



# Barthol Chapel School

## Health and Wellbeing Policy

### Introduction

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.

Barthol Chapel School fully embraces the Health and Wellbeing experiences and outcomes, Aberdeenshire Progression Frameworks and national benchmarks 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.

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**  
Supported 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.

## Features for Effective Learning

It's important to consider that effective learning through Health and Wellbeing requires the following key features:-

- a) Ethos
- b) Coherent Curriculum
- c) Learning and Teaching
- d) Leadership
- e) Partnership Working

### a) Ethos

The starting point for any learning is a positive ethos and climate of respect and trust based upon the shared vision, values and aims of our school community. Children and young people should be encouraged to contribute to the life and ethos of the school from the earliest stages, to exercise their responsibilities as members of a 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 vision, values and aims of the school community into practice.

All members of staff at Barthol Chapel School 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.

### b) Curriculum Organisers

The Health and Wellbeing curriculum is structured into the following organisers:-

#### Food & Health

- The Food Experience
- Developing Healthy Choices
- Nutritional Needs
- Keeping Safe & Hygienic
- The Journey of Food
- Food & Textile Technologies

#### Personal & Social Education

- Planning for Choices & Changes
- Physical Activity & Health
- Substance Misuse
- Relationships, Sexual Health & Parenthood

## Physical Education

- Physical Competencies
- Cognitive Skills
- Personal Qualities
- Physical Fitness

The Health and Wellbeing experiences and outcomes, Aberdeenshire Progression Frameworks and national benchmarks support staff in planning challenging, inspirational and enjoyable learning and teaching activities. They are to be used to help to plan a wide range of learning activities, which will enable our young people to become successful learners, confident individuals, responsible citizens, effective contributors.

## Features for Effective Learning

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 Wellbeing these are:-

- Opportunities for 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 sustainable issues
- Opportunities to take part in voluntary work and community serve
- 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 at Barthol Chapel School 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
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## Planning

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 the experiences are relevant and realistic for the child or young person in his or her circumstances.

- 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 Aberdeenshire Progression Frameworks and nationally published benchmarks to plan progressive learning
- 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.

## 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 benchmarks for learning in Health & Wellbeing.
- 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.
- Children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills.

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

## Specific Issues

- 1. The Schools (Health promotion & Nutrition) Scotland Act 2007.**  
Under this Act, our school has a duty to be 'health promoting'.
- 2. 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 outline in the Regulations.
- 3. 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 arrangements can be made.

### Resources

It is important that the resources used to deliver Health and Wellbeing experiences and outcomes 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 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.