



West Dunbartonshire Council Educational Services

Curriculum for Excellence 3-18
Health and Wellbeing Strategy

April 2013

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1. Rationale

[The World Health Organisation](#) defines **health** as being “a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity”.

[United Nations Convention of the Rights of the Child](#) sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. UNICEF’s [Rights Respecting Schools Award](#) encourages educational establishments to improve the wellbeing of children and young people by actively promoting rights and respect.

Key Scottish Government policies such as '[Achieving our Potential](#)', '[the Early Years Framework](#)', '[Equally Well](#)', and '[Getting it Right for Every Child \(GIRFEC\)](#)' are all underpinned by the principles of early intervention and prevention.

The [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) places a duty on local authorities to ensure that all schools are health promoting.

[Curriculum for Excellence](#) states that good health and wellbeing is central to effective learning and preparation for successful independent living. There is a clear and direct link between successful learning and positive health outcomes.

At the core of health and wellbeing is the development of knowledge and understanding, skill, capabilities and attributes that support children and young people’s mental, social, emotional and physical wellbeing now and in the future.

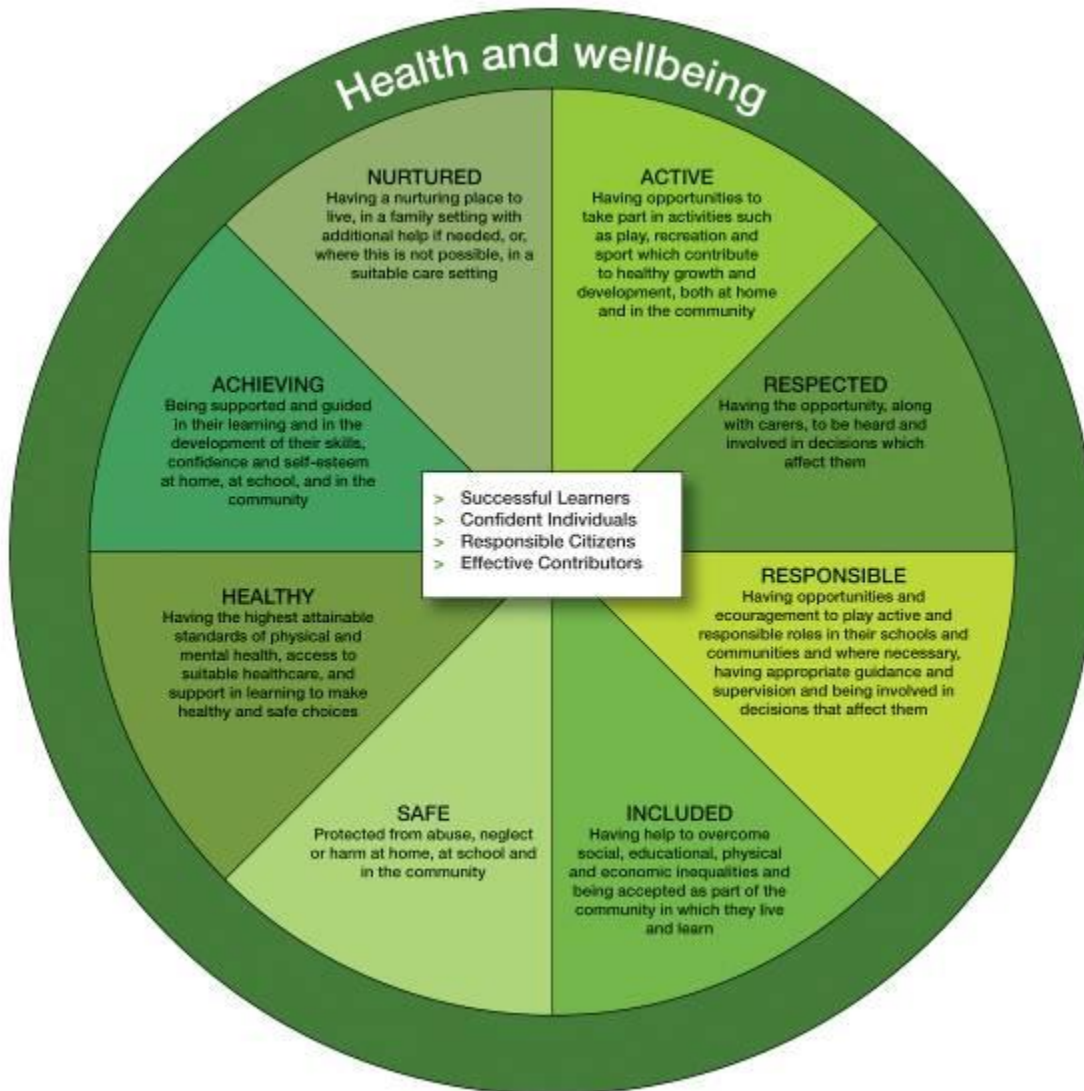
It is crucial that all adults in education establishments are fully aware that they have a responsibility to develop and nurture the health and wellbeing of children and young people.

