

# Health and Wellbeing Policy



## 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 now and in the future. Learning through health and wellbeing enables children and young people to:

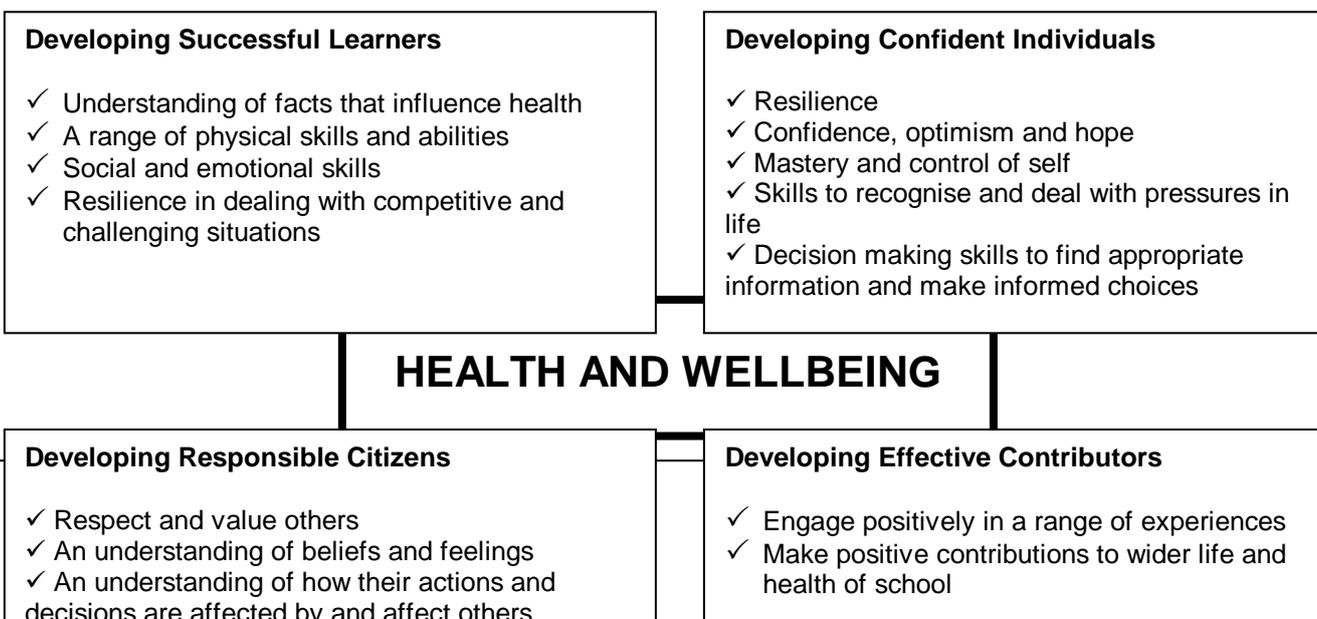
- ✓ Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- ✓ Experience challenge and enjoyment.
- ✓ Experience positive aspects of healthy living and activity for themselves.
- ✓ Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- ✓ Make a successful move to the next stage of education or work.
- ✓ Establish a pattern of health and 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.”

*Health and Wellbeing  
Principles and Practice*

## Aims

We aim to deliver a health and wellbeing programme which allows teachers scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and capacities which they need for mental, physical, social and emotional wellbeing now and in the future. We aim to deliver two sessions of physical activity per week.

Through our programme of work, we hope to develop:-



## LEARNING AND TEACHING

### Experiences and Outcomes

A variety of activities have been created for Early, First and Second Level based on the Health and Wellbeing outcomes and experiences from Curriculum for Excellence. These have been structured underneath 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

Teachers are expected to identify appropriate learning and teaching styles to suit the needs of their pupils while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust.

