

Health and wellbeing: responsibility of all

Making the links... making it work

'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



Health and wellbeing: responsibility of all

Introduction

This booklet includes:

- Key messages in relation to Health and wellbeing: responsibility of all
- Ideas to make Health and wellbeing: responsibility of all more meaningful and manageable
- Tips on how to use the poster resources to aid planning and evaluation
- Advice on how to make links between Health and wellbeing: responsibility of all, Getting it right for every child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC)
- Suggestions on how to evaluate learners' progress

Health and wellbeing is structured into six 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**

Those in blue are the responsibility of all.

(Physical activity and sport at early and first levels.)

The responsibilities of all include each practitioner's role in:

- establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to
- creating an environment where children and young people feel secure in their ability to discuss sensitive aspects of their lives
- promoting a climate in which children and young people feel safe and secure
- modelling behaviour which promotes health and wellbeing and encouraging it in others
- using learning and teaching methodologies which promote effective learning
- being sensitive and responsive to the wellbeing of each child and young person

[Curriculum for Excellence: Health and Wellbeing principles and practice](#)

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



Health and wellbeing: responsibility of all

Health and Wellbeing Curriculum Impact Report



This report identified five key themes which are central to effective delivery of Health and wellbeing: responsibility of all:

- Partnership working
- Career-long professional learning
- Learners' voice and engagement
- Leadership – at all levels
- Self-evaluation and looking ahead

Learners' Experiences

All inspections include a focus on learners' experiences including the extent to which children and young people feel they are being supported through the wellbeing indicators.

Skills for learning life and work

All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond.

At the heart of health and wellbeing is the capacity to form and sustain good personal, social and working relationships. This promotes resilience; self-esteem and confidence with regard to learning.

Skills in personal learning planning and career management, working with others, leadership and physical co-ordination and movement all relate closely to health and wellbeing as well as to enterprise and employability.

GTC Scotland Professional Standards

The suite of professional standards provide a framework for teachers to examine, inform and continually develop their thinking and practice.

The core area of **Professional Values and Personal Commitment** highlights the following as fundamental to being a teacher:

- Social justice
- Integrity
- Trust and respect
- Professional commitment

These, along with many aspects of **Professional Knowledge and Understanding** and **Professional Skills and Abilities** also articulate well with the roles and responsibilities of practitioners for health and wellbeing.

Making it work

Using this resource

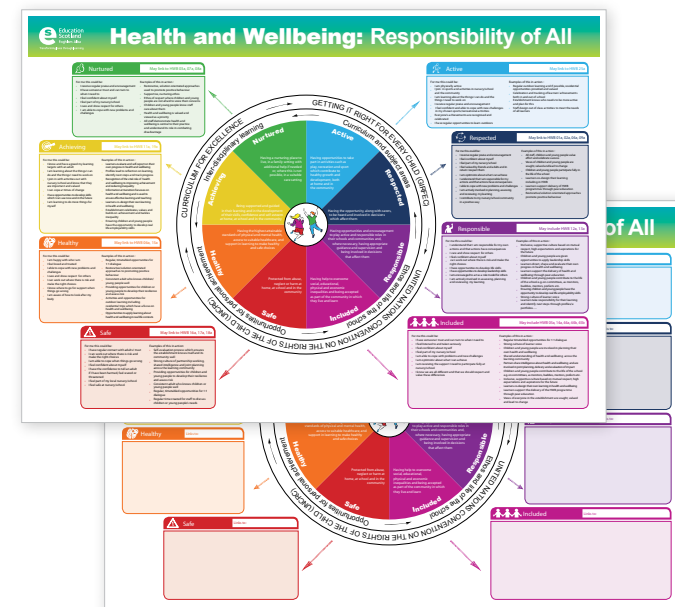
The information in this resource package is intended to help practitioners and establishments develop a shared understanding of Health and wellbeing: responsibility of all. It aims to help all those working with children and young people in an educational setting to move towards embedding it within their work and to develop a framework to ensure progression in learning in this area.

The aim of this resource is to demonstrate the links between Health and wellbeing (HWB): responsibility of all, Getting it right for every child (GIRFEC) and United Nations Convention on the Rights of the Child (UNCRC). The key to this is making the connection between the health and wellbeing experiences and outcomes which are the responsibility of all and the wellbeing indicators (SHANARRI Wheel). This ensures that the child is at the centre and their wellbeing is paramount.

