



St. Andrews Primary School Health and Well-being across the school

1. Rationale

Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future. Learning through health and well-being enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical well-being
- 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 well-being which will be sustained into adult life, and which will help to promote the health and well-being 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.

Health and Well-being Principles and Practice Paper

2. Aims

Our approach to Health and Well-being in St Andrews primary school will support the children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We aim to help the children to be Active, Respected, Responsible, Included, Safe, Healthy, Achieving and Nurtured.

Health and Well-being across learning: Principles and Practice

3. Teaching and Learning

We feel that Health and Well-being should be covered in a variety of ways across the school curriculum.

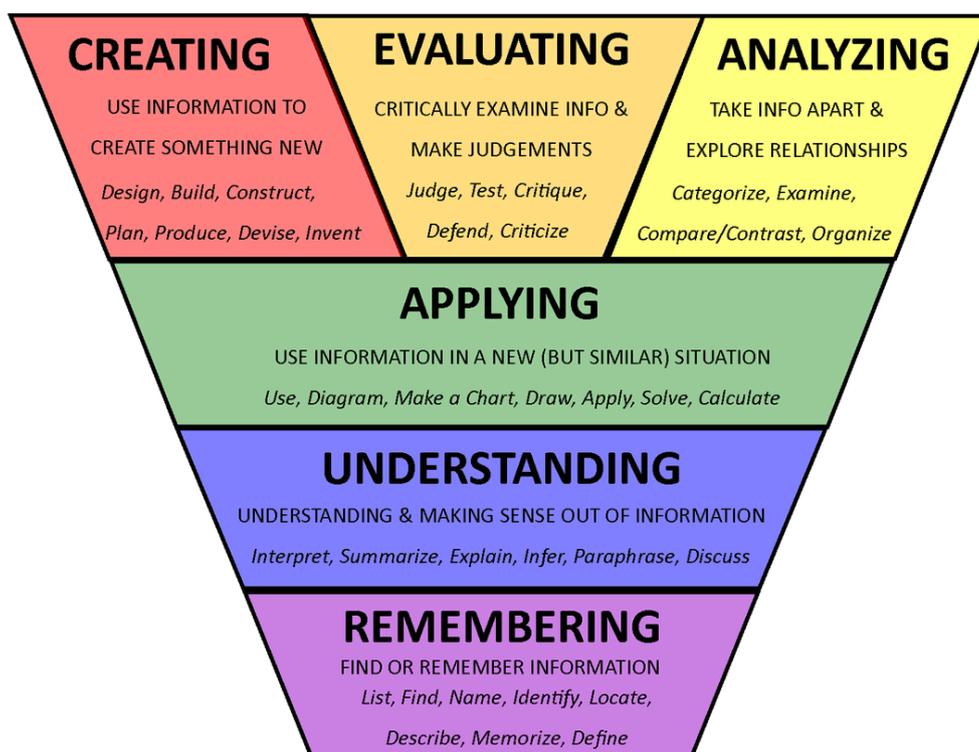
- Outcomes for mental and emotional health, social health and physical health, as well as those for choices and change are planned to take place throughout the daily life within the classroom, enhanced with circle time where appropriate. Each area has a plan for the teacher to annotate throughout the year. These areas should be revisited regularly at a level which is relevant and realistic for their age.
- Physical education, physical activity and sport should be planned using the plans of the visiting specialists, thereby enlisting their expertise.
- Outcomes for food and health, substance misuse (keeping safe) and relationships, sexual health and parenthood should be planned as topics. Teachers should choose one area per term, at their discretion, to allow them to make links across the curriculum where possible. It may be that the topic is taught in a short block rather than stretched over a whole term.
- Plans include ideas from accepted programmes of work, opportunities to involve community partners and cooperative and peer learning tasks. Teachers should feel free to add to these to personalise them with their classes in mind and alongside children's choice.
- Plans with specific resources are available for particular stages are on the network for staff.
- The school's work on the Food for Thought project provides good opportunities to meet food outcomes and technology outcomes. Additional planning sheets are available. Plans are adapted each session as required in response to local and national initiatives e.g. the use of Aberdeenshire's Grow Well Choices programme.
- We recognise that the outcomes and experiences relating to relationships and sexual health are sensitive particularly at P2, P4, P6 and P7. The plans clearly remind staff to give parents notice to speak to their children in advance, if that is their preference, and to view resources which will be used. Letters are provided to inform parents of the content and vocabulary which will be used. Parents are given the opportunity to discuss the content with the teacher if required. Whilst we would not encourage it, parents are entitled to remove their child from these lessons.
- Some outcomes will be covered through assemblies, as a whole school. E.g. where there is a clear link between outcomes and school rules.
- The pupil health promoting school group will contribute to the delivery of outcomes across the school. They will choose a focus each year.

4. Assessment and Monitoring of teaching and learning

The pupils' learning will be assessed and levelled according to their stage, to ensure that experiences and areas of learning are appropriate for the child's age, rather than ability.

Early Beginning	Exposure to the experiences and outcomes in Nursery at Ante-preschool stage.
Early Middle	Exposure to the experiences and outcomes in Nursery at Ante-preschool stage.
Early End	Experiences and outcomes undertaken in P1
First Beginning	Experiences and outcomes undertaken in P2
First Middle	Experiences and outcomes undertaken in P3
First End	Experiences and outcomes undertaken in P4
Second beginning	Experiences and outcomes undertaken in P5
Second Middle	Experiences and outcomes undertaken in P6
Second End	Experiences and outcomes undertaken in P7

Their progress through the experiences and outcomes and the success of their achievements in health and well-being will be further assessed and reported against the thinking skills suggested by Blooms Taxonomy.



Teachers and pupils will make good use of *assessment for learning* techniques to direct the learning and strengthen understanding.

Teaching and learning will be monitored within the school monitoring process to ensure quality teaching and learning. The senior management team will observe

curriculum coverage when monitoring term plans. They will monitor the variety of learning opportunities as written in day plans.

5. Health Promoting School

St Andrews School is a Health Promoting School. We encourage children to choose healthy snack for break times and for packed lunches. Our School meals service is committed to providing balanced choices for school dinners. Sweets as treats are only given at end of term activities such as Christmas parties as a way of promoting certain foods in moderation. We take part in initiatives which promote active lifestyles such as Walk Once a Week. These initiatives may change over time but the focus on encouraging children to be active will be sustained.

6. United Nation Convention for the Rights of the child.

Our health and well-being programmes and resources encourage our pupils to recognise the following:

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. (social well-being, relationships and sexual health)

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind (Social and mental well-being)

Article 33: You have the right to protection from harmful drugs and from the drug trade. (Substance misuse experiences and outcomes.)

6. Involvement with stakeholders

In addition to informing parents of sensitive areas of the curriculum, parents are invited to view all teaching materials at any time. Resources and planning are available for viewing during parents' nights. Should parents wish to discuss any areas of the Health and Well-being curriculum, they are welcome to make an appointment with the health and well-being coordinator.

Should there be any questions or concerns regarding the teaching, learning, assessment, reporting and monitoring of this area of the curriculum as a whole, stakeholders should make an appointment with the health and well-being coordinator and subsequently the head teacher if required.

7. Agreement and Review

This policy was agreed and shared with SASA and school staff in January 2016. Updates may be made and dated as required or reviewed in 2019.