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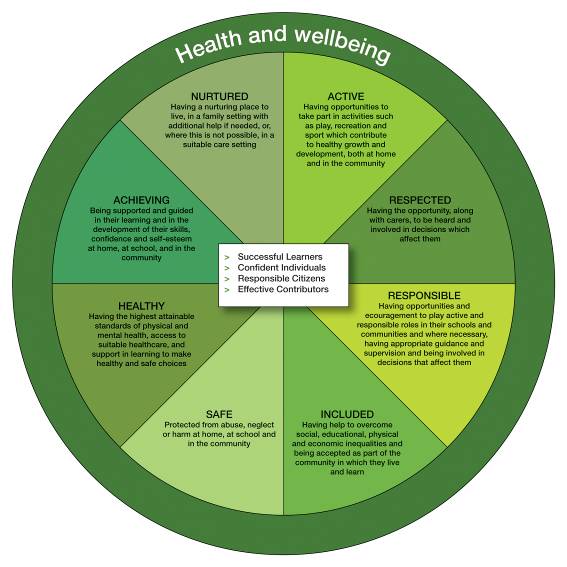
# Glendale Primary School

**Health & Wellbeing Policy**

1. **Introduction**

A positive, supportive and inclusive ethos, which is at the heart of school life, is the strong foundation for promoting health and wellbeing. Ethos is overlaid with the differentiated curriculum, whole school experiences, partnership working with parents and agencies, evaluation and monitoring systems, and much more.

The following extract from the Curriculum for Excellence highlights many of the practical tasks which staff must do to promote health and wellbeing. Equally importantly, it also focuses on the responsibility ALL STAFF have for the health and wellbeing of our children, across curricular areas, whether in their current class or not, and encountered in any aspect of school life.



“**The responsibilities of all** include each practitioner’s role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.”

(Curriculum for Excellence, Health and wellbeing Principles and Practice, page 3)

By actively seeking opportunities for additional health and wellbeing activities with local partners and agencies (in accordance with the Schools (Health Promotion and Nutrition) (Scotland) Act 2007), class programmes can be supplemented. The health and wellbeing focus is expanded for the children to more aspects of their school life, and crucially, beyond school life.

## Aims of the Policy

By combining all elements of Health & Wellbeing within our school, we aim to

* use “Getting It Right For Every Child” as our underpinning philosophy. In practice, we wish to offer a school environment where children “feel safe, healthy and happy with staff who are clearly committed to them and who care genuinely about their wellbeing.” (Glendale’s Vision, Values & Aims Statement)
* work with the children, their parents / carers and other partners to be a health promoting school according to the Schools (Health Promotion and Nutrition (Scotland) Act 2007.
* work with our children and families to help each child reach their fullest potential, by acquiring skills and attitudes to learning, and to health & wellbeing, that will positively influence their future.
* deliver a full and progressive Health and Wellbeing programme based on the experiences and outcomes of the Curriculum for Excellence.
* use advice and guidance from Glasgow’s Health & Wellbeing Strategy and “Every Child is Included” to develop and maintain systems of self-evaluation, monitoring and staff training that support the above aims.

1. **Leadership and Management**

## The Senior Management Team (SMT) plays a key role in ensuring children’s health and wellbeing is central to the life of the school. Their relationships with children, parents / carers and colleagues should set an example to all as they carry out their pastoral care role on a day-to-day basis. A shared commitment to the school’s nurturing ethos encourages all colleagues, irrespective of their role, to actively seek opportunities to promote good health and nutrition within the school and to demonstrate the value of healthy lifestyle to the children in their care. Staff health & wellbeing is supported through formal procedures such as PRD /PDP reviews and informal opportunities for social events and relationship building.

The Head Teacher, supported by the SMT, has overall responsibility for the promotion of health and wellbeing within the school. She ensures that child protection training and procedures are carried out and liaises directly with colleagues in health and social work as the need arises. She maintains an overview of school developments, ensuring that aspects of health and wellbeing are included on the school improvement plan and communicates these to parents / carers through school newsletters and Parent Council / Pupil Council meetings. The Head Teacher has a clear vision that, only if happy at school where the atmosphere is calm and supportive, can children achieve to their full potential. The Head Teacher actively seeks health and wellbeing experiences for our children beyond the differentiated curriculum, often forging partnership links that are sustained from year to year.

At Glendale we have a caring and committed staff who take the time to notice children, who listen to them and who try to find the appropriate help if required. Circletime listening systems are in place to enable children to seek help from a chosen member of staff and the Head Teacher is highly visible, and accessible to children, parents / carers and to her staff.

1. **Ethos**

**‘We strongly believe in the combined strengths and skills of partnership working; seeking to work together to benefit pupils’ learning and development; ensuring all are safe, active, nurtured, valued, successful, respected and included. ‘**

**Glasgow City Council, Education**

At Glendale our pupils come to school with widely varying pre-school experiences and abilities, and from a variety of religious, social, cultural and ethnic backgrounds. The ethos in our school encourages pupils, parents / carers and staff to recognise these differences and see them as a positive asset that will form the basis of learning. Our children are multi-lingual and represent a number of world religions/ belief systems which are celebrated through the year at whole school assemblies.

