



Health & Wellbeing Policy

Rationale

Scottish Government in **Supporting Scotland's Young People's Health and Wellbeing** state that: "Actions across the life course to improve health and wellbeing contribute to delivering the Government's overall purpose of increasing sustainable economic growth. Improving Scotland's health record is both an essential driver of growth and a key outcome of economic success. The Purpose is supported by the Strategic Objective for Health which is "Helping people to improve and sustain their health, especially in disadvantaged communities, ensuring better, local and faster access to health care", and by 16 National Outcomes, a number of which are particularly relevant to children and young people's health and wellbeing:

- our children have the best start in life and are ready to succeed.
- our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- we have improved the life chances for children, young people and families at risk.
- we live longer, healthier lives.
- we have tackled the significant inequalities in Scottish society."

Scottish Government is clear that one of the main drivers for bringing about improvements in health outcomes for children and young people is through education and the implementation of Curriculum for Excellence. The Curriculum for Excellence Health and Wellbeing Principles and Practice paper sets out the purposes of learning within health and wellbeing and describes how the experiences and outcomes are organised. It further provides guidance on aspects of learning and teaching, broad features of progression, assessment and connections with other curriculum areas. It outlines an ambitious agenda for all professionals as well as the entitlements of all children and young people in this area.

Curriculum for Excellence identifies the aspects of health and wellbeing which are the responsibility of all as:

- mental and emotional wellbeing;
- social wellbeing;
- physical wellbeing;
- some features of planning for choices and changes;
- some features of relationships; and
- some features of physical activity and sport.

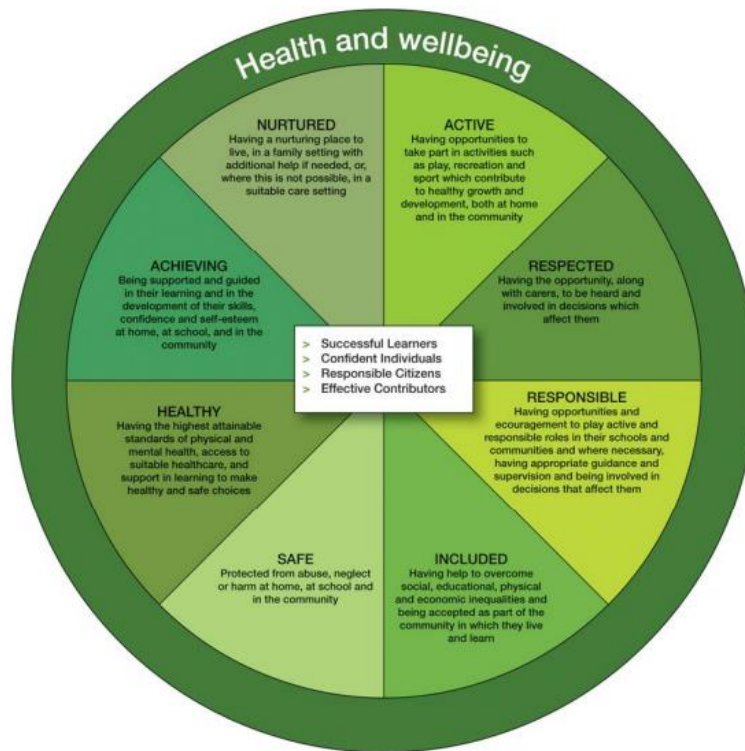
(Taken from <https://education.gov.scot/nih/Documents/hwb14-impact-report.pdf>)

What are the main purposes of learning in Health and wellbeing?

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, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.



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)

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

- 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.

Focused Programmes

Pupils will experience certain aspects of health and wellbeing through focused programmes such as personal and social education programmes. Our core resources for Health and Wellbeing within the school are the Healthy Schools Website - <https://www.healthyschools.org.uk/>, God's Loving Plan and Motherwell Diocese Equalities Programme.

Effective learning through Health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

Leadership which:

- establishes a shared vision of health and wellbeing for all
- is open, collaborative and responsive
- engages and works with parents and carers and all stakeholders to provide children and young people with coherent and positive experiences which promote and protect their health

- promotes the health of all within the school community and develops arrangements to support their mental, social, emotional and physical wellbeing
- responds sensitively and appropriately if a critical incident takes place within the school community, and has contingency plans in place to enable this to happen.

Partnership working which:

- engages the active support of parents and carers
- reinforces work across transitions and cluster planning across sectors
- maximises the contributions of the wider community Health and wellbeing: principles and practice
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression.

Learning and teaching which:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes 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
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions, including developing enterprise and employability skills.

Physical education, physical activity and sport

All classes within St. Patrick's Primary school engage in the recommended 2 hours of physical activity each week.

Children and young people will also participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes. Outdoor learning also contributes to physical activity and enhancing learning in different areas of the curriculum.

Whole school approaches to food and health

St. Patrick's Primary contribute to improving children's diets through the promotion of consistent healthy eating messages enabling them to make healthy food choices and to develop lifelong healthy eating habits. A good diet is essential for good health. Research shows that many children fall short of national dietary recommendations. A poorly balanced diet can contribute to the risk of developing a number of diseases and conditions including tooth decay, obesity, certain cancers, diabetes, coronary heart disease and stroke.

Hungry for Success encouraged the adoption of a whole school approach to food and health. This approach is now reinforced through the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and forms the basis of the framework for food and health.

Practical food activities feature across the food and health experiences and outcomes so that children and young people will enjoy a variety of opportunities to apply their knowledge and skills to plan and safely prepare dishes for a

healthy balanced diet to meet their own needs and the needs of others. In this way they will gain an appreciation that preparing and eating food can be a pleasant, enjoyable and social experience.

Assessment

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making. For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Responsibility of All

The responsibilities of all practitioners within St. Patrick's, whatever their contact with children and young people may be, share the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

The responsibilities include individuals' contributions to the features set out in the introductory statements, and experiences and outcomes in mental, emotional, social and physical wellbeing, planning for choices and changes, and relationships.

They include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person.

Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.