**CULTERCULLEN PRIMARY   
HEALTH AND WELLBEING POLICY**

**INTRODUCTION**

A school which fosters a culture of Health and Wellbeing can be characterised as,   
*“a school that is constantly strengthening its capacity as a healthy setting for living, learning and working.”*

*(Promoting Health Through Schools – The World Health Organisation’s Global School Health Initiative, WHO 1996)*

**ETHOS AND RATIONALE**

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 within a positive culture now and in the future.

Cultercullen Primary fully embrace the Health and Wellbeing experiences and outcomes as outlined in ***A Curriculum for Excellence*** and are committed to ensuring that the health and wellbeing of our young people is considered holistically throughout all aspects of school life.   
We recognise that our young people come to join our schools from diverse cultures, social environments and with varying life experiences.

Keeping the child at the centre, we will plan and provide learning experiencestoensure that our young people are equipped to benefit fromthe entitlements in Health and wellbeing as outlined in   
***A Curriculum*** *Framework* ***3–18 for*** *Aberdeenshire.*

The shared vision and common goal for all practitioners is to develop positive relationships to ensure our young people are:-

* **Safe**    
  *Protected from abuse, neglect or harm at home, at school and in the community.*
* **Healthy**  
  *Have high standards of physical and mental health. Supported to make healthy and safe choices.   
  Have access to suitable health care.*
* **Achieving**  
  S*upported and guided in their learning and in developing skills, confidence and self-esteem.*
* **Nurtured**   
  *Live in a nurturing environment, in a family setting or, if this is not possible, a suitable care setting.*
* **Active**  
  *Have opportunities for play recreation and sport which contribute to healthy growth and development.*
* **Respected**   
  *Have opportunities to be heard and involved in decision making which affect them.*
* **Responsible**  
  *Have opportunities and encouragement to play active and responsible roles in school and communities where necessary. Have guidance and supervision in decision-making.*
* **Included**  
  *Supported to overcome social, educational, physical and economic inequalities in order to be accepted as part of the community in which they live and learn.*

It’s important to consider that effective learning through health and wellbeing requires the following key features:-

**FEATURES FOR EFFECTIVE LEARNING**

1. **Ethos**
2. **Coherent curriculum**
3. **Learning and Teaching**
4. **Leadership**
5. **Partnership Working**

**a) Ethos**

The starting point for any learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents.

Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a local and global community.

This includes opportunities to participate responsibly in decision making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice, to explore their rights and responsibilities and have a commitment to global citizenship.

All members of staff should contribute through:

* open, positive, supportive relationships where children and young people will feel that they are listened to
* promoting a climate in which children and young people feel safe and secure
* modelling behaviour which promotes effective learning and wellbeing within the school community
* being sensitive and responsive to each child or young person’s wellbeing.
* promote the rights of the child.

**b) A Coherent Curriculum**

The **health and wellbeing curriculum** is 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.

It is important to remember the **rights and responsibilities** of pupils. This can be done through teaching the following articles:

* Mental, emotional, social and physical wellbeing

Articles 2, 12, 15, 28 and 29

* Planning for choices and changes

Articles 29 and 31

* Physical education, physical activity and sport

Articles 4, 24 and 31

* Food and health

Articles 3, 6, 17, 24 and 32

* Substance Misuse

Articles 33 and 36

* Relationships, sexual health and parenthood.

Article 3, 5, 9, 18, 19, 34, 36 and 39

The learning and teaching of some experiences and outcomes are the **responsibility of all,** while others relate to specific stages or are more specialised.

The **responsibilities of all** are identified in italics in the document and can be found in the following three sets of organisers:-

* *Mental, emotional, social and physical wellbeing,*
* *Planning for choices and changes*
* *Physical activity and sport*
* *Relationships*

As part of the *A Curriculum Framework**3–18 for Aberdeenshire,* we have a responsibility to provide a number of entitlements and in Health and Well Being these are:-

* + opportunities to pursue a healthy and active lifestyle
  + continuous and progressive participation in physical activity
  + opportunities to develop skills for independent living, active citizenship and financial capability
  + learning opportunities which promote physical, social and emotional wellbeing
  + learning opportunities which teach children’s rights and promote respect and responsibility in a variety of new situations
  + opportunities for active involvement in, and contribution to, their local communities and wider global and sustainable issues
  + opportunities to take part in voluntary work and community service
  + ongoing opportunities to develop Health Promoting Schools, ECO Schools and Rights Respecting Schools Initiatives.

**c) Learning and Teaching**

*“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)*

Learning and teaching should also…

* engage with children and young people through consultation
* take account of research and recent successful practice
* use diverse and creative approaches including outdoor learning
* encourage children and young people to act as positive role models
* encourage children and young people to commit to a healthy lifestyle
* help to foster health in families and communities
* enable children and young people to understand responsibilities of citizenship
* enable children and young people to work with other professionals to develop enterprise and employability skills.