Our ethos of inclusion, equality and fairness is fundamental to the development of confident and effective learners. We aim to provide a safe, healthy and happy learning environment in which all staff demonstrate a clear commitment to the care and wellbeing of our children. The school’s positive behaviour policy is based on a set of respectful Golden Rules, consistently implemented from Primary 1 to Primary 7. The shared language of this system is complemented by specific anti-discriminatory teaching in each year of our health and wellbeing programme. The school has a zero tolerance attitude to bullying and discrimination of any form and aims to have a restorative justice approach to dealing with incidents. (See Positive Behaviour Policy, Equality Statements, Anti-Bullying Policy)

Procedures for dealing with staff concerns for children’s welfare are fully detailed in the Child Protection Policy, but staff action is summarised below:

**“What to do if you have a concern**

* Consider the wellbeing and safety of the child or young person - listen and reassure
* Don’t panic
* Don’t ignore
* Don’t agree to keep it secret
* Do not interrogate
* Don’t discuss with colleagues
* Don’t feel daft – your concern might be part of a bigger picture
* Inform the HT or DHT without delay”

Relationships between staff and children, between children and between staff and parents / carers that are built on trust and mutual respect promote positive behaviour, effective learning and a real sense of belonging to the school community. Staff roles differ but should complement each other in ways that build effective teams and an on-going enthusiasm for improvement across aspects of school life.

Glendale is a warm and welcoming school where pupils are valued as individuals and experience positive interactions in the school setting. It is also an environment where children will be challenged in their learning and in their development as citizens. We share our high expectations with our pupils and seek to build confidence and self-efficacy through an appropriate and varied curriculum. We provide a well-planned, differentiated curriculum, which is devised to meet the needs of all the pupils we work with. Our children have the opportunity to work as individuals, or collaboratively, and often in cognitively active ways. Pupils who have the opportunity to set their own targets, and who achieve and experience success, feel understood and valued, and behave well. Success and achievement are about each child’s personal learning journey, irrespective of the rate or the end point, where the classroom ethos supports confidence and the building of resilience. Using local a national frameworks for staged intervention, we aim to identify additional support needs at the earliest opportunity and to work with children and families to address them appropriately.

1. **Partnership Working**

Parents and carers are the school’s primary partners in promoting the children’s health, wellbeing and achievement. Every session, parents / carers have many opportunities to come into class to celebrate inter-disciplinary learning e.g. through social subjects, science, RME assemblies and the focus weeks of Financial Education and Global Citizenship. Parent / carer participation is high and the school’s self-evaluation procedures show feedback is very positive. The children greatly enjoy being able to welcome their families into the classroom and the school – home relationship is strengthened when staff hear appreciative comments directly from parents and carers. This approach has proved much more successful than holding evening ‘parent workshop’ events although the HT and DHT continue to offer short informal information sessions prior to Parent Council meetings. Parent / carer and children’s Health & Wellbeing groups are being set up to ensure views are taken into account and to tap into the ideas, energy and expertise that the children and their parents bring to the life of the school.

The location of the school is fortunate, with access to a number of faiths’ holy buildings, arts and museum venues, parks and gardens within walking distance or by using the subway. The HT makes good use of these resources, enabling class visits which support many aspects of the Curriculum for Excellence.

Our Child Protection and Additional Support for Learning Policies detail the responsibilities of staff and the key agencies they liaise with, but in general the HT and DHT are pro-active in seeking advice and help from health and social work colleagues when children require it. The Staged Intervention model is carried out with early and thorough communication with parents / carers at the heart of the processes.

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| **Partner** | **Involvement in health & wellbeing** |
| School nurse / Yorkhill links | Multi-agency working, parent programmes, 1:1 parent work. Public health programmes, staff CPD on severe allergy training, managing diabetes in school, hearing impairment etc |
| Psychological Services | Consultation, assessment, staff training, discussion with parents. |
| Social Work | Child protection & family support |
| Early Years & Secondary colleagues | Transition arrangements including learning, health and social aspects of development. |
| Active Schools Co-ordinator | Monitoring inclusion in after school clubs |
| Speech & Language Therapists / Physiotherapists | Delivering blocks of treatment to children in school, advising staff on approaches and ASP content, staff CPD. |