### Working with Parent/Carers

The positive and continuing engagement of parents is essential to ensure the aims of this policy are met. This will include a range of actions and approaches including:

- Parental partnership in recognising health priorities over the school session.
- Communication with parents and carers on health and wellbeing themes and health related issues in school
- Engagement with parents on how to deal with sensitive health issues such as Sex Education (**See Appendix 4**)
- Opportunities for parents to work with the class and support the learning of children.

### Working with the community

School staff demonstrate sensitivity and non judgemental attitudes when considering the lifestyles, life circumstances and cultural diversity of the pupils, their families and the

broader local community. School staff should encourage positive qualities in pupils of self esteem, confidence, initiative, resilience and emotional intelligence to ensure children can become responsible, caring and effective contributors to their community.

### **Working with other professionals and outside agencies.**

Hill of Banchory School welcomes the involvement of all professionals committed to improving the health and wellbeing of pupils through our health and wellbeing programme. To ensure children receive the highest quality education we may work in partnership with the following:

- School Doctors
- School Nurses
- Road Safety Officer
- Health Promotion Team
- Dentists
- Active Schools Co-ordinator
- Speech and Language Therapists
- Community Education
- Fire Service
- Local Secondary School and Colleges

### **Physical Education, Physical Activity and Sport**

#### **Rationale**

Regular physical activity is essential for good health. Physical education should inspire and challenge children and young people to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give children and young people an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle. Children and young people will participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes, during travel and beyond the school day. Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum.

*Health and Wellbeing  
Principles and Practice*

#### **Key Principles**

Physical Education, Physical Activity and Sport will:

- ✓ Improve aspects of fitness.
- ✓ Develop personal and interpersonal skills and attributes.
- ✓ Develop skills necessary to participate in a range of physical activity, sport, dance and outdoor learning.
- ✓ Be purposeful, challenging, progressive and enjoyable.
- ✓ Have choice built in for learning.

#### **Learning Environments**

In addition to 2 hours of planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community.

Physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunch times, within and beyond the place of learning. **(See appendix 1)**

To raise the profile of Physical Education and Sport we have a display board with photographs of pupils engaged in various sports and activities. Certificates for improvement, and achievement are awarded to pupils in assembly. All pupils change for P.E. Spare kit is in the P.E. store. Staff will also change, whenever possible, for the lesson.

### Structure of P.E. Lesson

- Warm up related to skills ( 5 minutes )
- Skill development ( 25 minutes )
- Use skill development in a small game situation ( 25 minutes )
- Cool down ( 5 minutes )

### FORWARD PLANNING

Our teachers' forward planning takes account of:

- long-term (yearly), medium term (termly) and short term (weekly and daily) planning
- prior learning and varied learning styles e.g. visual, auditory, tactile/kinaesthetic
- setting targets/assessment criteria which specify what learners are expected to learn
- evaluating what has been taught and identifying next steps for learning and teaching
- linking class-work and homework
- cross-curricular links **( See appendix 2 )**

### Assessment

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages learners
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher review
- Both formal and informal
- Provides useful information which is shared with learners, and where appropriate, parents and other agencies. **( See appendix 3 )**

## Resources

Borders Pack  
TOPS cards and packs  
Rainbow Runaround

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## Appendix 1

### Extra-Curricular Opportunities for Physical Activity

Young Leaders (P7)  
Young Leader Lunchtime Sessions (P1-3)  
Netball (P6-7)  
Football (P3-7)  
Badminton (P5-7)  
Yoga (P1-3)  
Running Club (P1-3)  
Gardening Club (P4-7)  
Junior Road Safety Officers (P7)  
Cycle Friendly School Award (P1-7)  
Hip Hop Club (P5)