This strategy sets out to provide guidance on health and wellbeing within the framework of Curriculum for Excellence and takes account of relevant local, national and international policies.

2. Aims and Purpose

The key aims of West Dunbartonshire Council's Health and Wellbeing strategy are:

- To ensure that through Partnership working all learners are;



- To ensure that **all** practitioners understand the fundamental importance of the Health and Wellbeing Framework and their responsibility for contributing to this to prepare young people for learning, life and work.

Purposes of learning in health and wellbeing

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.

[\(Cfe Health and Wellbeing Principles and Practice Paper\)](#)

3. Background

Global

The widening gap in health status between the most affluent communities and most deprived communities demonstrates that the impact of socio-economic factors on health and wellbeing are determined by life circumstances and where people live (World Health Organisation 2006).

Health inequalities are influenced by a wide range of factors including access to education, with research suggesting education is a major determinant of health and health inequalities (Bambra et al 2008).

National

Although the overall health of communities is improving, the most rapid improvements are within the more affluent communities resulting in marked differences in health status, life expectancy, and premature mortality (Scottish Government 2008).

Evidence demonstrates a gap in educational attainment between children and young people from deprived communities and those from more affluent communities (Scottish Government 2008).

Nationally the focus on early years has been placed at the hub of the health inequalities agenda as it is acknowledged this is where health inequalities may first emerge and in turn influence lives. Key legislative and policy frameworks (see Appendix 1) seek to address the major challenge of breaking the cycle of poverty, inequality and poor health throughout the early years.

Local

West Dunbartonshire Council has considerable pockets of severe under-privilege. It is one of five local authorities in Scotland with the largest number of geographical zones in the 15% most deprived areas according to the Scottish Index of Multiple Deprivation (SMID) 2012.

4. Vision and Leadership

Effective leadership should be open, collaborative and responsive in order to create and sustain a shared vision of health and wellbeing.

Effective leadership will ensure that all staff have a clear and shared recognition of their responsibility in the development of health and wellbeing for children and young people.

Effective leadership will maintain a positive ethos and a climate of respect and trust based upon shared values across the school community.

Each educational establishment in West Dunbartonshire Council will:

- Ensure that their learning and teaching policy reflects the principles and practice of health and wellbeing across the curriculum.
- Co-ordinate the development of approaches to health and wellbeing across the whole school, and where applicable, with other establishments.
- Ensure that all staff fully understand that they have a responsibility to deliver the health and wellbeing experiences and outcomes for children and young people.
- Have in place a system to monitor children and young people's experiences across all aspects of health and wellbeing.
- Share good practice and co-ordinate staff development
- Evaluate their work in delivering a balanced and progressive health and wellbeing programme for children and young people.
- Actively engage and consult with parents/carers in delivering aspects of health and wellbeing such as relationships, sexual health and parenthood programmes

5. Learning, Teaching and Assessment

All aspects of health and wellbeing, including events, require to be planned as part of a whole school approach to ensure that they have a sustained impact on the learning outcomes for children and young people. The experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of children and young people. Careful planning will be required to ensure appropriate pace and coverage of the experiences and outcomes in health and wellbeing. The knowledge, skill and attitudes that are identified across various aspects of the experiences and outcomes are interrelated and learning should be planned and delivered in ways that enable children and young people to make the links.

The quality of learning and teaching and the enthusiasm and commitment with which it is delivered is the most important influence on the aspirations of children and young people.