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| **Partners involved in curriculum planning and delivery** | |
| Dental colleague | Oral health |
| Fire Service | Fireworks safety, anti-vandalism message |
| Blairvadach staff | Triple A Day |
| Hazelwood School | Workshops to children, disability awareness, citizenship concert |
| Quarriers staff | Secondary transition |
| Bellahouston staff | Secondary transition & moderation, supporting focus weeks |
| Miriam Duffin | Internet Safety |
| SSPCA | Citizenship in relation to animal care |
| Active Schools Co-ordinator | Curricular coaching opportunities. |
| Sports Leaders | Coaching |
| Club Coaches | e.g. local cricket, rugby clubs |
| Parent Council | Consultation on aspects of school life and children’s wellbeing, planning inclusive events and fundraisers which enable the school to pay for valuable opportunities. Provision of funds for ‘Loose Materials’ for outdoor enquiry skills / play. |
| ECO Committee / parent involvement | A number of parents give their time and talents to promote ECO developments within the school |
| Parents’ Grounds Group | Work to improve the school’s grounds, including the range of play opportunities and the children’s access to gardening and veg growing. Grounds Group hold an annual garden party for doing work and socialising. |
| Glendale Women’s Group | An informal group, run by and for women and held away from the school. It aims to increase communication and cross-cultural inclusion for any woman with a connection to the school. |
| Triple A (Aspiration, Ambition, Achievement) | A range of professionals e.g. dental hygienist, shop worker, scientist, police officer, nurse, pilot, lawyer, teacher, outdoor instructor, accountant are questioned by pairs of P7 children about their job and qualifications needed to do it. |
| Occasional Arts Opportunities | BBC, Scottish Ballet, (enhance HWB through inter-disciplinary learning) |
| Police Scotland | Internet Safety, Stranger Danger, Triple A |
| Occasional Health Specialists | ACES programme, Diabetes Scotland. |
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1. **Curriculum, Learning and Teaching**

It has already been stated that it is the responsibility of ALL STAFF in Glendale Primary to promote the health and wellbeing of our children, across curricular areas, whether in their current class or not, and encountered in any aspect of school life.

In relation to the **teaching** of health & wellbeing, it is the responsibility of all teaching staff to use planned and incidental opportunities to reinforce learning, to make links between children’s learning and experiences, and to overtly model health promoting practices and attitudes.

At Glendale the Health & Wellbeing experiences and outcomes of the Curriculum for Excellence are delivered through the Circletime approach in a progressive programme from P1 – P7. The programme has been planned to ensure that all E/Os are covered over the course of a level and many are reinforced repeatedly through whole school assemblies, focus weeks and through living the ethos of the school on a daily basis. The Circletime model uses many Teaching for Effective Learning and Assessment is for Learning approaches, including paired and group work where children are often cognitively active. Frequently their learning outcomes are evidenced by saying or doing, rather than in writing and many lessons involve the children in setting their own relevant, achievable targets in lifestyle, behaviour or learning choices. Children’s learning in health and wellbeing is assessed on a termly basis with overview results being recorded by class teachers and monitored by the HT as part of the assessment / evaluation / planning round of learning and teaching.

Taking account of the health & wellbeing benefits of outdoor learning, the staff received CPD and resources were obtained to enable outdoor learning in maths and enquiry to take place. Each session the HT leads the trip to Blairvadach for our oldest children. It offers some of our children their first experiences of challenge and excitement in the great outdoors and teaches them much about team work and personal achievement. The children benefit from new positive role models and from those instructors’ interaction with the Glendale staff who are participating in the activities on the same basis as the children.

Distributive leadership enabled several members of staff to lead an initiative on open-ended outdoor enquiry. They approached the Parent Council and obtained funds and donations of materials for children to play with and investigate outdoors. These staff members are now starting to engage PSA staff to become involved with this play at break times.

From Primary 1 the children are taught about healthy eating and are expected to start to take some responsibility for the choices they make. Each class receives two hours of PE each week, active play is encouraged and is reinforced at Golden Time and through assemblies where the whole school dances each week. The children are taught about rest, relaxation and the importance of having enough sleep.

Our zero tolerance to bullying and to being a bystander to bullying supports our work on citizenship, friendship and good mental and social health. The children are taught to identify family and staff whom they would choose to talk to if they had a problem, and they know about the ‘bubbletime’ listening system for making this need known. The HT and DHT are involved in many classes and are available to the children on a daily basis.

Aspects of personal safety from road safety to internet use, drugs education and SHRE are covered by the programme and partner agencies like the police / fire service, school health and Quarriers colleagues enhance the delivery.

At 2013 /14, the school is updating the progressive programme and will add stage parent workshops to the regular SHRE and P1 workshops where the Circletime approach and programme content is shared with parents / carers.

Health and Wellbeing Yearly Overview – EARLY

This is the full set of Health and Well Being Outcomes across the curriculum. These outcomes are covered over the course of the Primary 1 year. Some of these outcomes will be assessed at the end of the session when teachers have the benefit of different kinds of assessment to make a final decision for each child. However, some Circle Time Lessons contribute directly to a particular outcome.

