

HEALTH AND WELLBEING STRATEGY



MARCH 2011

INTRODUCTION

This strategy statement provides advice and guidance for educational establishments in taking forward Health and Wellbeing across the whole school community.

The Health and Wellbeing Strategy in Fife reflects the values, purposes and principles in Curriculum for Excellence: Health and Wellbeing and continues to promote health improvement activities within the whole school community.

Partnership working is core to this strategy and The Health and Wellbeing Accreditation Framework Phase 3, which brings together Curriculum for Excellence, the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (the Act) and the ethos of the Health Promoting School.

Children and young people in Fife are entitled to a broad general education (3-18 years). The Health and Wellbeing strategy encourages the development of skills and competences through our policy and practice in order to enable children and young people to experience the outcomes which meet their needs.

RATIONALE: THE FIFE COUNCIL PERSPECTIVE

Curriculum for Excellence

“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.”

*Health and Wellbeing Principles and Practice
Curriculum for Excellence (2009)*

It is essential that school communities recognise the importance of **school ethos, relationships, learner centred learning and teaching practices** as well as the pupil voice in delivering the health and wellbeing experiences and outcomes within Curriculum for Excellence. Applying the seven principles of curriculum design and the vision and goals in Health and Wellbeing for all will ensure all learners' needs are met and appropriate progression through learning and teaching takes place across schools. Further information relating to Curriculum for Excellence capacities and principles can be found in Appendix 1.

The poster (Appendix 2) which details the aspects of health and wellbeing that are the responsibility of all has been developed in Fife to support partnership working and a shared understanding in school communities as practice develops.

The overarching capacities, attributes and principles of Curriculum for Excellence underpin the vision and values for teaching and learning in Fife schools. The Health and Wellbeing strategy provides a rationale for schools as they develop their curriculum and the experiences for learners. A high level of importance is placed upon health and wellbeing. The vision and values contained in the paper 'Health and Wellbeing across learning: the responsibilities of all', outline the responsibilities of schools, communities and their partners. The features of effective learning and

teaching in health and wellbeing would be expected to be in evidence in all schools. The need for involvement of families and the wider school community is an important element to ensure the greatest impact on the health and wellbeing of children and young people.

When planning for health and wellbeing the individual needs, stage of development and social context of pupil will require to be considered. By planning together, school staff and other practitioners will take these factors into account. Learners who are engaged and active participants in their learning will achieve the shared vision and goals which underpin **Health and Wellbeing for All**.

‘The learning is enriched when the views of children and young people are taken into account, particularly where sensitive issues are involved (as in health education) or choices to be made.

Acquiring skills, knowledge and understanding about health and wellbeing, however, is not enough. The aim is that young people should develop a commitment to promoting their own health and wellbeing throughout their lives’.

Building the Curriculum 1

Children and young people need to have their views listened to and acted upon. Health programmes should be robust, reflect a range of experiences and provide the opportunity for children and young people to make informed choices at all stages including transitions. These skills are essential in building the capacity for children and young people to promote their own health in later life.

For children and young people, the Health and Wellbeing Experiences and Outcomes have the following at their core:

I can expect my learning environment to support me to:

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary*
- *learn about where to find help and resources to inform choices*
- *assess and manage risk and understand the impact of risk-taking behaviour*
- *reflect on my strengths and skills to help me make informed choices when planning my next steps*
- *acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination.*

It is the expectation that all Health and Wellbeing programmes in school will allow children and young people to engage in these core elements.

Features of effective learning and teaching in health and wellbeing

Effective learning and teaching in health and wellbeing:

- *engages children and young people 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 children and young people to act as positive role models for others within the educational community*
- *leads to a lasting commitment in children and young people 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 children and young people, and enables them to understand the responsibilities of citizenship*
- *harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.*

Building the Curriculum 4 (2009)

Transitions

The principles of Curriculum for Excellence support the importance of cohesion and progression in learning across all stages.

