



WOODPARK

PRIMARY SCHOOL

Health and Wellbeing Policy

Created: May 2019
Next Review: May 2021



Position statement

At Woodpark Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. We are committed to the quality delivery of Curriculum for Excellence Health and Wellbeing experiences and outcomes.

Introduction

The approach to health and wellbeing at Woodpark Primary follows Curriculum for Excellence (CfE) guidelines. Curriculum for Excellence states that:

"Good health and wellbeing is central to effective learning and preparation for successful, independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs."
(Health and Wellbeing: Principles and Practice, page 2)

Children, staff and everyone working in partnership with the school must develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. This allows us to provide a supportive, safe and encouraging atmosphere for children, staff and parents/carers.

Rationale

At Woodpark Primary, we value every individual. We seek to provide effective teaching and learning for all pupils. We strive to provide a welcoming, safe and secure environment, where staff and the wider community work together to encourage our pupils to lead healthy lifestyles and to take responsibility for their own health and wellbeing.

We value the positive impact that good health has upon learning and the life of the school. We recognise and are committed to meeting the physical, mental, emotional and social health needs of all school community members. We value the expertise of other agencies and seek to promote health and wellbeing for all, through good partnerships.

Vision

Woodpark Primary School aims to support all children to become successful learners, confident individuals, responsible citizens and effective contributors through a structured programme of study, which capitalises on everyday opportunities to plan responsibility across the curriculum. We recognise that promoting health and wellbeing is the responsibility of all and is covered holistically through the wellbeing indicators, namely that our children will:

- have a nurturing environment
- be active
- feel respected

- be responsible
- feel included
- be safe/feel safe
- be healthy
- experience achievement

Our pupils will be encouraged to develop a responsibility for their learning by ensuring:

- Awareness of what is expected of them through the sharing of success criteria and learning intentions;
- Provision of appropriate feedback through self, peer and teacher assessment;
- Promotion of reflection on where they are and on the next steps for progression.

The framework for health and wellbeing provides a set of statements that describe the kinds of activities and opportunities our young people will experience throughout school and our staff will refer to these statements and to the more detailed experiences and outcomes when planning for learning and teaching. Our Health and Wellbeing programme is linked to the SHANARRI indicators to ensure all holistic development across all sectors.

Principles of teaching

Woodpark Primary School's Health and Wellbeing Education programme consists of:

- **Physical Health**, which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.
- **Emotional Health**, which explores the knowledge, skills and attitudes that are needed to understand emotions, feelings and relationships and how they affect us.
- **Social Health**, which explores the interaction of the individual, the community and the environment in relation to health and safety.

***SHRE.** Our programme runs within the main health programme and is continuous and progressive' The school uses the accepted SLC resource, "Proud To Be Me". We acknowledge that consultation with parents/carers is necessary and that parents/carers have the right to withdraw their child if they so wish. The school will ensure that these children are not disadvantaged in this area of the curriculum. Teacher's run an information meeting about this in term 1, all SHRE lessons are taught in term 4, and parents are reminded annually of this.*

Our school will:

- Develop our relationships with pupils, parents/carers and the wider community.
- Actively promote self-esteem of the whole school community, including staff.
- Engage and work with parents and carers to provide all children with positive experiences which promote and protect their health.
- Promote the health of all the school community.
- Provide a range of stimulating experiences for all pupils.
- Work closely with outside agencies to encourage a range of health-related activities.

Pupils will have opportunities to:

- be effective and successful learners.
- make and sustain friendships.
- deal with and resolve conflict effectively and fairly.
- solve problems with others for themselves.
- manage strong feelings such as frustration, anger and anxiety.
- be able to promote calm, optimistic states that support the achievement of goals.
- recover from setbacks and persist in the face of the difficulties.
- work and play cooperatively.
- compete fairly and win and lose with dignity and respect for other competitors.
- recognise and stand up for their rights and the rights of others.
- understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.
- develop a further understanding of their own physical body and how it changes
- develop a further understanding of how to keep themselves healthy through diet and exercise
- identify their own changing skillset as they grow and link this to further skills for life.

Parents will have opportunities to:

- assist with the delivery of health and wellbeing. We value the expertise and talents of the members of our wider school community and seek opportunities for this to be shared with our pupils.
- experience and support their children's learning at various events throughout the year, eg, showcase, class assembly, etc
- speak to staff about any issues they feel they must raise concerning their child's physical/mental health and receive support where required.

Planning and progression

Specific planning for Health and Wellbeing using the school's progression planners is undertaken in the form of termly AifL plans and weekly plans.

Teachers recognise how the areas of health and wellbeing impact children's lives and identify opportunities to develop these for children and young people. In planning, staff are familiar with and consider each area of health and wellbeing across the curriculum, taking account of individual needs and abilities. Pupils have the opportunity to work collaboratively and individually in the area of Health and Wellbeing. Teaching and learning experiences utilise active learning, whole class teaching, multi-sensory approaches, individual work, small group discussion and role play activities. Health and wellbeing occurs during discrete and interdisciplinary lessons.

Across Curriculum for Excellence levels, challenge and progression appropriate to individual abilities will be at the heart of learning and teaching to ensure that each child achieves his or her potential.

Assessment

Assessment in health and wellbeing takes account of the breadth and purpose of the wide range of learning experiences by children in this curricular area. Evidence of pupil progress in their knowledge and understanding, skills and attributes in health and wellbeing will be gathered from health and wellbeing lessons and observation each child in general aspects of their school life, both inside and outside the classroom.

Assessment may take the form of specific assessment tasks. Pupil progress, however, will also be able to be monitored by observing how they are developing and applying their knowledge and understanding of skills within school life. Assessment will also be linked to other areas of the curriculum, within and beyond the classroom where pupils apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.