Copies of both posters can also be found at <https://education.gov.scot/improvement/hwb30-making-links>

The poster aims to do several things:

- Provide a framework to aid the planning and evaluation cycle
- Illustrate how Curriculum for Excellence, Getting it right for every child and United Nations Convention on the Rights of the Child complement each other when embedding child-centred wellbeing
- Highlight how Health and wellbeing: responsibility of all is the vehicle to help deliver GIRFEC wellbeing indicators
- Give suggestions of how the Health and wellbeing: responsibility of all experiences and outcomes may link to the wellbeing indicators
- Demonstrate how Health and wellbeing: responsibility of all is delivered through the four contexts for learning
- Give examples of how it could be for children and young people if their health and wellbeing needs are being met within a school community
- Give examples of how establishments are meeting the health and wellbeing needs of their children and young people.



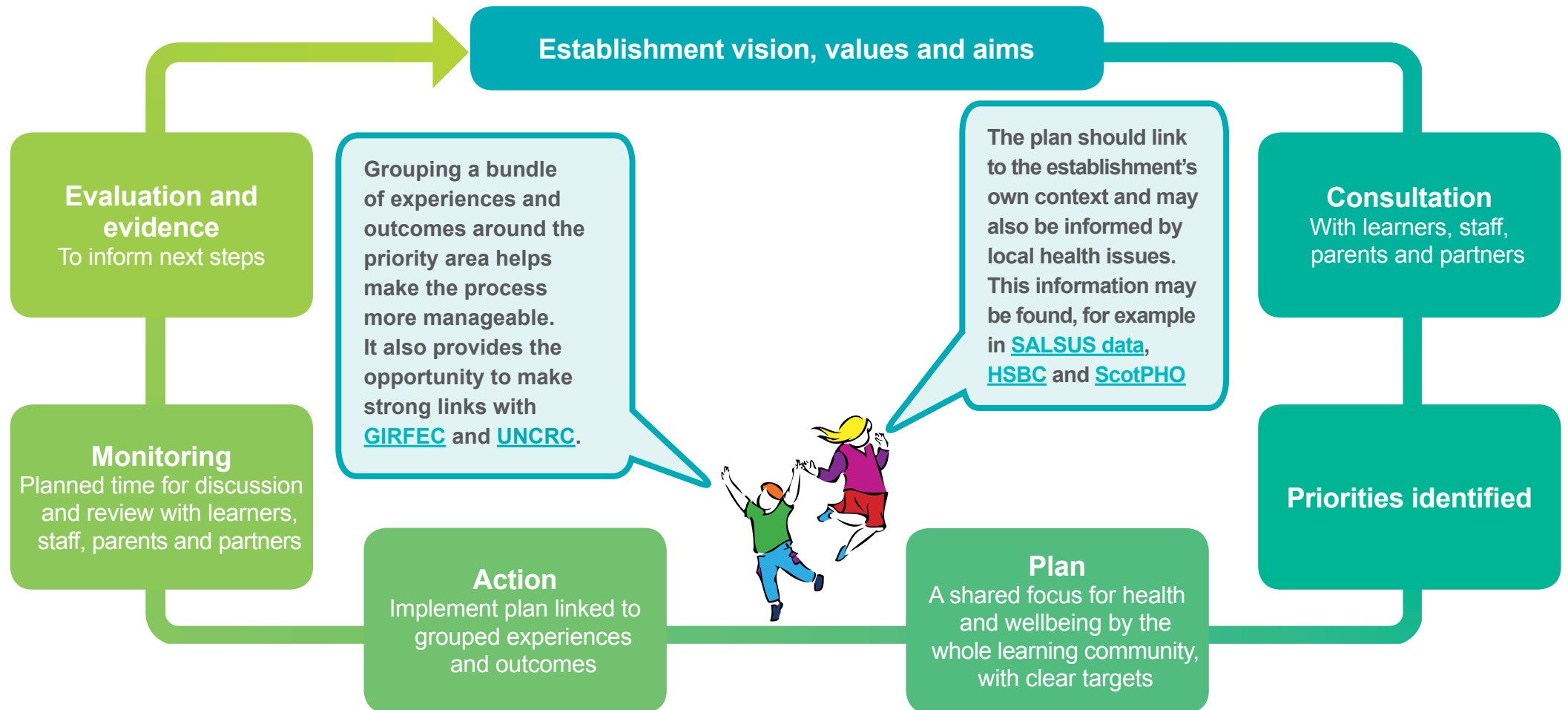
The blank poster allows establishments to develop their own statements and examples unique to their context.

Children and young people may need to be supported to reflect on how their needs are being met. It would be expected that their own words or images would be used to describe what it feels like for them in their own learning community. Alongside this, establishments would include their own very specific examples of strategies that need to be in place to facilitate this.

These may be downloaded for use within any area of your establishment, for example, classrooms, the school office, the dining hall and the playground.