‘While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school, secondary school and finally to moving on to positive and sustained destinations. These times in their lives are memorable occasions as well as stepping stones to new experiences and increasing independence. It is therefore important that in planning programmes, schools and establishments provide experiences which are familiar but introduce new aspects which will make each individual phase unique to that time in a young person’s life’

(Building the Curriculum 3)

All transitions should be rigorously planned to acknowledge prior learning and experiences. Transitions across year groups and stages within CfE need to take account of prior learning in health and wellbeing. A programme that shows progression should be in place in all schools for health and wellbeing.

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.

Support Materials

A range of materials to support staff to develop their own programme in a school or a cluster has been provided as a starter.

It is important for practitioners to make the connections across the health and wellbeing experiences and outcomes with all other areas of the curriculum. Curriculum Design Support Materials have been produced to provide a starter model if required and Reflection Tools have been developed, that can support staff development in schools.

The Curriculum Design Support Materials provide examples of progression, cross curricular links and partnership working that may help education staff and all other contributing services in the delivery of the health and wellbeing outcomes and experiences.

The suggestions provided to support the outcomes are not prescriptive and can be changed to meet the needs of the school or cluster

Curriculum Design Support Materials have been devised for each of the 6 organisers within Health and Wellbeing. These can be found at www.healthpromotingschoolsfife.co.uk

The 6 organisers are:

- 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.

Six Reflection Tools have been developed for use by **ALL STAFF** as staff development resources.

The reflection tools are designed allow for the diverse needs of individuals and services and can be adapted to suit the needs of individual settings.

Reflection Tools:

- Reflection Tool 1: Responsibility of ALL
- Reflection Tool 2: Organisational Audit of Learning and Teaching in Health & Wellbeing
- Reflection Tool 3: An in-depth study of Learning and Teaching in Health and Wellbeing
- Reflection Tool 4: Cohesion and Progression

- Reflection Tool 5: Curriculum for Excellence Organisers: Mapping the Connection
- Reflection Tool 6: Staff Discussion Task

Health and Wellbeing Accreditation Framework

The Health and Wellbeing Accreditation Framework shares the vision and aims of Curriculum for Excellence. The revised Accreditation Framework takes account of Curriculum for Excellence and encourages schools to see the accreditation framework as part of the delivery of Curriculum for Excellence,

OVERARCHING AIMS OF HEALTH AND WELLBEING ACCREDITATION FRAMEWORK:

- To promote a strategic whole school community/whole child approach to promoting health and wellbeing
- To improve the physical, social and emotional health and wellbeing of children, young people and adults within and across the school community
- To support the personal and social development of children so they can become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors
- To acknowledge the importance of health and wellbeing within the school community
- To encourage pupil engagement and involvement in school life
- To promote partnership working and community development approaches across all services
- To support the contribution schools can make to addressing community health issues
- To build the capacity of school communities to develop their vision and values
- To link to and be part of the Capacities, Principles and Experiences and Outcomes of the Curriculum for Excellence
- To inform the school's self-evaluation process based on HGIOS3 and Child at the Centre 2.
- To link the Health and Wellbeing Framework to the Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

For schools to achieve these aims it will be necessary to have a school policy that links Curriculum for Excellence and the Health and Wellbeing Accreditation framework.

Underpinning these aims is the acknowledgement that mental, emotional, social and physical wellbeing is essential for successful learning and that active, participative and collaborative learning is at the heart of improving the engagement of children and young people.

Outcomes and impact for children and young people

Outcomes for children, young people, staff and schools will be reflected in Standards and Quality Reports and School Improvement Plans and will provide evidence for the Health and Wellbeing Accreditation Framework

Assessment within Health and Wellbeing Accreditation Process

The Scottish Government's Health Promoting Schools unit has now been incorporated into Learning and Teaching Scotland. This move reflects the acknowledgment at national and local level of the vital part that health improvement plays in every school community.

The framework also complements the *'duty in the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (the Act) that Scottish ministers and local authorities endeavour to ensure that all schools are health promoting'*.

