



QUARTER PRIMARY SCHOOL

HEALTH AND WELLBEING POLICY

AUGUST 2022



Healthy Schools





Introduction

The Scottish Government's vision for education is to:

'...create a more successful country with opportunities for all of Scotland to flourish ... [by] ensuring that all our children and young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens... [where] **all** children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in life, learning and work ... ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.'

(National Improvement Framework, 2016)

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)

'Everyone within each learning community, whatever their contact with children and young people may be, shares 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.'

(Health and Wellbeing: Principles and Practice, Page 3)





At Quarter Primary we work together to provide a caring, positive and stimulating environment where children actively engage in their learning journey. We encourage all our young people to develop as independent and cooperative learners by providing a breadth of learning experiences which offer appropriate support and challenge, allowing each child to develop to their full potential. Working in partnership with parents, our local and wider community we support our children in developing resilience and skills for learning, life and work.

We value every individual, and 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 members of our school community. We value the expertise of other agencies and through effective partnerships seek to promote health and wellbeing for all.





Rationale and Aims

We strive to promote health and wellbeing throughout the whole school community. We are committed to the quality delivery of Curriculum for Excellence (*CfE*) Health and Wellbeing experiences and outcomes. *CfE* recognises that health and wellbeing is a major component of primary education, stating that: '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 looks at health and wellbeing in the context of the challenges of the 21st century. In line with *CfE*, Quarter Primary aims to develop responsible attitudes to health, wellbeing and lifelong learning. We aim to enable children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience change 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 sustained into adult life and which will consequently help promote the health and wellbeing of the next generation of Scottish children



We aim to support all children to develop across the four capacities of *CfE* through a structured programme of study, which offers 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 - that all our children are safe, healthy, active, nurtured, achieving, responsible, respected and included. Our children are encouraged to develop a responsibility for their learning by ensuring:

- Awareness of what is expected 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. These statements, as well as the more detailed experiences and outcomes, are referred to when planning for learning and teaching.





WHAT IS THE HEALTHY SCHOOLS FRAMEWORK?

The Healthy Schools framework provides a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing in schools and educational establishments. This supports coordination and progression throughout the learner journey from Nursery to Senior Phase.

This framework supports practitioners to meet learner needs through co-creation, suggested activities, external resources, web links to additional information and links to relevant physical resources & materials from NHS Lanarkshire Resource Library.

The aim of Healthy Schools is to provide a flexible, adaptable framework of materials which complement existing resources. It builds on prior learning, knowledge and understanding to support practitioners plan and deliver Health & Wellbeing in conjunction with their learners.

It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators.

Year Planners are key to understanding the framework across these three levels that form nursery and primary sections. The learner's journey can be followed across the Health & Wellbeing topics of: Food & Health, Physical Education, Physical Activity & Sport (PEPAS) and Healthy Lifestyles. Healthy Lifestyles contains:

- Mental, Emotional, Social & Physical wellbeing (MESP)
- Planning for Choices & Change
- Relationships, Sexual Health & Parenthood (RSHP)
- Substance misuse



Health and Wellbeing Organisers



Within the Health and Wellbeing framework the experiences and outcomes have been structured using five main organisers, three of which have subdivisions:

Mental, emotional, social and physical wellbeing

- Mental and emotional wellbeing
- Social wellbeing



Physical education, physical activity and sport

- Movement skills, competencies and concepts
- Cooperation and competition
- Evaluating and appreciating

Food and health

- Nutrition
- Safe and hygienic practices
- Food and the consumer





Relationships, Sexual Health and Parenthood

At Quarter Primary we are committed to maintaining and enhancing high standards, with a strong emphasis on the important part that health and wellbeing plays in the promotion of confidence, independent thinking positive attitudes and positive disposition.

It is the responsibility of every teacher to contribute to learning and development in this area. It is the responsibility of all staff to share responsibility in assisting our pupils.

Partnership working between teachers, parents/carers, pupils, health professionals, educational psychologists, active schools coordinator and sports coaches contributes to and enhances health and wellbeing for all pupils. The school policies on anti-bullying and global citizenship, along with South Lanarkshire Council's policies on equality, inclusion and child protection give further insight into the role that all staff play in establishing positive, supportive relationships that promote an inclusive ethos where learners feel secure.

Teachers recognise how the areas of health and wellbeing impact children's lives and identify opportunities to develop these. In planning, staff are familiar with and consider each area of health and wellbeing across the curriculum, taking individual needs and abilities into account. Pupils have the opportunity to work collaboratively and individually. Teaching and learning experiences utilise active learning, whole class teaching, multi-sensory approaches, individual work, and small group discussion and role play activities, in discrete and interdisciplinary learning. Across all *CfE* levels, challenge and progression appropriate to the needs and abilities of the individual will be at the heart of learning and teaching to ensure each child achieves their potential.



Assessment, Recording and Reporting

At Quarter Primary we promote the principles of Assessment for Learning. We recognise the importance of assessment in providing a clear picture of the progress each child is making and planning for future learning to ensure progression and consolidation. Each child is given regular



feedback to identify next steps and set personal targets. Assessment in health and wellbeing takes account of the breadth and purpose of the wide range of learning experiences in this area. Evidence of pupil progress in knowledge and understanding, skills and attributes in health and wellbeing will be gathered from health and wellbeing lessons and observation of each child in general aspects of their school life both within and beyond the classroom.

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

The Glasgow Motivation and Wellbeing Profile (GMWP)

The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) is a 20 item questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children and young people's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.

This Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) was originally developed by Glasgow City Council's Educational Psychology Service



to support monitoring and tracking of the wellbeing of children and young people. It links with self-determination theory and can support children and young people themselves evaluate their own wellbeing in line with the principles of Getting it right for every child (GIRFEC). It provides a useful and engaging tool which can assist schools, settings and local authorities in having meaningful dialogue in relation to evaluating progress in wellbeing and identifying next steps.

The tool can be used to monitor and track wellbeing over time within individual establishments across all sectors. It can be applied to individual pupils, groups of children or young people, a whole class or whole school or sector focus, depending on the data analysis. It could also be used authority wide to highlight trends across the estate and enable staff to focus on authority wide intervention and prevention measures. It should be noted that this tool is intended to provide a means of evaluating progress in wellbeing as part of the ongoing assessment process and the tool is not a validated assessment.

This is completed in November and May assessment periods. Using the data each teacher can analyse class and individual pupil wellbeing and plan next steps to promote a positive culture of wellbeing.

Use of media in Health and Wellbeing

We use an ever increasing range of technological resources to support numeracy across the curriculum, including

- GLOW
- Interactive smartboards
- Computer/internet and websites
- Tablets
- PowerPoint presentations
- Data handling software
- Pedometers/stopwatches
- Digital cameras
- DVDs





Partnership Working

We endeavour to build and sustain effective partnership working with a range of agencies, including

- Active schools coordinator
- Community nurse
- Speech and Language Therapy
- South Lanarkshire Leisure Services
- School Travel Plan Coordinator
- Educational Psychology
- CAMHS
- Integrated Children's Services
- Hearing Impairment Services
- Charity organisations
- Parents/Carers

We aim to foster collective responsibility for health and wellbeing to reflect the views of our pupils, staff, parents, the wider community and outside agencies.