20REAL.pdf>

Bikeability Scotland (Trained staff)

Bounceback (in Staff Area/Curriculum Folder/Health and wellbeing/Bounceback)

Growth Mindset

PPRUBD

https://intranet.southlanarkshire.gov.uk/downloads/file/6911/pprubd_-_guidelines_for_establishments

https://intranet.southlanarkshire.gov.uk/downloads/file/6914/pprubd_-_appendices_and_supporting_documents

SHANARRI wheels

https://glowscotland.sharepoint.com/:w:/r/sites/SouthLanarkshire/Staff/hwb/hwbevaluatingprogress/_layouts/15/Doc.aspx?sourcedoc=%7B15E2775B-3305-42B3-83F4-D6AEBE94C2AF%7D&file=Support%20Resources%20Booklet.doc&action=default&mobileredirect=true

GMWP

Nutritional standards- Healthy Eating in Schools

<https://www.gov.scot/publications/healthy-eating-schools-guidance-2020/documents/>

Food in Schools Scotland

<https://blogs.glowscotland.org.uk/glowblogs/foodforschools/tools-and-resources/useful-websites/>

Food For Thought

<https://education.gov.scot/nih/Documents/hwb19-food-for-thought1.pdf>

Key Staff Training

Attachment Informed Practice

Bikeability Scotland (Trained staff)

Key Interventions

GUAB

Nurture Room

Staff Training in Specific Interventions

CAMHS Trauma Informed Practice

Nurture

GUAB <https://slcpsych.org.uk>

Suicide Training (Lanarkshire Lifelines Guidance and Training)

Anxiety in Children (SLC Psychological Services)

Key Partners

Specialist Support Teacher

School Nursing Service

Educational Psychologists

Childsmile

Active Sports

South Lanarkshire Leisure

Road Safety Department

NSPCC

Community Police

Food for Thought