Health and Wellbeing for All (2008)

*'Scottish Government, education authorities and other partners will work together to build on local and national practices for **quality assurance and moderation** of assessment. The aim will be to achieve consistency in standards and expectations and build trust and confidence in teachers' judgements. Education authorities and national partners will work together to develop the most efficient and effective approaches possible for quality assurance and moderation.'*

Building the Curriculum 5

Assessment processes are central to our strategy and these must reflect current and developing Council policy and practice. More information will be provided to support this element as it develops nationally and locally. Schools and clusters should look for ways to assess and record health and wellbeing experiences and outcomes that help to take account of prior learning and show progression for learners.

The Self Evaluation Process

The Health and Wellbeing Framework acts as a self-evaluation tool and should allow schools to plan effectively for improvement in this area.

'Improving our Curriculum through Self Evaluation' published by HMIE highlights the importance of health and wellbeing in the delivery of the four capacities of Curriculum for Excellence. Quality indicators from HGIOS3 and Child at The Centre2 are linked to the Health and Wellbeing Accreditation Framework to support the self-evaluation process and make explicit the links between the framework, self-evaluation and school improvement.

It is expected that the school engages fully with partner agencies in taking forward the accreditation process within its community. These practices should be planned interventions to meet needs. Summative assessments is a useful tool to map learning and progression and is valuable as part of the assessment evidence to recognise improved outcomes for children and young people.

It is recommended that schools put in place evidence gathering procedures to monitor and evaluate progress and impact. This will inform the audit and review process (the card game) when the cycle is repeated for further accreditation as part of the Health and Wellbeing Accreditation Framework.

Accreditation Process:

There are currently two methods for the accreditation process as follows;

The Cluster Group can be used as a panel for schools to present their evidence supporting their chosen 6 cards. The accreditation is agreed by the cluster, signed off and then sent to the Integration Manager for Health and Wellbeing

or

Two Headteachers from within the cluster who have been accredited as health promoting will visit the school to look at the evidence to support their claim for accreditation. The accreditation is agreed by the cluster, signed off and then sent to the Integration Manager for Health and Wellbeing

In both cases a copy of the School Health Profile will be sent to the nominated person from the Community Health Partnership Improving Health Team by the Public Health Nurse.

Moderation

Moderation across schools and clusters should be developed to ensure that the standard of accreditation in Health and Wellbeing is shared across Fife. A moderation exercise will be carried out annually to provide validity to the process and reported through the Education Service quality improvement process. HMIE school inspections will also provide evidence on the success of health and wellbeing delivery in our schools. In line with this, delivery of Curriculum for Excellence experiences and outcomes should also be moderated as appropriate.

Further advice on moderating experiences and outcomes within curriculum for excellence will be provided.

School Health and Wellbeing Co-ordinator

A member of the school Senior Management Team should have a designated responsibility for health and wellbeing within the school community to ensure support for the Health and Wellbeing Co-ordinator.

The school should nominate a **Health & Wellbeing Co-ordinator** with responsibility for organising/facilitating and developing health promotion in line with Curriculum for Excellence experiences and outcomes activity within the school community. It is crucial that all staff understand their role in delivery of health and wellbeing.

The School Health and Wellbeing Co-ordinator will be the initial point of contact for service providers. However they must be supported by other staff members within the school.