Approaches to learning and teaching will:

- Use a variety of approaches including active, cooperative and peer learning
- Make effective use of technology
- Make good use of the outdoor environment
- Take account of the views and experiences of children and young people, particularly where decisions are to be made that may impact on life choices
- Take account of research and successful practice, particularly in sensitive areas such as substance misuse
- Encourage children and young people to act as positive role models
- Harness the experience and expertise of different professions, including developing enterprise and employability skills

The health and wellbeing experiences and outcomes encourage links with all of the other curriculum areas. These include

- valuable opportunities to develop skills in literacy and numeracy
- important links with religious and moral education and religious education in Roman Catholic schools in the establishment of values and growth of spiritual wellbeing, and in considering relationships
- activities in expressive arts in contributing to a child's or young person's sense of wellbeing bringing learning to life
- clear connections between science and aspects of health and wellbeing
- close connections with dance and physical education

To reinforce learning and to provide relevant and enjoyable experiences for children and young people, links with other curriculum areas should ensure there is scope to plan challenging interdisciplinary learning opportunities in individual establishments, between establishments, across clusters and across sectors.

Assessment should take account of the breadth and purpose of the wide range of learning experienced by children and young people in health and wellbeing. It should focus on their knowledge and understanding, skills and attributes in relation to the six key curriculum organisers in health and wellbeing:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood
- Planning for choices and changes

Evidence of progress should be gathered as part of day-to-day learning and, as appropriate, through specific assessment tasks.

From the early years through to the senior phase, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships. They should also be able to demonstrate through their personal planning and decision making the appropriate skills, attitudes and attributes that are important for the world of work, such as judgement, resilience and independence

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts. Recognising the wider achievements of children and young people within the areas of health and wellbeing will form part of the positive ethos and shared values of each establishment.

6. Monitoring and evaluating

Health and wellbeing should be reviewed and monitored holistically across the whole establishment on a regular basis. The views of children and young people, along with staff, parents and partners should be gathered as part of the evaluation of process.

The core quality indicators from ['How Good is Our School'](#) and ['The Child at the Centre'](#) are reported through the Standards and Quality Report and through the inspection process. These quality indicators make specific reference to positive outcomes for children and young people in terms of their health and the processes by which establishments ensure these positive outcomes.

West Dunbartonshire Council has put in place a systematic and structured approach to follow on from the Health Promoting Schools Accreditation process with a programme of focused health and wellbeing visits to establishments. All establishments are required to take part in a focused health and wellbeing visit every three years.

7. Partnerships and Parents

Learning in health and wellbeing can benefit greatly from strong and collaborative work with a range of partners to enhance and complement the health and wellbeing curriculum with the contribution of specialist expertise and knowledge. Community partners in West Dunbartonshire include:

- Community Health Care Partnership and NHS colleagues
- Further and higher education providers
- Police
- Road safety
- Fire and rescue services
- West Dunbartonshire Leisure Trust (Sports Development and Active Schools)
- Local sports clubs
- Arts and cultural groups
- Local religious and spiritual organisations
- Voluntary organisations

Partnership working between staff and others such as parents/carers, home link staff, educational psychologists, schools within the local cluster, the wider community, and other council services is an essential aspect of children and young people's learning in health and wellbeing.

Effective collaborative planning requires to be put in place to ensure that the contributions of partners provide relevant and meaningful health and wellbeing experiences for children and young people.

8 **Summary**

[Curriculum for Excellence](#) has an important role to play in promoting health and wellbeing in establishments and across the local community. Most important of all is the mental and emotional wellbeing of our children and young people in order that they grow up to become resilient adults who are equipped to enjoy positive relationships in society.

