

Aitkenbar Primary School

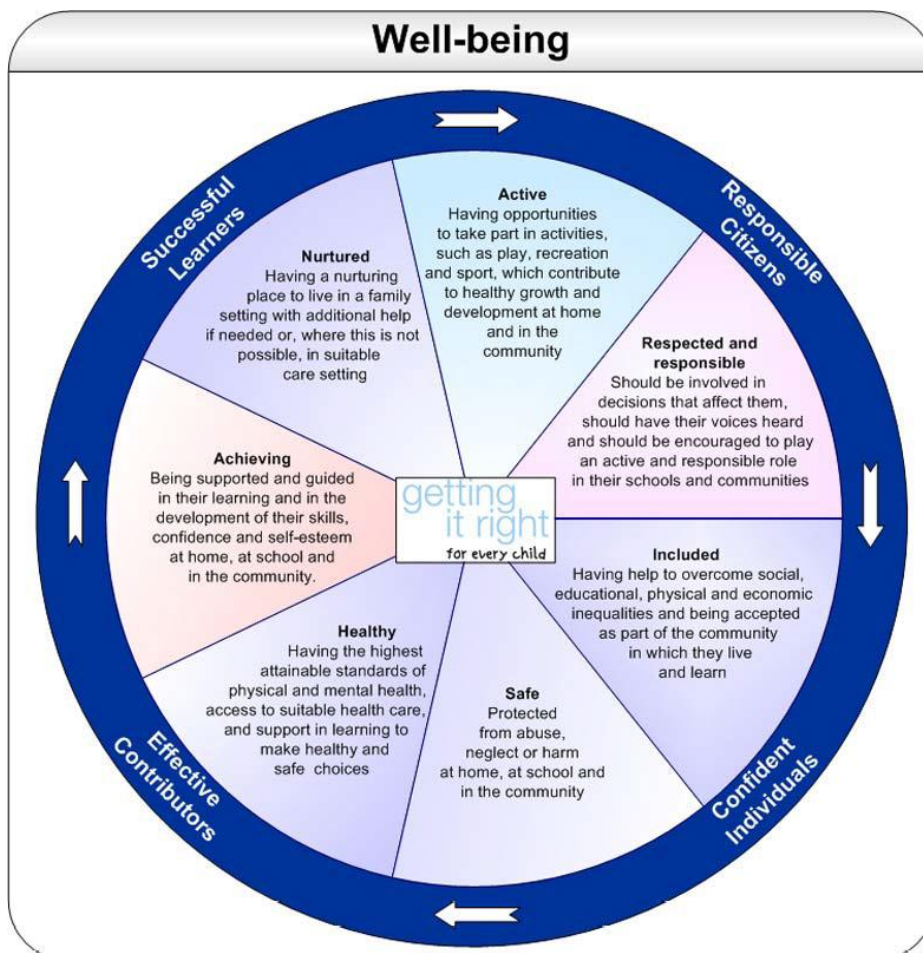
Draft Health & Wellbeing Guidelines (2013-14)



RATIONALE

The World Health Organisation defines HEALTH as being "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity".

Curriculum for Excellence states that good health and wellbeing is central to effective learning and preparation for successful independent living. There is a clear link between successful learning and positive health outcomes.



With the introduction of Curriculum for Excellence, all staff and partner agencies now work within the SHANARRI wheel.

AIMS

In Aitkenbar Primary School we deliver education in Health and Wellbeing which enables our pupils to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- To experience challenge and enjoyment
- To experience positive aspects of healthy living and activity for themselves
- To apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- To make a successful move to the next stage of education or work
- To 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

(CfE Health & Wellbeing Principles and Practice Paper)

RESPONSIBILITIES

The children who attend Aitkenbar Primary School come from a wide range of social backgrounds, some of which are deprived. Evidence shows that children from deprived backgrounds have lower attainment than those from more affluent communities.

In Aitkenbar Primary School, all staff have a responsibility to:

- develop and nurture the health and wellbeing of all our pupils
- maintain a positive ethos and a climate of respect and trust
- deliver the health & wellbeing experiences and outcomes
- consult with parents in delivering aspects of health and wellbeing such as relationships, sexual health and parenthood programmes

CULTURE AND ETHOS

In Aitkenbar Primary School we:

- Provide 2 hours of physical activities each week for all pupils
- Address safety in all school activities, including sport, playground, practical lessons and school traffic environments, making use of specialist services in the community when appropriate.
- Provide a healthy tuck shop.
- Promote the health and well-being of all pupils and school staff.
- Hold regular whole school focus activities e.g. Healthy Snack Charts, Health Focus Week, Fruity Fridays

- Encourage pupils to make informed choices that help to ensure a healthy lifestyle.
- Provide opportunities for every pupil to be a member of a council
- Provide pupils with opportunities to explore social and personal relationships.
- Follow Child Protection procedures.
- Promote equality, diversity, pupil care, welfare and positive discipline.