Making it meaningful

Involving the whole learning community in the planning, implementation and evaluation of Health and wellbeing: responsibility of all will help develop a shared rationale and set priorities based on the needs of the learner.



Making it manageable

Grouping the experiences and outcomes together under themes will help make embedding them across the learning community more manageable. One way to do this is to align them with the wellbeing indicators. This is illustrated on the poster and can be seen below in more detail.

Most of the experiences and outcomes span from early to fourth level; this is because they are applicable throughout life. Progression may not always be linear, but all should be revisited regularly in ways which are both age appropriate and relevant.

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-4-16a**

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 0-4-17a**

I know and can demonstrate how to travel safely. **HWB 0-4-18a**

I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-4-06a**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 0-4-15a**

Safe May link to HWB 16a, 17a, 18a

For me this could be:

- I have regular contact with adults I trust
- I can work out where there is risk and make the right choices
- I am able to cope when things go wrong
- I feel confident about myself
- I have the confidence to tell an adult if I have been harmed, feel scared or threatened
- I feel part of my local nursery/school
- I feel safe at nursery/school

Examples of this in action:

- Self-evaluation process which ensures the establishment knows itself and its community well
- Strong culture of partnership working, shared intelligence and joint planning across the learning community
- Providing opportunities for children and young people to develop their resilience and assess risk
- Consistent adult who knows children or young people well
- Regular, timetabled opportunities for 1:1 dialogue
- Regular time created for staff to discuss children or young people's needs

Healthy May link to HWB 06a, 15a

For me this could be:

- I am happy with who I am
- I feel loved and trusted
- I am able to cope with new problems and challenges
- I care and show respect for others
- I can work out where there is risk and make the right choices
- I know where to go for support when things go wrong
- I am aware of how to look after my body

Examples of this in action:

- Regular, timetabled opportunities for 1:1 dialogue
- Restorative/solution orientated approaches to promoting positive behaviour
- Consistent adult who knows children/young people well
- Providing opportunities for children or young people to develop their resilience and assess risk
- Activities and opportunities for outdoor learning including residential trips which have a focus on health and wellbeing
- Opportunities to apply learning about health and wellbeing in real life contexts

Healthy for personal achievement
standards of physical access to suit support in learning an

Staff have the scope to group experiences and outcomes together in **different and imaginative** ways which enrich, consolidate and **enhance progression in learning**, for example, around themes such as positive relationships or managing my learning.

Each learning community will have their own priorities and these should take into consideration **their own unique context** and **views of staff, children and young people, parents and partners**.

Making it accessible

Identifying key messages around the indicators linking to the experiences and outcomes can provide a useful aid for children and young people.



Nurtured

- Having adults I can talk to
- Feeling I belong



Active

- Being active
- Learning outside



Achieving

- Valuing my achievements
- Agreeing learning targets with adults



Respected

- Feeling valued
- Getting praise and encouragement



Healthy

- Looking after my body and mind
- Feeling loved and trusted



Responsible

- Showing care and respect
- Learning to make good choices



Safe

- Feeling safe
- Having adults I trust



Included

- Feeling part of my nursery/school
- Feeling listened to

Making the links

Getting it right for every child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach to reforming children's services to improve outcomes for all children and young people. It overarches all other policies for children, young people and families. GIRFEC is important for everyone who works with children, young people and families, as well as those who work with adults who look after children. It provides the strategic policy framework supporting other key policies and guidance, including Curriculum for Excellence.

Getting it right for every child values and principles

GIRFEC requires every practitioner to apply a UNCRC approach in day-to-day practice by **putting children at the centre**:

- Promoting the wellbeing of individual children and young people
- Keeping children and young people safe
- Putting the child at the centre
- Taking a whole child approach
- Building on strengths and promoting resilience
- Promoting opportunities and valuing diversity
- Providing additional help that is appropriate, proportionate and timely
- Supporting informed choice
- Working in partnership with families
- Respecting confidentiality and sharing information
- Promoting the same values across all working relationships
- Making the most of bringing together each worker's expertise
- Co-ordinating help
- Building a competent workforce to promote children and young people's wellbeing