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| Curriculum for Excellence Experiences and Outcomes | Lessons from our Glendale Programme | Date |
| Mental and Emotional Wellbeing  *I am aware of and able to express my feelings and am developing the ability to talk about them.*  ***HWB 0-01a*** | ***Expressing Feelings***  Lessons 1 and 2.  ***Expressing Feelings***, lesson 3. |  |
| *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them*.  ***HWB 0-02a*** | ***Expressing Feelings***  Lessons 1 and 2.  ***Expressing Feelings***, lesson 3. |  |
| *I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.*  ***HWB 0-03a*** | Lesson on ***The Playground.*** |  |
| I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.  **HWB 0-04a** |  |  |
| *I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.*  ***HWB 0-05a*** | Lessons on ***An Introduction to the Golden Rules*** *(6 lessons*). |  |
| *I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.*  ***HWB 0-06a*** |  |  |
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| *I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.*  ***HWB 0-07a*** | Lessons 1 and 2 on ***Bounce Back.*** |  |
| *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.*  ***HWB 0-08a*** | Lesson on ***The Playground***. |  |
| Social Wellbeing  *As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.*  ***HWB 0-09a*** | Lessons 1 and 2 on ***Antibullying.***  Lesson 3 on ***Antibullying***.  Lesson on ***Raising Awareness of Gender Issues***. |  |
| *I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*  ***HWB 0-10a*** | Lesson on ***Raising Awareness of Disability Issues.*** |  |
| *I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.*  ***HWB 0-11a*** | Lessons 1 and 2 on ***Building Self-Esteem.*** |  |
| *Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.*  ***HWB 0-12a*** | ***Looking back and Celebrating Successes in Primary 1.*** |  |
| *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.*  ***HWB 0-13a*** |  |  |
| *I value the opportunities I am given to make friends and be part of a group in a range of situations.*  ***HWB 0-14a*** | Lesson on ***My Class Family.***  Lesson 1 and 2on ***An Introduction to Circle Time.*** |  |
| Physical Wellbeing  *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*  ***HWB 0-15a*** |  |  |
| *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.*  ***HWB 0-16a*** | Lesson on ***How to keep Safe when near Fireworks.***  ***This is revised when The Fire Service visit our school to talk to the children during assembly near to November 5th.*** |  |
| *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.*  ***HWB 0-17a*** | Lesson on ***How to keep Safe when near Fireworks.*** |  |
| *I know and can demonstrate how to travel safely.*  ***HWB 0-18a*** | Lesson on ***Keeping Safe on the roads. (Reflective Waistcoats)***  ***This is supported by local Police Officers who come into P.1 or by staff from Road Safety who all help deliver this important message.*** |  |
| Planning for choices and changes  *In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.*  ***HWB 0-19a*** | Developed throughout the year particularly at Play to Learn Sessions. |  |
| I can describe some of the kinds of work that people do and I am finding out about the wider world of work.  **HWB 0-20a** | Lesson on ***People Who Help and Care for Me.*** |  |
| Physical Education, physical activity and sport  I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.  **HWB 0-21a** |  |  |
| I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  |  |
| I am aware of my own and others’ needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.  **HWB 0-23a** |  |  |
| By exploring and observing movement, I can describe what I have learned about it.  **HWB 0-24a** |  |  |
| *I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.*  ***HWB 0-25a*** |  |  |
| I know that being active is a healthy way to be.  **HWB 0-27a** |  |  |
| I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.  **HWB 0-28a** |  |  |
| I enjoy eating a diversity of foods in a range of social situations.  **HWB 0-29a** |  |  |
| Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.  **HWB 0-30a** |  |  |
| I know that people need different kinds of food to keep them healthy.  **HWB 0-32a** | Lesson on ***Favourite Foods/Healthy Choices.*** |  |
| I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  **HWB 0-33a** | Lesson on ***Keeping Clean***.  Lesson on ***Dental Hygiene/Healthy Snacks.***  ***This work is revised when we have visits from The Gladiators.*** |  |
| I explore and discover where foods come from as I choose, prepare and taste different foods.  **HWB 0-35a** |  |  |
| I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.  **HWB 0-38a** | Lesson on ***Keeping Well/Keeping Safe.*** |  |
| I can show ways of getting help in unsafe situations and emergencies.  **HWB 0-42a** |  |  |
| *I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.*  ***HWB 0-44a*** | Lesson on ***How to make Friends at School.*** |  |
| *I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.*  ***HWB 0-44b*** | Lesson on ***How to Make Friends at School.***  Lesson on ***The Playground.***  Lesson 2 on ***Antiracism***. |  |
| I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 0-45a** | Lesson on  ***My Relationships/Favourite People/My Family.*** |  |
| *I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.*  ***HWB 0-45b*** |  |  |
| I recognise that we have similarities and differences but are all unique.  **HWB 0-47a** | Lessons 1 and 2 on ***Antibullying.***  Lesson 3 on ***Antibullying***  Lesson 1 on ***Antiracism.*** |  |
| I am aware of my growing body and I am learning the correct names for its different parts and how they work.  **HWB 0-47b** | Lessons 1-3 on ***SHRE***. |  |
| I am learning what I can do to look after my body and who can help me.  **HWB 0-48a** | Lessons 1-3 on ***SHRE*** |  |
| I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 0-49a** | Lessons 1-3 on ***SHRE*** |  |
| I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 0-50a** |  |  |
| I am able to show an awareness of the tasks required to look after a baby.  **HWB 0-51a** |  |  |

Health and Wellbeing First Level Overview

These experiences and outcomes are covered over the course of First Level in a variety of ways, namely, through the differentiated Circle Time programme, PE, whole school assemblies, after school clubs, Golden Time, special focus weeks e.g. Global Citizenship and more.

