

Wester Overton



Primary School

Health and Wellbeing Position Statement



Rationale and Aims

Learning in health and wellbeing 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. Learning through health and wellbeing enables children and young people 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,

At Wester Overton Primary School, we take a holistic approach to promoting health and wellbeing throughout the school and across the curriculum. Working with partners, our approach takes account of the stage of growth, development and maturity of each individual to develop confident, independent individuals.

Our health and wellbeing progressive programmes of study are underpinned by the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC) wellbeing indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included, and are consistent with the United Nations Convention for the Rights of the Child (UNCRC).



Health and wellbeing is the responsibility of all at Wester Overton. We share a clear vision in ensuring that we create a safe, positive ethos and a climate of respect and trust which allows us to support and nurture all of the learners within our school community.

"Learning in health and wellbeing 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."

CfE Principles and Practices: Health and Wellbeing.

Learning and Teaching

Our progressive programmes of study are planned to ensure that balance is achieved within each of the six key organisers detailed in CfE as children progress on the journey through primary school. These are:

- 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

The learning will be delivered through several appropriate approaches including from class teachers, visiting specialists, partnership working, organisations and through whole school assemblies that will enable our learners to:

- make informed decisions 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.

Teachers use a variety of active approaches and appropriate resources to teach our programmes and help develop wellbeing and resilience. In Wester Overton, we currently use Healthy Scot, Bounce Back! and Rights Respecting Schools resources to engage children and foster a life-long commitment to healthy choices. Learners are challenged appropriate to their age and developmental stage.

Attachment

At Wester Overton, we are committed to the nurture and development of all our learners, and building strong positive relationships with our families. All staff at Wester Overton have undertaken attachment training to enable us to gain necessary knowledge about attachment and loss, and equip staff with appropriate interventions to assist children in recovering from childhood trauma.

Nurture

We have created a small, child friendly, inviting space, our Nurture Room, to allow our learners to thrive. However, nurture principles are also embedded across our school. Our nurturing ethos throughout the school allows us to build upon the six key principles of nurture.

These are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

In addition, we use Pivotal approaches to support behaviour throughout the school to develop strong trusting relationships, and follow the South Lanarkshire Council '*Promoting Positive Relationships and Understanding Distressed Behaviour*' policy to support all pupils.

Assessment

Wester Overton Primary staff recognise the importance of assessment in providing a clear picture of the progress each child is making and in planning for further learning to ensure consolidation and progression. Each child is given regular feedback to identify next steps and set personal targets. Evidence of progress in developing and applying skills across the curriculum complements evidence gathered from health and wellbeing lessons.

The Curriculum for Excellence Benchmarks support teachers to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, or on field trips
- classwork, including assessments
- learning conversations
- planned periodic assessment.

Self Evaluation

All teachers are actively encouraged to reflect on their own practice in order to help ensure that optimum learning is maximised. Engagement with Quality Indicators is promoted regularly at whole school level throughout the school year and through moderation, individual classroom visits and forward planning meetings.

Through self-evaluation, staff at Wester Overton plan for a balance of learning and teaching approaches, progression in skills, and effective use of interdisciplinary work to deepen and extend learning in Health and Wellbeing.

Career Long Professional Learning

Wester Overton Primary School's Senior Leadership Team will provide opportunities for staff to extend their skill and confidence in teaching of health and wellbeing, through provision of quality CLPL experiences.

Wester Overton Primary SLT acknowledges the quality CLPL to be found in providing time for staff to observe others' teaching practice, to engage in quality dialogue with other practitioners and to learn from each other and visitors to our establishment at in school in-service meetings. In keeping with this, the SLT are committed to providing a variety of quality health and wellbeing CLPL experiences for staff.