**d) Leadership**

At Cultercullen Primary Leadership will...

* establish a shared vision of health and wellbeing for all
* be open, collaborative and responsive
* engage and work with parents and carers and all stakeholders to provide children and young people with coherent and positive experiences which promote and protect their health
* promote the health of all within the school community and develop arrangements to support their mental, social, emotional and physical wellbeing
* respond sensitively and appropriately if a critical incident takes place within the school community, and has contingency plans in place to enable this to happen.

**e) Partnership Working**

Cultercullen Primary have a strong commitment to partnership working and collective responsibility that actively involves and reflects the views of pupils, staff, parents, the wider community and key agencies.

We do this by…

* engaging the active support of parents and carers through:
* Working with our Parent Council
* Parental Workshops
* Open Afternoon
* Profiles
* reinforcing work across transitions
* P7/Meldrum Academy
* Playgroup/School
* P1/2 to P3/4 to P5-7
* cluster planning across sectors
* Social Studies Planners
* Numeracy Planners
* maximising the contributions of the wider community
* drawing upon special expertise
* ensuring that all contributions come together in ways which ensure coherence and progression.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context.   
Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances.

**PLANNING**

* Within the experiences and outcomes which span more than one level, careful planning is required to ensure appropriate breadth, progression and pace.
* Teachers and other practitioners will decide when and how the experiences and outcomes are introduced.
* Teachers and other practitioners will plan and present learning in ways that enable learners to see that knowledge, skills and attitudes are closely linked.
* Teachers should make use of the planning grids, developed by the Cluster Health and Wellbeing learning team, as a ***support tool.***
* Additional curricular planning is also required in an appropriate format to support **interdisciplinary projects** and **capacity building courses** (CBCs).
* School staff and partner agencies will plan health and wellbeing programmes which take account of local needs and are innovative, use relevant learning contexts and ensure coherence and progression.

It is important that all aspects of health and wellbeing, including events, are planned as part of a whole school strategy, to ensure that they have sustained impact.

At Cultercullen Primary***,*** we offer children and young people opportunities to apply their knowledge and skills in complex, demanding and unfamiliar learning or social contexts.

**ASSESSMENT**

Everyone should be clear about their areas of responsibility and their roles in assessment. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by our children and young people within this curriculum area.

* Assessment focuses on children and young people’s knowledge and understanding, skills, attitudes and attributes in relation to all aspects of the six organisers.
* Both teachers and learners will 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.

Some questions to consider:-

1. *To what extent do the children and young people understand the role of healthy eating and physical fitness in contributing to their wellbeing?*
2. *How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?*
3. *Do they demonstrate skills to promote personal safety in planning for choices and changes?*
4. *Do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?*

Assessment also links with other areas of the curriculum, within and beyond the classroom.

***(Due to the evolving nature of a Curriculum for Excellence and the Assessment framework outlined in Building the Curriculum 5, this aspect of the policy will be updated in line with national and local developments.)***

**SPECIFIC ISSUES**

1. **The Schools (Health Promotion & Nutrition) Scotland Act 2007.**

Under this Act, our school has a duty to be ‘health promoting’.

1. **The Nutritional Requirements for Food and Drink in schools (Scotland) Regulations 2008.**The food and drink we provide during the school day complies with the specified nutritional  
    requirements outlined in the Regulations.
2. **Relationships, Sexual Health and Parenthood**  
   In some exceptional circumstances, parents or carers may feel it is appropriate to deal with their child’s relationship and sexual health education at home. This should be discussed with their school’s head teacher or designated member of staff so that appropriate alternative arrangementscan be made.

**RESOURCES**

It is important that the resources used to deliver health messages meet the following criteria:-

* are relevant to age and stage
* are current and listed to show whole school progression
* are purchased to reflect improvement plans
* have mechanisms for consultation with staff, pupils and parents where appropriate.

**MONITORING, EVALUATION AND REVIEW**

This policy has been written in consultation with management teams, teaching staff, pupils, parents and the wider community.

A copy of the policy will be made available to all stakeholders and monitored and evaluated in line with our Quality Assurance procedures.

This policy is a working document and will be reviewed on an annual basis as informed by local and national developments.

**REFERENCES**

1. A Curriculum for Excellence: Health and wellbeing: – Principles and Practice.
2. A Curriculum for Excellence: Health and wellbeing across learning: – Responsibilities of all.
3. A Curriculum Framework3–18 for Aberdeenshire. (2008)
4. Building the Curriculum 1 – (2006).
5. Building the Curriculum 5 – (2010).
6. Promoting Health Through Schools – (The World Health Organisation’s Global School Health Initiative, WHO 1996).
7. The Schools (Health Promotion & Nutrition) Scotland Act 2007.
8. The Nutritional Requirements for Food and Drink in schools (Scotland) Regulations 2008.

9. United Nations Convention on the Rights of the Child (CRC).