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| Curriculum for Excellence Experiences and Outcomes | Primary 2 | Primary 3 | Primary 4 |
| Mental and Emotional Wellbeing  *I am aware of and able to express my feelings and am developing the ability to talk about them.*  ***HWB 1-01a*** | Our Good School  People I love | Our Good School  SHRE 4 | Our Good School  SHRE 2,3 & 4 |
| *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them*.  ***HWB 1-02a*** | Our Good School  People I love | Our Good School  SHRE 4 | Our Good School  SHRE 1,2,3 & 4 |
| *I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.*  ***HWB 1-03a*** | Bounce Back  People I love | Bounce Back | Bounce Back |
| I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a | Bounce Back  People I love | Bounce Back  SHRE 4 | Bounce Back  SHRE 4 |
| *I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.*  ***HWB 1-05a*** | Our Good School  My friends & being a friend  Whole School Assembly themes | Our Good School  Whole School Assembly themes | Our Good School  Health Promotion  Whole School Assembly themes |
| *I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.* ***HWB 1-06a*** | Bounce Back | Bounce Back | Bounce back  Health Promotion |
| *I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.*  ***HWB 1-07a*** | Bounce Back | Bounce Back | Bounce Back  SHRE 3  Primary 4 |
| *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.* ***HWB 1-08a*** | Anti-Bullying 1 & 2  My friends & being a friend  Are you a good listener? | Anti-Bullying 1 & 2 | Anti-Bullying 1 & 2  Disability 1,2 & 3 |
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|  | Primary 2 | Primary 3 | Primary 4 |
| Social Wellbeing  *As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.*  ***HWB 1-09a*** | Our Good School  Recycling  Talking about Disability  Anti-Racism 1 & 2  Litter & Recycling | Our Good School  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability  SHRE 3  Citizenship 1 & 2 | Our Good School  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1,2 & 3  Citizenship 1 & 2 |
| *I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.* ***HWB 1-10a*** | Anti-Bullying 1, 2 & 3  Anti-Racism 1 & 2  Talking about Disability | Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability  SHRE 2 & 3  Citizenship 1 & 2 | Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1,2 & 3  SHRE 2 & 3 |
| *I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.*  ***HWB 1-11a*** | Setting my goals | Setting my goals  Strengths & Weaknesses | Setting my goals  PLP |
| *Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.*  ***HWB 1-12a*** | Assemblies & Open Afternoons  Recycling & Litter | Assemblies & Open Afternoons | Assemblies & Open Afternoons |
| *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.*  ***HWB 1-13a*** | Assemblies & Open Afternoons | Assemblies & Open Afternoons  Citizenship 1 & 2  Strengths & Weaknesses | Assemblies & Open Afternoons  Citizenship 1 & 2 |
| *I value the opportunities I am given to make friends and be part of a group in a range of situations.*  ***HWB 1-14a*** | Playground, Golden Time, Special Focus activity groups | Playground, Golden Time, Special Focus activity groups  SHRE 3 | Playground, Golden Time, Special Focus activity groups, SHRE 3  Gender Awareness |
| Physical Wellbeing  *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*  ***HWB 1-15a*** | SHRE 3 |  | Benefits of physical activity |
| *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.*  ***HWB 1-16a*** | Getting Help  Firework Safety  Hazards in the community | Firework Safety | Firework Safety  Be safe outside (Drugs 3) |
|  | Primary 2 | Primary 3 | Primary 4 |
| *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.*  ***HWB 1-17a*** | Hazards in the  Community  First Aid | Hazards in the home  Household substances  Help in an emergency | Be safe outside (Drugs 3) |
| *I know and can demonstrate how to travel safely.*  ***HWB 1-18a*** | Road Safety  Hazards in the community | Road Safety | Road Safety |
| Planning for choices and changes  *Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.* ***HWB 1-19a*** | Personal Reports  Setting my goals | Personal Reports  Setting my goals | Personal Reports  Setting my goals  PLPs |
|  | Primary 2 | Primary 3 | Primary 4 |
| I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 1-20a** |  |  |  |
| Physical Education, physical activity and sport  I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. **HWB 1-21a** | PE | PE | PE |
| I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a** | PE | PE | PE |
| I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. **HWB 1-23a** |  | Setting my goals | Setting my goals |
| I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.  **HWB 1-24a** |  | Setting my goals | Setting my goals |
| *Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor spaces.*  ***HWB 1-25a*** | Outdoor Learning | Outdoor Learning | Outdoor Learning |
| I am aware of the role physical activity places in keeping me healthy and know that I also need to sleep and rest, to look after my body.  **HWB 1-27a** | Exercise, relaxation & sleep | Rest & Sleep |  |
| I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing.  **HWB 1-28a** | Healthy food choices | Healthier Diet | Healthy food choices  Health Promotion  Benefits of Physical Activity |
| Food & Health  I enjoy eating a diversity of foods in a range of social situations.  **HWB 1-29a** | Global Citizenship & Financial Education weeks | Global Citizenship & Financial Education weeks | Global Citizenship & Financial Education weeks |
| By investigating the range of foods available, I can discuss how they contribute to a healthy diet.  **HWB 1-30a** | Healthy Food Choices | Healthier Diet | Healthy food choices |
| I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks.  **HWB 1-30b** | Global Citizenship & Financial Education weeks | Global Citizenship & Financial Education weeks | Global Citizenship & Financial Education weeks |
| I am beginning to understand that nutritional needs change at different stages of life e.g. the role of breast feeding in infant nutrition.  **HWB 1-32a** | Whole school assembly | Whole school assembly | Whole school assembly |
| I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  **HWB 1-33a** | Personal Hygiene | Oral Hygiene | Health Promotion  Body defences |
|  | Primary 2 | Primary 3 | Primary 4 |
| When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.  **HWB 1-35a** | Global Citizenship & Financial Education weeks | Global Citizenship & Financial Education weeks | Global Citizenship & Financial Education weeks |
| I am discovering the different ways that advertising and the media can affect my choices.  **HWB 1-37a** | Whole school assembly | Whole school assembly | Whole school assembly |
| Substance Misuse  I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.  **HWB 1-38a** | Safe use of medicines | Safety with Medicines | Medicines & Drugs (Drugs 1)  What does risk mean? (Drugs 2) |
| I know how to react in unsafe situations and emergencies.  **HWB 1-42a** | Emergency Services  Hazards in the comm.  First Aid  Getting help | Hazards in the home  Household substances  Help in an emergency | What does risk mean? (Drugs 2)  First Aid assessment & getting help |
| SHRE  *I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.* ***HWB 1-44a*** | My friends & being a friend | Influences on choices | Gender awareness |
| *I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.*  ***HWB 1-44b*** | Anti-Bullying 1 & 2 | Bounce Back | Bounce Back |
| I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 1-45a** | SHRE 4 | People who keep me healthy | SHRE 2 |
| *I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.*  ***HWB 1-45b*** | My friends & being a friend  Are you a good listener? | Our Good School | SHRE 2 |
| I recognise that we have similarities and differences but are all unique.  **HWB 1-47a** | SHRE 3 | SHRE 3 | SHRE 1 & 3  Disability 1,2 & 3  Gender awareness |
| I am aware of my growing body and I am learning the correct names for its different parts and how they work.  **HWB 1-47b** | SHRE 3 | Health - Senses |  |
| I am learning what I can do to look after my body and who can help me.  **HWB 1-48a** | Personal Hygiene  Emergency Services | Oral Hygiene | Body defences  SHRE 4 |
| I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 1-49a** | SHRE 4 | People who keep me healthy | Be safe outside (Drugs 3)  Value of family & friends (Drugs 4) |
| I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 1-50a** | SHRE 1 & 2 | SHRE 1 | SHRE 4 |
| I am able to show an awareness of the tasks required to look after a baby.  **HWB 1-51a** |  |  | SHRE 4 |

