

### Aims:

- 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.

### Rationale:

Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding, skills and resilience which they need now and in the future.

### Audience:

All staff  
**Quality Indicators:**  
2.1, 2.2, 2.3,  
2.4, 2.5, 2.6,  
2.7, 3.1, 3.3

## Principles for Curriculum Design

### Challenge and enjoyment

- Set learners challenging goals
- Make learners think hard about their learning
- Ensure that learning is active and engaging to motivate all learners

### Breadth

- Use a variety of contexts through which to develop and demonstrate learning
- Give all pupils the opportunity to be involved in all aspects of school life

### Progression

- Ensure that all learners have the opportunity to achieve appropriate success
- Ensure that all learners have the opportunity to share and celebrate their achievements
- Share expectations and standards with learners
- Review and evaluate learners' progress
- Provide timely, accurate verbal and written feedback on their learning

### Depth

- Give learners the opportunity to develop and apply greater intellectual rigour
- Give pupils the opportunity to develop secure understanding

### Personalisation and choice

- Take account of their prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles

### Coherence

- Help learners see the link between different aspects of learning
- Provide opportunities for learners to transfer and apply learning in different contexts

### Relevance

- Ensure learners understand the purpose of the activity
- Make links with learners experiences, learning and interests within and beyond the school

## Learning Experiences

Effective learning through Health and Wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

### Leadership which:

- establishes a shared vision of health and wellbeing for all
- is open, collaborative and responsive
- engages and works with parents and carers and all stakeholders to provide pupils with coherent and positive experiences which promote and protect their health
- promotes the health of all within the school community and develops arrangements to support their mental, social, emotional and physical wellbeing
- responds sensitively and appropriately if a critical incident takes place within the school community, and has contingency plans in place to enable this to happen.

### Learning and Teaching which

- engages pupils and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages pupils to act as positive role models for others within the educational community
- leads to a lasting commitment in pupils 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, and pupils, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions, including developing enterprise and employability skills

## Experiences and Outcomes Overview

The statements of experiences and outcomes are then 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.

## Contexts for Learning

Health and Wellbeing is taught as a component of cross curricular themes and/or interdisciplinary learning, either as a main driver or as vehicle. Health and Wellbeing can also be taught as a discrete subject.

Hazelehead has identified and agreed whole world themes across the school to ensure continuity and progression while allowing for flexibility to respond spontaneously to the world around us.

In addition, experiences and outcomes are also delivered through the following mechanisms:

- Personal Learning Planning framework
- School Working Groups
- School House System
- School Masterclasses
- Circle Time
- 2 hours P.E time
- Active Schools
- School Assembly and class website pages
- School Awards and Achievements
- SHARE programme

## Engaging with the Wider Community

We actively promote **Partnership Working** which:

- engages the active support of parents and carers
- reinforces work across transitions and cluster planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression

Every year, the school raises the profile of specific curricular areas by holding a curricular focused week. This event allows for strong links with the local and wider community to be established and strengthened through classroom visits and workshops. This also allows pupils to make real life connections between a curricular area and the wider world.

## 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 has to take account of the breadth and purpose of the wide range of learning experienced by pupils within this curriculum area. It will focus on pupils' 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. From the early years, pupils' progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making. For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as pupils demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering pupils opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Further information can be found by accessing the Benchmarks for Expressive Arts on the Education Scotland website.

## Resources

Neil Andersen is the Health and Wellbeing Co-ordinator.