Appendices

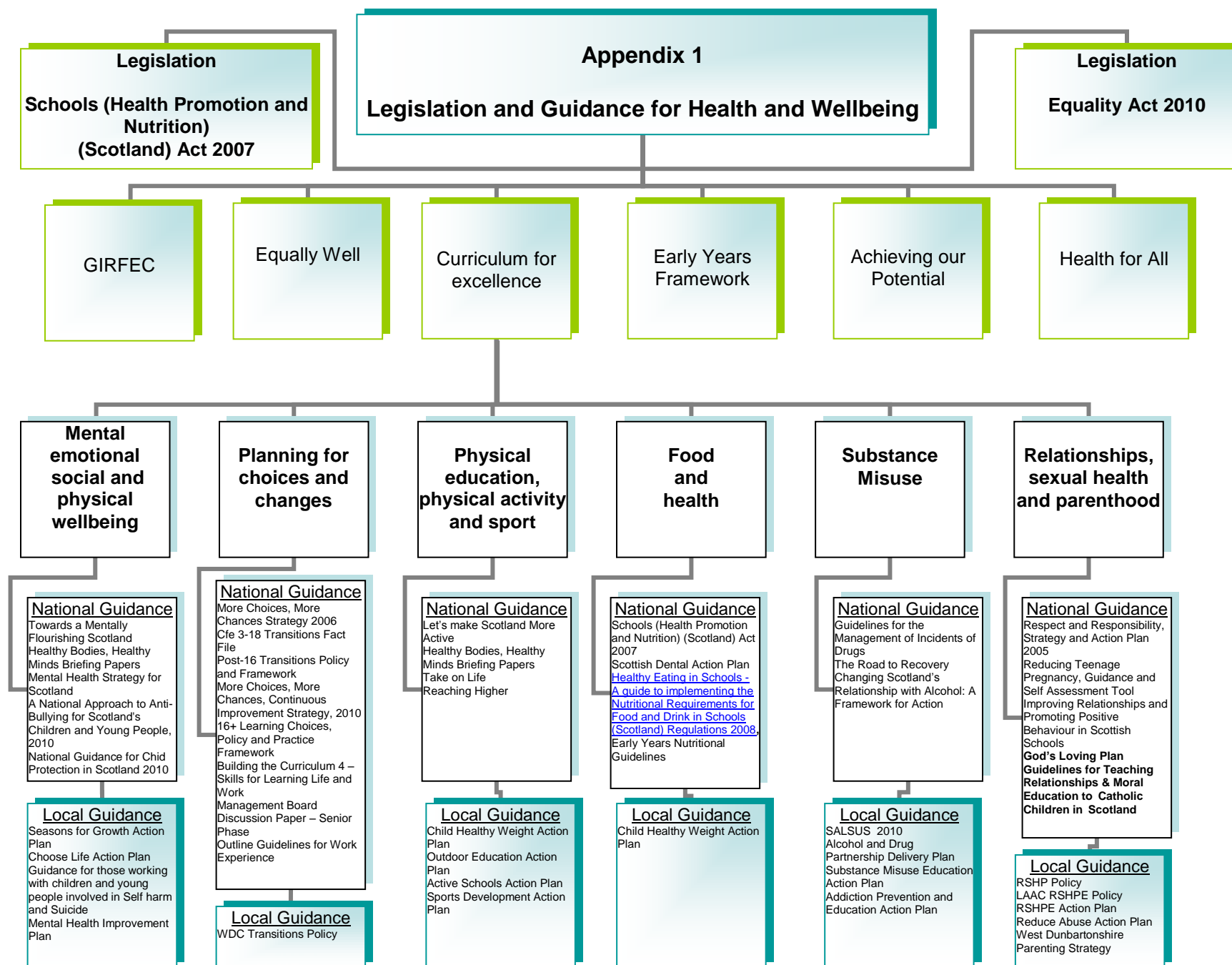
Appendix 1 Policy flow chart

Appendix 2 Health and Wellbeing Action Plan

Appendix 3 Programmes in place to support Health and Wellbeing in a Curriculum for Excellence

Appendix 4 An example of a whole school approach to planning Health and Wellbeing

Appendix 5 Reflective Questions



Appendix 2: Health and Wellbeing Action Plan

Actions	Lead Staff	Timescale	Resources	Expected Impact/Outcome	Monitoring/ Evaluation
1. Establish a health and wellbeing action group	QIO Health and Wellbeing	June 2013	Officer time	Implement H & WB strategy	Head of Service
2. Continue focused health and well being visits to schools	QIO; Health Development Officer (HDO)	2013 - 2015	Officer time	Ensure positive H & WB experiences for children	Completed individual school reports & self-evaluation forms
3. Introduce focused H & WB visits to early years establishments	QIO; Health Development Officer	2013 - 2015	Officer time	Ensure positive H & WB experiences for children under 5	Completed individual establishment reports and self-evaluation forms
4. Provide support to staff through professional learning opportunities	Health Development Officer/Key partners	2013 - 2015	Officer time Key Partners CPD Unit CFE Budget	Staff are confident in delivering all areas of H & WB	HDO CPD Unit Feedback
5. Provide support to establishments with relevant resources	HDO Key Partners	2013 - 2015	Officer time Key partners CFE Budget	Consistent and relevant materials in place to support learning	HDO Feedback/ Surveys
6. Identify and share good practice across the council	HDO	2013 - 2015	Officer time	Ensure VG quality of experiences for young people	H & WB Action Group
7. Continue to build WDC H & WB GLOW resource bank	HDO	2013 - 2015	Officer time	Improved electronic support to staff	Head of Service H & WB Action Group
8. Review and evaluate H & WB Action Plan	QIO; HDO	June 2015	Officer time	Improved H & WB outcomes for children	H & WB Action Group