Health and Wellbeing Second Level Overview

These experiences and outcomes are covered over the course of Second Level in a variety of ways, namely, through the differentiated Circle Time programme, PE, whole school assemblies, after school clubs, Golden Time, stage opportunities e.g. Quarriers input, special focus weeks e.g. Global Citizenship and more.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Curriculum for Excellence Experiences and Outcomes | Primary 5 | | Primary 6 | | Primary 7 |
| Mental and Emotional Wellbeing  *I am aware of and able to express my feelings and am developing the ability to talk about them.*  ***HWB 2-01a*** | Our Good School  Family Support  SHRE 3 | | Our Good School  SHRE 4 | | Our Good School  SHRE 3  Secondary Transition |
| *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them*.  ***HWB 2-02a*** | Bounce Back  Our Good School  SHRE 1 | | Bounce Back  Our Good School | | Bounce Back  Our Good School  Secondary Transition |
| *I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.*  ***HWB 2-03a*** | Bounce Back  Communication – is anybody listening? | | Bounce Back  SHRE 4 | | Bounce Back  Secondary Transition  SHRE 3 |
| I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a | Bounce Back | | Bounce Back | | Bounce Back  Secondary Transition |
| *I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.*  ***HWB 2-05a*** | Our Good School  SHRE 1 & 3  Family Support | | Our Good School | | Our Good School |
| *I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.* ***HWB 2-06a*** | Bounce Back | | Bounce Back | | Bounce Back  Secondary Transition |
| *I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.*  ***HWB 2-07a*** | Bounce Back  Primary 5 | | Bounce Back  Primary 6 | | Bounce Back  Secondary Transition  SHRE 2  Primary 7 |
| *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.* ***HWB 2-08a*** | Bounce Back  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1 & 2  Communication – is anybody listening? | | Bounce Back  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1 & 2 | | Bounce Back  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Equal Opps 1 & 2 |
|  | Primary 5 | | Primary 6 | | Primary 7 |
| Social Wellbeing  *As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.* ***HWB 2-09a*** | Our Good School  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1 & 2 | | Our Good School  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1 & 2  Citizenship 1,2 & 3 | | Our Good School  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Equal Opps 1 & 2 |
| *I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.* ***HWB 2-10a*** | SHRE 1 & 2  Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1 & 2  Family Support | | Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Disability 1 & 2  Citizenship 1,2 & 3 | | Anti-Bullying 1 & 2  Anti-Racism 1 & 2  Equal Opps 1 & 2 |
| *I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.*  ***HWB 2-11a*** | Setting my goals | | Setting my goals  Assertive not aggressive | | Setting my goals  E. profiling |
| *Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.* ***HWB 2-12a*** | Setting my goals  Citizenship 1 & 2 | | Setting my goals | | Setting my goals |
| *Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.*  ***HWB 2-13a*** | Setting my goals  Citizenship 1 & 2 | | Setting my goals | | Setting my goals  Equal Opps 1 & 2 |
| *I value the opportunities I am given to make friends and be part of a group in a range of situations.* ***HWB 2-14a*** |  | | Assertive not aggressive | |  |
| Physical Wellbeing  *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*  ***HWB 2-15a*** | SHRE 4  Infection & immune system | | SHRE 4 | |  |
| *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.*  ***HWB 2-16a*** | Firework Safety  First Aid  Legal & Illegal (Drugs 1)  Peer Pressure 1 & 2 | | Firework Safety  First Aid  SHRE 2  Minimising infections  Dealing with risk (Drugs 1)  Using the highway code | | Firework Safety  SHRE 1  Preventing road accidents  Emergency first aid |
| *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.*  ***HWB 2-17a*** | Firework Safety  Peer Pressure 1 & 2 | | Firework Safety  Dealing with risk (Drugs 1)  Using the highway code | | Firework Safety  SHRE 1  Emergency first aid |
| *I know and can demonstrate how to travel safely.* ***HWB 2-18a*** | Road Safety | | Using the highway code | | Preventing road accidents  SHRE 1 |
| Planning for choices and changes  *Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.* ***HWB 2-19a*** |  | | Assertive not aggressive | | Secondary Transition |
|  | Primary 5 | | Primary 6 | | Primary 7 |
| I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me to recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a** |  | | Gender Awareness | | Triple A Day |
| Physical Education, physical activity and sport  As I encounter new challenges and contexts for learning I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. **HWB 2-21a** | PE | | PE | | PE |
| I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. **HWB 2-22a** | PE | | PE | | PE |