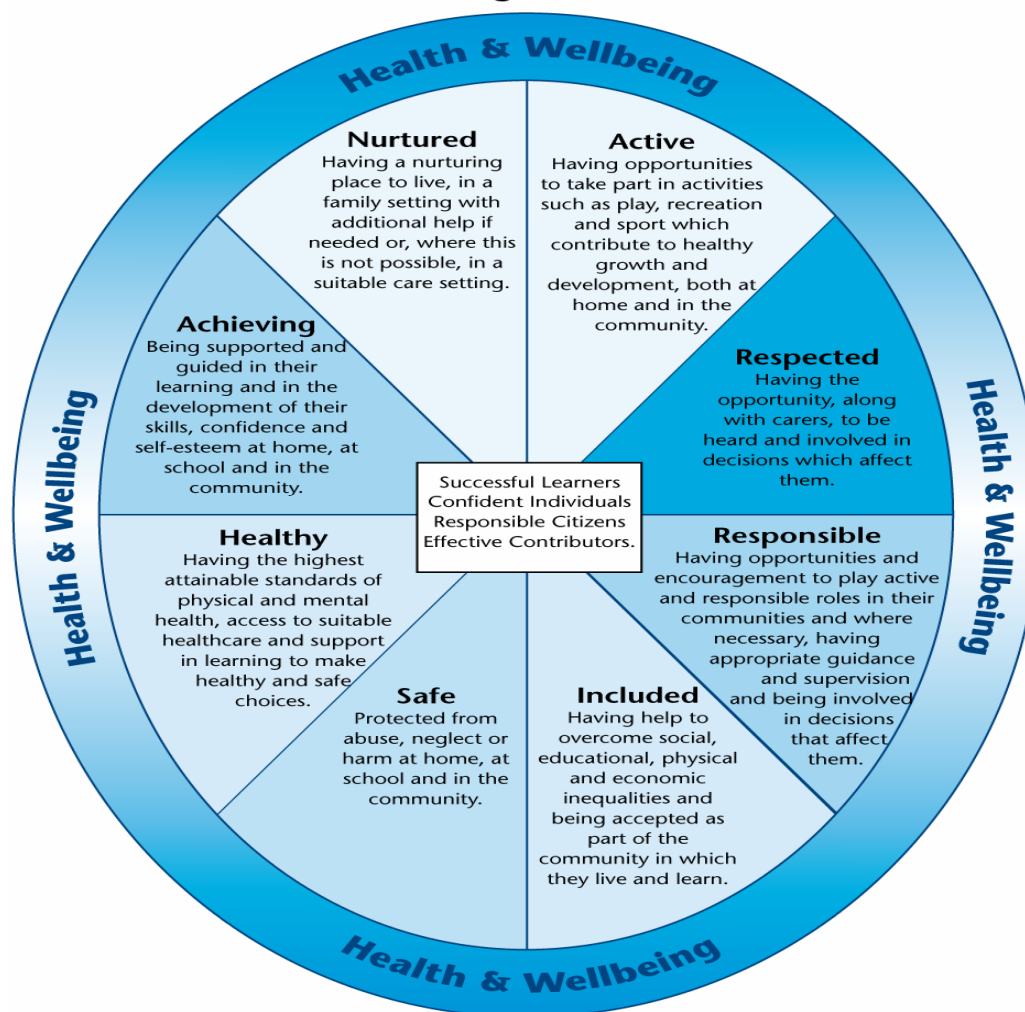
It is recommended that the role of the named co-ordinator and identified staff members is to:

- develop programmes that meet the depth and breadth principles of Curriculum for Excellence
- establish and facilitate the school Health and Wellbeing group
- initiate and take responsibility for the overall development of the Health and Wellbeing Accreditation Framework
- work in partnership with colleagues, pupils, parents/carers and outside agencies to achieve the identified priorities
- establish a close working relationship with the Public Health Nurse (School Nurse) to ensure that the nurse is involved in developments that support health and wellbeing within the school.
- discuss with the Public Health Nurse their role and capacity to support health and wellbeing within the curriculum.
- co-ordinate self evaluation that links to school improvement planning
- take the lead on developing action plans, implementing action and gathering evidence that measures impact
- ensure the school is kept abreast of National and local developments in health promotion through attending in-service training sessions, reading related information and communicating this information effectively throughout the school community
- build capacity through collegiate working and pupil participation within the school and across the wider community
- take responsibility for sharing good practice and informing all partners of the outcomes and impact of the guidance framework.

Partnership working

The shared vision and common goals that encompass all aspects of the curriculum and is relevant to all agencies is illustrated in this diagram.

The aims of health & wellbeing within Curriculum for Excellence



*Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.
(Health and wellbeing across learning; responsibilities of all 2009)*

Within the Health and Wellbeing Framework we are using the key characteristics of Being Well-Doing Well (Learning and Teaching Scotland 2004). Partnership working is central to the delivery of health and wellbeing in schools and underpins all the characteristics.

'Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as' Home School Officers, Health Professionals, Active Schools, Community Learning and Development and the Voluntary Sector.

Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and 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 achieve coherence and progression.'

Curriculum for excellence: health and wellbeing across learning: responsibility of all: principles and practice 2009

Partner agencies will support areas of identified need within local cluster areas and will focus on building capacity, developing staff skills and expertise, and will address some of the specific concerns raised by schools around children and young people's health and wellbeing.

Support for schools

The following range of support will be made available to schools;

- Support to develop School Health and Wellbeing Co-ordinators' learning network that builds capacity across schools and clusters.
- Plan for and organise professional development to build school capacity as appropriate
- Advice and assessment framework to support progression in Health and Wellbeing across learning.
- Health and Wellbeing Accreditation Framework amended and disseminated to all appropriate services
- Health and Wellbeing curriculum design support materials available to facilitate cross curricular discussion.
- Reflection tools to support staff development in curriculum for excellence and the accreditation framework
- Improving Health and Wellbeing Group (multi-agency) will continue to provide a forum for decision making and guidance on health and wellbeing in schools.
- The Improving Health Group will also ensure that schools are kept abreast of National and Local developments in both health promotion and reducing health inequalities, in-service training sessions, related information and communicating this information effectively throughout the school community and with representatives of partner agencies who attend the group.

Effective Leadership

Implementing Curriculum for Excellence: Health and Wellbeing and developing the Health and Wellbeing Framework requires leaders to have a clear vision that health and wellbeing is seen as the responsibility of all.

In order for this to be successful each establishment should have a named School Health and Wellbeing Co-ordinator, supported by the senior management team, who will ensure that all staff support the continuing development of curriculum of excellence: Health and Wellbeing and the Health and Wellbeing Accreditation Framework.

A health and wellbeing policy should be in place that outlines the vision in the school for the delivery of curriculum for excellence; health and wellbeing and in particular the aspects that are the responsibility of all. The school policy should also outline the school's approach to engaging with the Health and Wellbeing accreditation framework. The assessment and moderation elements should be included in the school policy.

Further Information

Further information on Curriculum for Excellence capacities and principles can be found in the following support materials:

The Curriculum for Excellence experiences and outcomes - Health and Wellbeing

- Building the Curriculum 1, 2, 3 and 4
- Being Well – Doing Well (Learning and Teaching Scotland 2004)
- Schools (Health Promotion and Nutrition) (Scotland) Act 2007: Health Promotion Guidance for Local Authorities
- Better Health, Better Care Action Plan NHS Scotland
- Curriculum for Excellence: Health and Wellbeing Across Learning – responsibilities of all staff: principles and practice
- Curriculum for Excellence: Health and Wellbeing across Learning – responsibilities of all staff: experiences and outcomes.

All of the above are available at www.ltscotland.org.uk and www.healthpromotingschoolsife.co.uk

Successful Learners

- *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.*
- *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*
- *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. (early)*
- *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. (first)*
- *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. (second)*
- *I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. (early & first)*
- *I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. (second)*

Confident Individuals

- *I am aware of and able to express my feelings and am developing the ability to talk about them.*
- *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways to manage them.*
- *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.*
- *I value the opportunities I am given to make friends and be part of a group in a range of situations.*
- *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.*
- *I know and can demonstrate how to travel safely.*
- *I am enjoying daily opportunities to participate in different kinds of energetic play both outdoors and indoors. (early)*
- *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 space. (first)*



Responsible Citizens

- *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.*
- *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.*
- *I am learning skills and strategies which support me in challenging times, particularly in relation to change and loss.*
- *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.*
- *Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. (fourth)*
- *I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships. (early & first)*
- *I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.*

Effective Contributors

- *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.*
- *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.*
- *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.*
- *Representing my class, school and/or wider community encourages my self worth and confidence and allows me to contribute to and participate in society.*
- *Through contributing my views, time and talents, I play a part in bringing about positive change to my school and wider community.*
- *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.*
- *I am developing the skills and the attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. (third)*
- *I understand and can demonstrate the qualities and skills required to sustain different types of relationships. (third & fourth)*