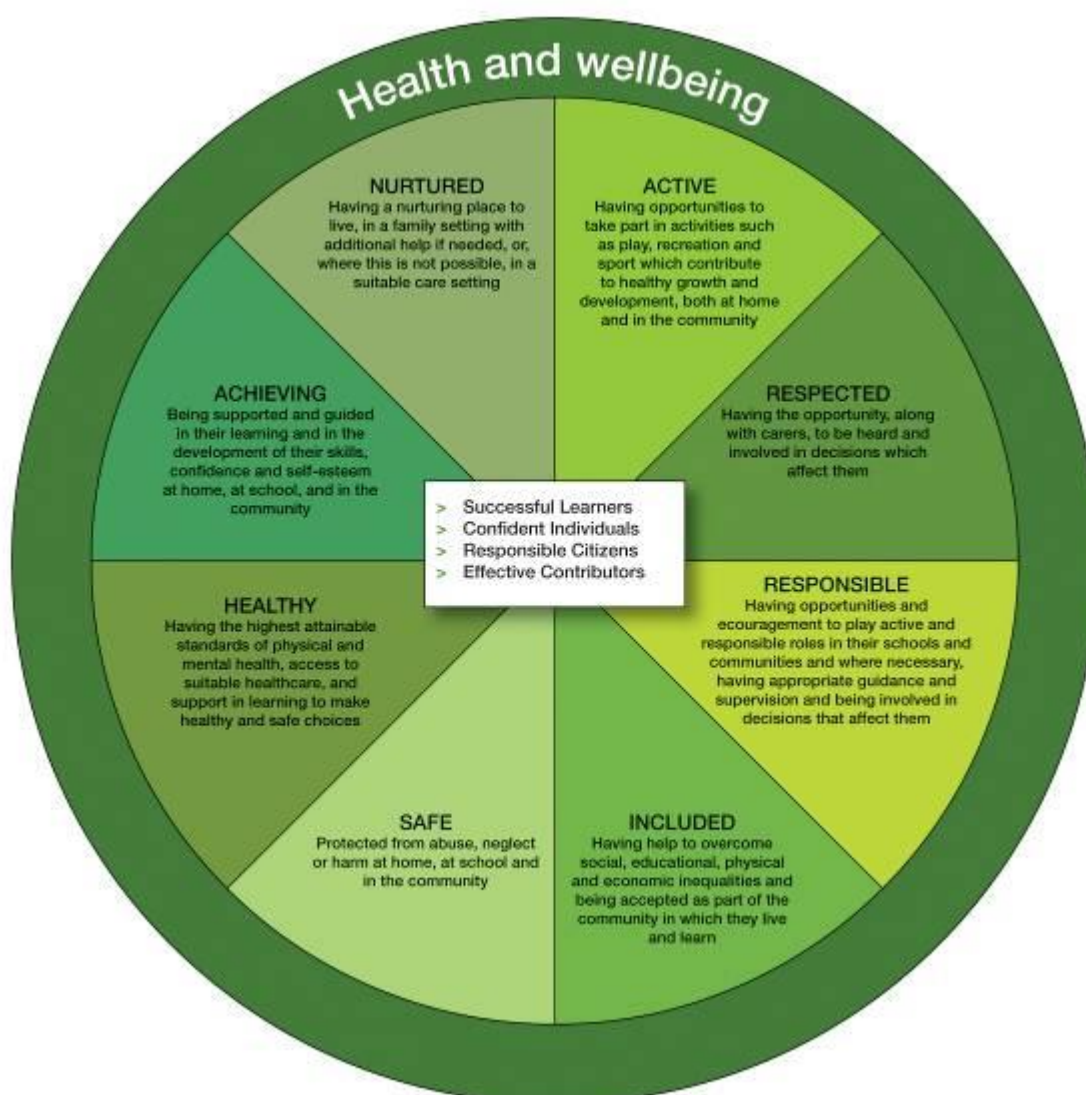
The school has a wide range of Health and Wellbeing resources on a variety of topics. There are a number of programmes of work for specific skills in Physical Education and the visiting specialist is currently working in partnership with staff on progression.

ASG Partners, ACC Community Wardens, Active Schools, NHS Grampian and Grampian Police have strong links with the school in delivering our Health and Wellbeing policy.

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. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. They build on the considerable work of Health Promoting Schools and the publication of *Being Well, Doing Well* which underlines the importance of a 'health enhancing' school ethos – one characterised by care, respect, participation, responsibility and fairness for all. The framework complements the duty in the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 for Scottish Ministers and local authorities to endeavour to ensure that all schools are health promoting.

Pupils 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. **Robust policies and practice which ensure the safety and wellbeing of children should already be in place. In addition, there are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.**

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every pupil 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. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities. The diagram below illustrates this shared vision and common goal which we are striving to achieve.



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.