| While working and learning with others I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a** | PE | | PE | | PE |
| By reflecting on my own and others’ work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. **HWB 2-24a** | AiFL & TfEL embedded across the whole curriculum | | AiFL & TfEL embedded across the whole curriculum | | AiFL & TfEL embedded across the whole curriculum |
| ***I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a*** | Outdoor Learning  Physical activity & health | | Outdoor Learning | | Outdoor Learning  Leisure choices |
| I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. **HWB 2-26a** |  | | Healthy decision making | | Leisure choices |
| I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.  **HWB 2-27a** | Physical activity & health | | Healthy decision making | | Leisure choices |
| I can explain the links between the energy I use while being physically active, the food I eat and my health and wellbeing.  **HWB 2-28a** | Processed v unprocessed foods  Sustainable food chains | | Healthy decision making  Healthier diet | | Healthier diet at school |
| Food & Health  I enjoy eating a diversity of foods in a range of social situations.  **HWB 2-29a** | Global Citizenship Week  Financial Education Week  Dinner Hall, Parties, Trips | | Global Citizenship Week  Financial Education Week  Dinner Hall, Parties, Trips | | Global Citizenship Week  Financial Education Week  Dinner Hall, Parties, Trips, Blairvadach residential |
|  | Primary 5 | | Primary 6 | | Primary 7 |
| By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a** | Processed v unprocessed foods  Sustainable food chains | |  | |  |
| I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. **HWB 2-32a** |  | |  | |  |
| Having learned about cleanliness, hygiene and safety I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.  **HWB 2-33a** | Infection & immune system | | Minimising infections | |  |
| Through exploration and discussion I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a** | Sustainable food chains | |  | |  |
| When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.  **HWB 2-35a** | Global Citizenship Week  Financial Education Week | | | | |
| By investigating food labeling systems, I can begin to understand how to use them to make healthy food choices. **HWB 2-36a** |  |  | | Healthier diet at school | |
| I can understand how advertising and the media are used to influence consumers.  **HWB 2-37a** |  | SHRE 3  Influence of the media  Gender Awareness | |  | |
| Substance Misuse  I understand the effect that a range of substances including tobacco and alcohol can have on the body. **HWB 2-38a** | Legal & Illegal (Drugs 1)  Tobacco (Drugs 2) | Alcohol (Drugs 3) | | Tobacco (Drugs 1)  More about drugs (Drugs 2)  Solvents (Drugs 3) | |
| I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognize the impact this may have on my actions. **HWB 2-39a** | Legal & Illegal (Drugs 1)  Tobacco (Drugs 2) | SHRE 2 & 3  Influence of the media  Gender Awareness  Drugs & the media (Drugs 2)  Alcohol (Drugs 3) | | Tobacco (Drugs 1)  More about drugs (Drugs 2)  Solvents (Drugs 3) | |
| I know that alcohol and drugs can affect people’s ability to make decisions. **HWB 2-40a** | Legal & Illegal (Drugs 1)  Tobacco (Drugs 2) | Alcohol (Drugs 3) | | Tobacco (Drugs 1)  More about drugs (Drugs 2)  Solvents (Drugs 3) | |
| I can identify the different sorts of risks associated with the use and misuse of a range of substances. **HWB 2-41a** | Legal & Illegal (Drugs 1)  Tobacco (Drugs 2) | Alcohol (Drugs 3) | | Tobacco (Drugs 1)  More about drugs (Drugs 2)  Solvents (Drugs 3) | |
|  | Primary 5 | Primary 6 | | Primary 7 | |
| I know of actions I can take to help someone in an emergency.  **HWB 2-42a** | First Aid | First Aid | | Emergency First Aid | |
| I understand the impact that misuse of substances can have on individuals, their families and friends. **HWB 2-43a** |  |  | |  | |
| SHRE  I understand that a wide range of different kinds of friendships and relationships exist. **HWB 2-44a** |  | SHRE 1 | | SHRE 5 | |
| *I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.*  ***HWB 2-44b*** | SHRE 2 | SHRE 1 | |  | |
| I am identifying and practicing skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.  **HWB 2-45a** | Peer Pressure 2  Family Support | SHRE 1 | | Secondary Transfer | |
| *I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.*  ***HWB 2-45b*** | SHRE 3  Communication – is anybody listening? |  | |  | |
| I recognise that how my body changes can affect how I feel about myself and how I behave.  **HWB 2-47a** | SHRE 1 & 3 |  | | SHRE 2 | |
| I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. **HWB 2-48a** | SHRE 4 | SHRE 4 | | SHRE 2 & 3 | |
| I know that all forms of abuse are wrong and I am developing the skills to keep myself and get help if I need it. **HWB 2-49a** | SHRE 2 & 3 | SHRE 2 | |  | |
| I am able to describe how human life begins and how a baby is born.  **HWB 2-50a** |  |  | | SHRE 4 | |
| I can describe the role of a parent/ carer and the skills, commitment and qualities the role requires. **HWB 2-51a** | Family Support |  | | SHRE 4 & 5 | |

