**Health and Wellbeing at Ballater School**

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.

We want all children and young people to be able to learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives.

Health and wellbeing is organised into six areas:

* 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

**Mental, emotional, social and physical wellbeing** are essential for successful learning. The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. These four aspects of wellbeing are inextricably linked.

**Planning for choices and changes** Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life. Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

**Physical activity and sport** In addition to 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. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning. The experiences and

outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries

**Food and health** Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They explore how the dietary needs of individuals and groups vary through life stages, for example during pregnancy and puberty, and the role of breastfeeding during infancy. Learners develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines including good oral health. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

**Substance misuse** Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

**Relationships, sexual health and parenthood** Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

In Ballater School Health and Wellbeing is taught in explicit weekly lessons using the Healthy Schools framework.

These grids give continuity across the school and a clear progression from nursery to P7. They bring together all the Health & Wellbeing curricular Experiences and Outcomes into groups and aligns them with the 8 SHANARRI wellbeing indicators. A child’s journey can be followed over a school year through the Health and Wellbeing topics of Food and Health, Physical education, Physical Activity and Sport (PEPAS) and Healthy Lifestyles containing: Mental, social, emotional and physical wellbeing, Planning for choices and changes, Relationships, sexual health and parenthood, Substance misuse.

Health and Wellbeing is also covered in whole school assemblies, through links to Interdisciplinary Topics and as issues arise and are dealt with in class as required e.g. issues around friendships, personal hygiene and safety.

**Healthy Schools**

<https://healthyschools.scot/>

**Emotion Works**

In Ballater School Mental and Emotional Health and Wellbeing is further developed through Emotion Works, an educational programme for emotional learning and literacy and is used alongside the Healthy Schools frameworks. The Emotion Works programme is based around a visually supportive framework for learning and talking about emotions, the goal is to build emotional language and understanding in the children to help them develop emotional competence and resilience.

The differentiated levels of the programme are used with the children across all ages and stages, and can be linked to all kinds of topics, themes and aspects of learning. The framework identifies seven categories of emotional knowledge and competence that link together to help show how ‘emotion works’. The links between the different categories demonstrate the causal connections between concepts such as emotion triggers, body sensations, emotion behaviours, intensity and regulation strategies.

<https://www.emotionworks.org.uk/>

<https://education.gov.scot/Documents/health-and-wellbeing-eo.pdf>

<https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf>

<https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks>

<https://education.gov.scot/improvement/practice-exemplars/aberdeenshire-council-learning-pathways-from-early-to-second-level/>

<https://thedailymile.co.uk/>