LEARNING AND TEACHING

In our approaches to Learning and Teaching in Health and Wellbeing we:

- use a variety of approaches including active, cooperative and peer learning
- make good use of the outdoor environment
- take account of the views and experiences of children, particularly where decisions are to be made that may impact on life choices
- encourage children to act as positive role models
- make good use of the experience and expertise of different professionals

The health and wellbeing experiences and outcomes encourage links with all curricular areas. These include:

- opportunities to develop numeracy and literacy skills
- important links with religious and moral education
- activities in expressive arts
- clear connections between science and aspects of HWB
- close connections with dance and physical education

ASSESSMENT, MONITORING AND EVALUATING

Assessment takes account of the breadth and purpose of the wide range of learning experienced by children in Health and Wellbeing. It focuses on their knowledge and understanding, skills and attributes relating to the six organisers in HWB:

- Mental, physical, social & emotional wellbeing
- Physical Education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood education
- Planning for choices and changes

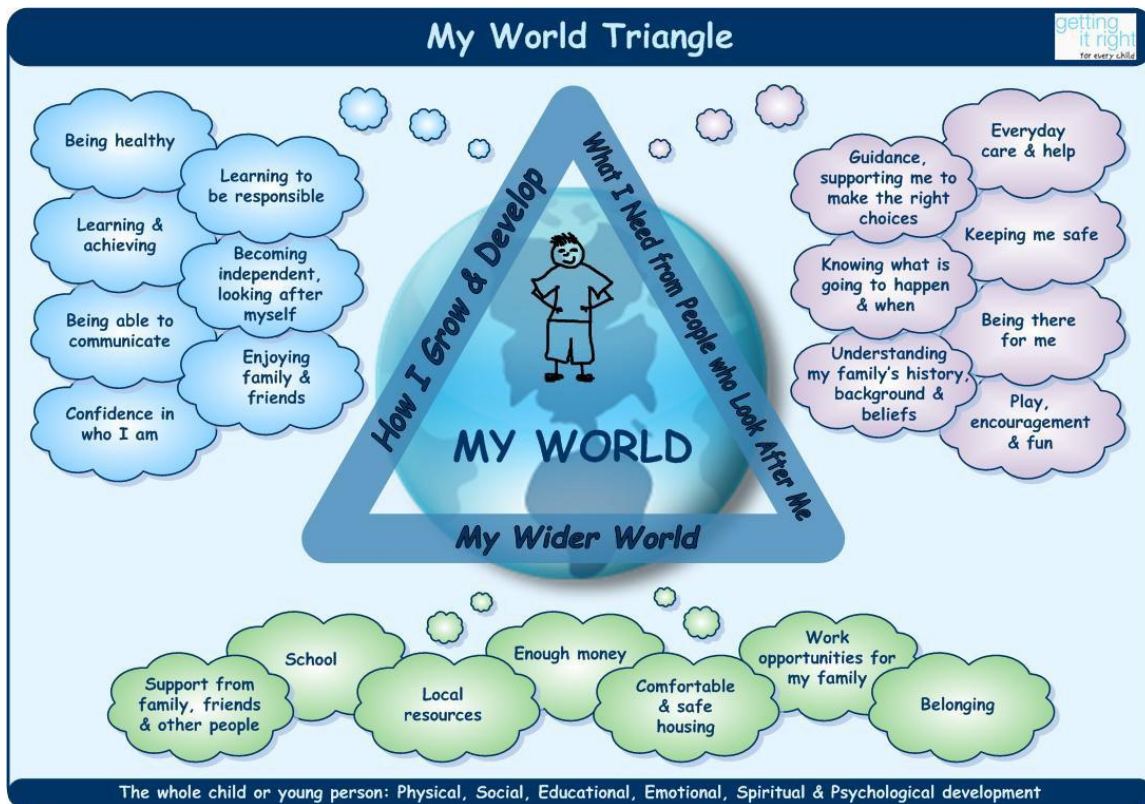
- Evidence of progress is gathered through day-to-day learning and through specific assessment tasks when appropriate. Progress is judged by observing how well children are developing their knowledge, understanding and skills in key features of healthy living and relationships. (e.g. resilience, independence)
- Children's achievements within HWB are recognised and celebrated.
- The views of children, staff, parents and partners are gathered as part of our self-evaluation. The core QIs from How Good is Our School are reported in the Standards and Quality Report, taking account of children's health and wellbeing.
- Aitkenbar takes part in a focused health and wellbeing visit every three years when a member of the authority carries out a systematic and structured review of our practice.
- GIRFEC indicators are used to identify the key elements which may be preventing a child from making the expected progress in HWB.

PARTNERSHIPS AND PARENTS

Learning in HWB can be greatly enhanced through strong partnerships with a range of specialists. In Aitkenbar Primary School these include:

- NHS colleagues
- Bellsmyre Addiction Service
- School Nurse
- Community Police
- Road Safety Team
- Fire and Rescue services
- Active Schools
- Sports Development
- Outdoor education partners
- Local sports clubs
- Arts and cultural groups (eg Chief Chebe - African Drumming)
- Minister from St Andrews Church in Bellsmyre
- Oral Health Team
- Community Groups ~ Bellsmyre Development Trust

Partnership working between staff, parents, pupil and family support worker, educational psychologist, cluster schools and other services is an essential element of children's learning in HWB.



The 'My World Triangle' illustrates the indicators of wellbeing that are being promoted within the 'GIRFEC' approach.

The mental and emotional wellbeing of our children is of paramount importance in order that they are receptive to learning and grow up to become resilient and resourceful adults who will form positive relationships in society.

Review - June 2014