YEAR	TERM 1	TERM 2	TERM 3			TERM 4		
	8 weeks	8 weeks	6 wks	4 weeks	2wks	7wks	6wks	
Primary 1	BASIC MOVES	BASIC MOVES (With Dance)	BASIC MOVES (With Gymnastics)	BASIC MOVES	ORIENTEERING	BASIC MOVES (With Fitness, Cross Country & Athletics)		
Primary 2								
Lower Composite								
Primary 3	Large ball skills and games making	DANCE (Social & Creative)	GYMNASTICS	Small ball skills and games making		FITNESS, CROSS COUNTRY & ATHLETICS	Striking games	
Primary 4	Large ball invasion games/skills– emphasis on football and netball skills			Small ball skills and net games – emphasis on tennis			Striking games	
Primary 5	Large ball invasion games/skills emphasis on rugby and netball skills			Golf			Striking and fielding games	
Middle Composite	Large ball invasion games– emphasis on football and rugby			Small ball skills and net games – emphasis on badminton			Striking and fielding games	
Primary 6	Invasion games – hockey and basketball			Net games – emphasis on tennis			Striking and fielding games – emphasis on cricket	
Primary 7	Invasion games – hockey and basketball			Net games emphasis on volleyball			Striking and fielding games – emphasis on softball	
Upper Composite	Invasion games – hockey and basketball			Net games – emphasis on tennis			Striking and fielding games – emphasis on rounders	









**Physical education, physical activity and sport. Primary 5 and Primary 6 Second Level**

Activity				
Name	Support 1 - 4	Effort 1 - 4	Assessment/ General comments achieved	Curriculum for Excellence Targets achieved/ successfully working towards
<b>Assessment level "C" Comments</b>			<b>Curriculum for Excellence targets/ comments</b>	

# Policies and Procedures



<ol style="list-style-type: none"> <li>1. Very able in all PE activities.</li> <li>2. Is an able and confident performer in ...</li> <li>3. Is increasingly able to apply skills with control and accuracy.</li> <li>4. Gives inventive interpretation of tasks given.</li> <li>5. Is progressing well with developing PE skills.</li> <li>6. Responds and does well in competitive situations.</li> <li>7. Is able to reflect on a performance and offer valid and sensitive evaluative comments.</li> <li>8. Has shown knowledge of fitness principles and is able to sustain energy levels for longer periods of time.</li> <li>9. Needs encouragement to participate fully in PE lessons.</li> <li>10. Needs encouragement to consider how actions can be refined in varying situations.</li> <li>11. Needs opportunities to develop control when applying skills.</li> <li>12. Participates with commitment within limits of physical ability.</li> </ol>	<p style="text-align: center;"><b>Movement skills, competencies and concepts</b></p> <p>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. <a href="#">HWB 2-21a / HWB 3-21a</a></p> <p>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. <a href="#">HWB 2-22a / HWB 3-22a</a></p> <p style="text-align: center;"><b>Co-operation and competition</b></p> <p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. <a href="#">HWB 2-23a</a></p> <p style="text-align: center;"><b>Evaluating and appreciating</b></p> <p>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. <a href="#">HWB 2-24a</a></p> <p style="text-align: center;"><b>Physical activity and health</b></p> <p>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. <a href="#">HWB 2-26a / HWB 3-26a</a></p> <p>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. <a href="#">HWB 2-27a / HWB 3-27a</a></p> <p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. <a href="#">HWB 2-28a / HWB 3-28a</a></p>
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## Physical education, physical activity and sport. Primary 7 Second Level

Activity				
Name	Support 1 - 4	Effort 1 - 4	Assessment/ General comments achieved	Curriculum for Excellence Targets achieved/ successfully working towards
<b>Assessment level "D" Comments</b>			<b>Curriculum for Excellence targets/ comments</b>	