Appendix 3 - Programmes in place to support Health and Wellbeing in delivering Curriculum for Excellence

	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
Early Years	PATHS Incredible Years Triple P Mellow Bumps Mellow Parenting Rights Respecting Schools Play at Home FAST Programme Traffic Club Road Safety Topic Box Kerbcraft Streetfeet		Sports Development	Childsmile Eat Well to Play Well	Mr Fluffy	
Primary	PATHS Roots of Empathy Seasons for Growth Nurture Groups FAST Programme Alzheimer Scotland Programme Streetsense Streetfeet Travelling Green Step Forward Scottish Cycle Training Scheme JRSO Public Speaking Competition Safer, Fitter, Greener		Active Schools Sports Development Outdoor Education Programme ACES Active Choices	Childsmile ACES Active Choices Pictorial Menus Eat Well to do Well	WDC P1-P7 Substance Misuse Programme Tobacco Education Topic Box Trade Winds Name the Teddy Smoke Free Schools Award	P1-7 WDC Primary RSHP Programme Positive Steps God's Loving Plan St Mungo Material Happy 2 Chat Gold Stars and Dragon Marks What's gender got to do with it? Wee Books of Life, Love and Living

Secondary	Positive Mental Attitudes	SQA Widening Achievement Awards	Active Schools Sports Development		NHSGGC Substance Misuse Toolkit	S1-6 WDC Secondary RSHP programme
	Seasons for Growth Managing Teenage behaviour On Edge Programme Your Call Crash Magnets Road Safety Theatre in Education	Employability Skills Placement Reach Programme Strathclyde Summer School Focus West	Outdoor Education Programme		Peer Education Programme and Topic Box Tobacco Education Topic Box S1 Smoke Free 4 Me Smoke free schools award	S1-6 Called to Love Happy 2 Chat S1-4 Domestic Abuse Programme S3 Sexual Bullying Programme S1-4 Wee Books of Life, Love and Living S3/4 Crush DVD & Theatre Performance S4 Media Literacy S6 Sexualisation and the Macho Culture Family Nurse Partnership

Appendix 4 - Example of a whole school approach to planning health and wellbeing in a primary school

		Mental, Emotional, Social and Physical Well Being	Planning for Choices and Changes	Physical Education, Physical Activity and Sport	Food and Health	Substance Misuse	Relationships, Sexual Health and Parenthood
EARLY	P1	School Values School Ethos	My School Topic Transition Active Learning Visitor Talks Enterprise Topic Streetsense	School PE Pack	Eat Well To Do Well Fairtrade	Unsafe situations and emergencies	RE Programme Focus Days God's Loving Plan
	P2	Discipline procedures Concerts	Transition Active Learning Visitor Talks Enterprise Topic Streetsense	Active Schools Games Pack	Eat Well To Do Well Fairtrade	Medicines and Harmful substances - choices	RE Programme Focus Days God's Loving Plan
FIRST	P3	Theme Days PLP's Active / Co-operative Learning	Visitor Talks Focus Days Enterprise Topic Streetsense	After School Clubs	Eat Well To Do Well Fairtrade	Medicines and Harmful substances	RE Programme Focus Days God's Loving Plan
	P4	Pupil Voice	Visitor Talks Focus Days Enterprise Topic Streetsense	Outdoor Learning	Eat Well To Do Well Fairtrade	How alcohol, tobacco and other drugs affect the body	RE Programme Focus Days God's Loving Plan
	P5	Sharing in Learning Celebrating Success	Visitor Talks Focus Days Pupil Target Setting Enterprise Topic Streetsense		Eat Well To Do Well Fairtrade	Drugs and risk taking (legal and illegal)	RE Programme Focus Days God's Loving Plan
SECOND	P6	Assemblies Social Skills	Visitor Talks Focus Days Pupil Target Setting Enterprise Topic Streetsense		Eat Well To Do Well Fairtrade	Learning about Tobacco – Interdisciplinary topic	RE Programme Focus Days God's Loving Plan