1. **Quality Assurance**

The staff of Glendale Primary School are expected to demonstrate on-going commitment to the sustained development of all aspects of the children’s Health & Wellbeing. The following linked processes support this aim and provide opportunities for continued improvement.

* Staff, parents / carers and partners are questioned on aspects of Health & Wellbeing on an annual basis. Their replies are analysed and form part of the basis of School Improvement Planning for the following year. Self-evaluation procedures ensure that the high standards achieved when the school attained health-promoting status are maintained and improved.
* The School Improvement Plan formalises the processes of continued improvement to which the staff are highly committed. Aspects of Health & Wellbeing are included on an annual basis and the devolved management structure of the school enabled a variety of staff members to lead initiatives e.g. outdoor learning, ECO developments.
* Progress made within the school in relation to the Improvement plan are evaluated through the Standards and Quality Report. It analyses the impact of the focus developments for that year and acknowledges any barriers to on-going improvement that can then be overcome by adjusted planning. It is an important opportunity to recognise individual staff members who have successfully lead initiatives, and who are a valuable resource for modelling best practice through the delivery of collegiate CPD.
* Over the course of each session a variety of focussed Health & Wellbeing opportunities afford the children the chance for physical challenge as well as developing their awareness of strategies to ensure good social and mental health.

1. **Monitoring & Reviewing the policy & practice**

As already stated, the school’s annual self-evaluation procedures enable staff, parents / carers, children and partners to freely comment on any aspect of Health & Wellbeing within the school that they feel requires improvement.

Parent / carer and children’s Health & Wellbeing groups will continue to work with school staff to monitor progress and development initiatives e.g. devising translated leaflets on health promotion and organising health-promoting events.