



# Westerton Primary School

## Health & Wellbeing Policy



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## HEALTH AND WELLBEING POLICY

November 2019

### Rationale

Westerton Primary School endorses the Curriculum for Excellence Principles and Practice. '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, Health and Wellbeing Principles and Practice, 2009

### Key Principles

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people at Westerton Primary.

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

### Aims

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 and Teaching Approaches

'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.'

Learning and teaching has to be flexible and opportunities to develop Health and Wellbeing skills through Interdisciplinary Learning contexts and other areas of the curriculum should be sought.

In Westerton Primary our learning and teaching:

- engages children and young people and takes account of their views and experiences.
- takes account of research and successful practice in supporting the learning and development of children and young people.
  - uses a variety of approaches including active, cooperative and peer learning and effective use of technology.
- encourages experiencing learning 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, 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.

### Assessment

As important aspects of health and wellbeing are the responsibility of all staff in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, everyone should be clear about their areas of responsibility

and their roles in assessment. In health and wellbeing, assessment should focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood and their social and life skills. 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.

Wellbeing assessments are undertaken by pupils in P4-P7 in both September and May to measure and support the wellbeing of children and young people at Westerton Primary. These results are then discussed, analysed and followed up with individual conversations where appropriate.

Children's and young people's progress will be seen in how well they are applying their knowledge, understanding and skills. Assessment should also link with other areas of the curriculum offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

### Experiences and Outcomes

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.

Westerton Primary takes a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

*I can expect my learning environment to support me to:*

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in my school community have a responsibility to look after me, listen to my 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 my strengths and skills to help me make informed choices when planning my next steps*
- *acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.*

### Specific Learning Outcomes

Health and Wellbeing permeates the whole curriculum and ethos of a school.

It covers 5 main areas. Mental, emotional, social and physical wellbeing are essential for successful learning.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.

### Planning for Choices and Changes

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

### Physical Education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

### Physical Activity and Sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning. Learners develop an understanding of their physical health and the contribution made by participation in physical education, physical activity

and sport to keeping them healthy and preparing them for life beyond school. We are proud of our very strong community links and pride ourselves in the diversity of choice of sporting opportunities offered to our pupils. They investigate the relationship between diet and physical activity and their role in the prevention of obesity.

### Food and Health

All pupils in P1-3 are provided with a free healthy lunch and so are identified pupils within P4-P7. All pupils have access to free water throughout their day. Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts.

### Substance Misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

### Relationships, Sexual Health and Parenthood

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer through our SHRE programme.

### Interdisciplinary Learning

The health and wellbeing experiences and outcomes are designed to encourage links with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences.

- The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in literacy and numeracy and also across all other curricular areas.
- Participation in expressive arts activities can make an important contribution to a child's or young person's sense of wellbeing and can bring learning to life. Using the expressive arts as a medium for learning,

for example through role play, can engage learners in issues such as bullying, in more engaging and accessible ways.

- There are very close connections between dance and physical education, in particular through the shared outcomes in evaluating and appreciating.
- There are clear connections between science and several aspects of health and wellbeing; between the technologies and, for example, food and health; and between the social studies and the aspects relating to citizenship and participation.

In all of these cases staff have the scope to group experiences and outcomes together in different and imaginative ways which enrich, consolidate and enhance progression in learning.

### Health and Wellbeing in Westerton

Learning in health and wellbeing in Westerton is delivered through a balance of discrete learning and interdisciplinary learning. A progressive skills based Programme of Learning from Early to Second Level and beyond has been created to ensure that learners experience their entitlement to a broad general education whilst also allowing flexibility and teacher autonomy in the Westerton planning process. This provides opportunities to develop coherence, breadth and depth in learning and to reinforce concepts and skills in different contexts. Skills development in health and wellbeing is also further enhanced through ongoing Health and Wellbeing Lunchtime Clubs, After School Clubs, Activity Clubs for all pupils and through annual participation in whole school Health related activities such as Autism Awareness Week and Careers day for our senior pupils.

Our newly developed planners, introduced in 2018 are based around the SHANARRI indicators and all pupils are able to demonstrate understanding of these at their own level. Our planners encompass The Rights of the Child and the Bounce Back and PAThS programmes.