	P7	Golden Time	Visitor Talks Focus Days Pupil Target Setting Enterprise Topic Transition Programme Streetsense		Eat Well To Do Well Fairtrade	Learning about Alcohol – Interdisciplinary topic	RE Programme Focus Days Relationships & Sexual Education God's Loving Plan
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	Mental, Emotional, Social and Physical Well Being	Planning for Choices and Changes	Physical Education, Physical Activity and Sport	Food and Health	Substance Misuse	Relationships, Sexual Health and Parenthood
Primary 1-7	Celebrating Success	Interdisciplinary Planning	2 Hours per week PE	Dinner Hall theme days	Visits by Community Groups	Anti-bullying
Early – Second Level	Weekly Social Skill	Health & Wellbeing Focus Day	Class moves	Fairtrade Focus Day		Focus Days
	Golden Time			Daily Milk		
	Class Rules		Outdoor Learning			Fun Week
	Focus Days	Road Safety Focus Day		Fruit in School		
	Circle Time	Eco Focus Day	Drama Warm Ups			This Is Our Faith
		Financial Education Week	Playground Games			Assemblies
		Anti-Bullying Focus Day	Walk to School Week			God's Loving Plan
		Fairtrade Focus Day	Fun Week			School Ethos
		Fun Week	Active Schools			
			Brain Gym			

Planning of Health and Wellbeing

	Block 1	Block 2	Block 3
	Physical Education, Physical Activity & Sport - Mental, Emotional, Social and Physical Wellbeing (1) Enterprise – Planning for Choices and Changes (2) (at a time suitable to individual classes)		
P1	Transition Programme (2) My School Topic (2) Streetsense (1) Road Safety Focus Day	Food and Health (4) – Eat well to do well. Step 1 lessons 1-4 Fairtrade	Substance misuse (5) God's Loving Plan (6)
P2	Streetsense (1) Road Safety Focus Day	Food and Health (4) – Eat well to do well. Step 2 lessons 1- 6 Fairtrade	Substance misuse (5) God's Loving Plan (6)
P3	Streetsense (1) Road Safety Focus Day	Food and Health (4) – Eat well to do well. Step 2 lessons 7- 8, Step 4 lesson 1 Fairtrade	Substance misuse (5) God's Loving Plan (6)
P4	Streetsense (1) Road Safety Focus Day	Food and Health (4) – Eat well to do well. Step 3 lessons 2- 6 Fairtrade	Substance misuse (5) God's Loving Plan (6)
P5	Streetsense (1) Road Safety Focus Day	Food and Health (4) – Eat well to do well. Step 4 lessons 1- 8 Fairtrade	Travelling Green Substance misuse (5) God's Loving Plan (6)
P6	Streetsense (1) Road Safety Focus Day	Food and Health (4) – Eat well to do well. Step 5 lessons 1- 8 Fairtrade	Cycling Proficiency (1) Substance misuse-tobacco (5) God's Loving Plan (6)
P7	Streetsense (1) Road Safety Focus Day	Relationships and Sexual Education (6) Food and Health (4) – Eat well to do well. Step 6 lessons 1-4 Fairtrade	Transition Programme (2) Substance misuse- alcohol (5) God's Loving Plan

1 = Mental, emotional, social and physical wellbeing
4 = Food and health

2 = Planning for choices and changes
5 = Substance Misuse

3 = Physical education, physical activity and sport
6 = Relationships, sexual health and parenthood

Appendix 5

Reflective Questions for Health and Wellbeing

What are the main purposes of learning in health and wellbeing?

What do we need to consider/take into account when planning our health and wellbeing programmes?

To what extent do we make good use of parents, partners or other agencies to support our health and wellbeing programmes?

What are the broad features of assessment in health and wellbeing?

How do we ensure that the essential aspects of personal safety are included in our health and wellbeing programmes?

Are we providing appropriate breadth and depth across the different aspects of health and wellbeing?