<ol style="list-style-type: none"> <li>1. Can demonstrate skilful performance in gymnastics, games and dance.</li> <li>2. Is able to use movement skills in a wider range of contexts and adapt them appropriately.</li> <li>3. Is aware of responsibility in both co-operative and competitive situations.</li> <li>4. Copes extremely well in competition, both as a team member and an individual.</li> <li>5. Is showing increased stamina, strength and flexibility in PE.</li> <li>6. Is increasingly able to create and express structured responses in movement.</li> <li>7. Is developing well/satisfactorily, in all areas of skill progression.</li> <li>8. Needs opportunities to develop stamina, strength and flexibility in PE.</li> <li>9. Needs encouragement to think about when and how to adapt movement skills.</li> <li>10. Needs opportunities to develop confidence in developing PE skills.</li> <li>11. Participates with commitment within limits of physical ability.</li> </ol>	<p style="text-align: center;"><b>Movement skills, competencies and concepts</b></p> <p>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. <a href="#">HWB 2-21a / HWB 3-21a</a></p> <p>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. <a href="#">HWB 2-22a / HWB 3-22a</a></p> <p style="text-align: center;"><b>Co-operation and competition</b></p> <p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. <a href="#">HWB 2-23a</a></p> <p style="text-align: center;"><b>Evaluating and appreciating</b></p> <p>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. <a href="#">HWB 2-24a</a></p> <p style="text-align: center;"><b>Physical activity and health</b></p> <p>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. <a href="#">HWB 2-26a / HWB 3-26a</a></p> <p>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. <a href="#">HWB 2-27a / HWB 3-27a</a></p> <p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. <a href="#">HWB 2-28a / HWB 3-28a</a></p>
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## Primary 5 programme

The primary 5 sexual health programme contains the following input:

<b>Differences</b>	Takes a closer look at the themes of living things, feelings & life cycles. An input into the differences between males & females is also covered.
<b>How did I get here?</b>	The focus of this input is on growing and looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers the growth of a foetus during pregnancy.
<b>Growing up</b>	The final session looks at the theme of "Where do I come from?" and continues work on life cycles, growth & change. It also begins to look at relationships.

## Primary 6 programme

The primary 6 sexual health programme contains the following input:

<b>Changes</b>	The first session explores the physical and emotional changes that take place at the onset of puberty, and how we feel about ourselves. It considers some of the changes that are outside our control, and the choices we face in others over which we can have increasing control as we grow up.
<b>How Babies are Made</b>	This input focuses on the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships and the value of the family and relationships within it.
<b>How Babies are Born</b>	The final session reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth, and the inheritance of physical characteristics.

## Primary 7 programme

The primary 7 sexual health programme contains the following input:

<b>Girl Talk</b>	This session reviews the physical and emotional changes that take place for girls at the onset of puberty. Menstruation is discussed and common problems faced by girls are given consideration.
<b>Boy Talk</b>	The second input reviews the physical and emotional changes that take place for boys at the onset of puberty. Sexual intercourse and problems commonly faced by boys are given consideration.
<b>Let's Talk about Sex</b>	The final session examines the development of relationships, the images of sex created by the media and popular culture, and marriage. Conception and contraception are explored along with stereotypical attitudes towards sex and relationships.



### Sexual Health Education in the Primary School

Sexual health education has a specific place in our curriculum. (Health & Well Being: Relationships, Sexual Health & Parenthood)

To teach sexual health education effectively young people will be given the opportunity to:

- develop their knowledge, skills and understanding of relationships, sexual health and parenthood
- explore and debate values, attitudes and behaviours
- recognise their own identity and develop a sense of self-worth
- establish and maintain healthy relationships
- respect uniqueness and acknowledge diversity
- understand the importance of family relationships to help nurture health and wellbeing.

Hill of Banchory Primary School uses the “Living & Growing” resource to deliver sexual health education in primaries 5, 6 & 7. This resource is commonly used in many schools and allows us to ensure progression through the upper stages of primary school.

### Who supports the SHARE programme?

The Sexual Health and Relationships Programme is led by class teachers. Other staff who may be involved include:

- School Nurse
- School Management Team
- Presenters from Health Promotion

All school staff involved in the programme have developed sound and trusted relationships with the children so that they feel comfortable and open when discussing issues raised.

### Helping your child

The support you give your child is an important part of the programme.

You can help by:

- Making yourself aware of the school programme
- Being honest & open with your children
- Giving your child the opportunity to speak about issues discussed in school ***if they want to.***



# Supporting your child through Sexual Health and Relationships Education

## PARENT GUIDE 2009/10