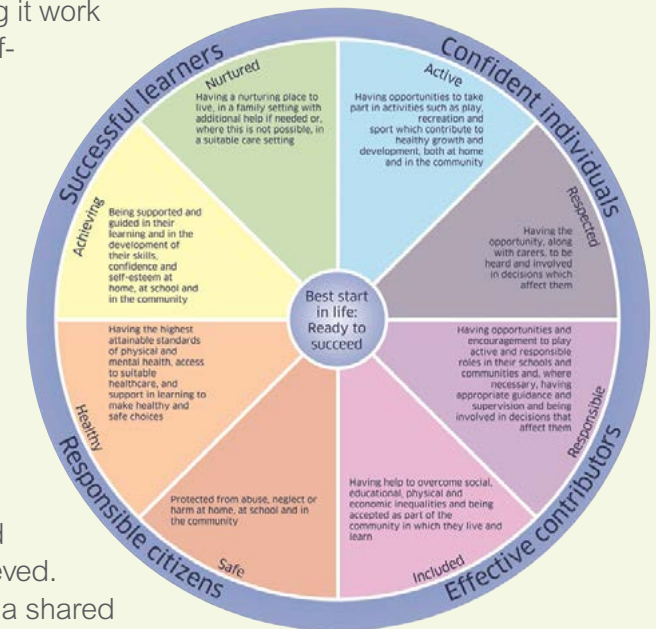


GIRFEC self-evaluation tool

The Scottish Government has developed an electronic tool for leaders and staff teams in all establishments to support self-evaluation.

The tool and accompanying support guide is available on www.scotland.gov.uk/Topics/People/Young-People/gettingitright/resources/practical-tools/self-evaluation

The Making the links... making it work resource and the GIRFEC self-evaluation tool complement one another. When users are in the process of self-evaluation, it might be helpful to introduce the 'Making the links' resource to drill down into a few of the wellbeing indicators to explore what a 'nurturing' or 'safe' classroom/school community would look like/feel like for its pupils and to consider the experiences and outcomes that could be achieved. This will help staff to develop a shared understanding of health and wellbeing and, in turn, ensure that the culture in their establishment is getting it right for every child.

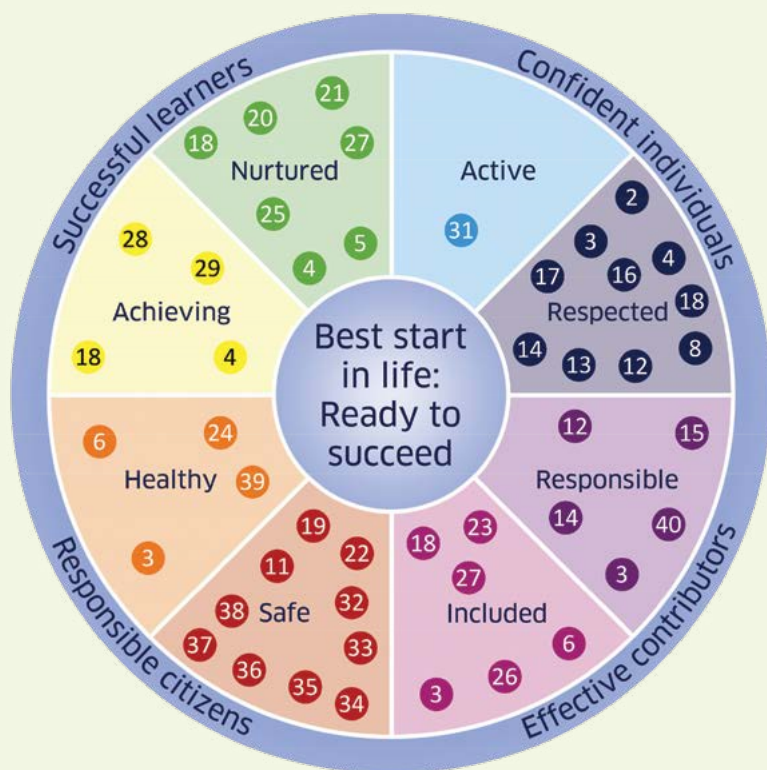


Making the links

United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) was produced in 1989 specifically for children, recognising the special care and protection they need throughout childhood. The Convention sets out these rights in 54 Articles and three Optional Protocols.

Every child is entitled to the **protection, provision and participation** that these rights seek to uphold; it is the responsibility of every adult working with children to be effective **duty-bearers** of these rights, and to ensure that children are able to claim their rights through opportunities for learning and participation.



UNCRC: The foundation of Getting it right for every child

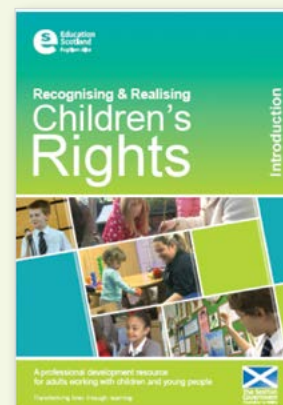
UNCRC; The foundation of Getting it right for every child links each of the Articles to the wellbeing indicators.

The four core principles of the convention are:

- Non discrimination
- Devotion to the best interests of the child
- The right to life, survival and development
- Respect for the views of the child

Children's rights clearly relate to their wellbeing. If we value children and young people's rights then we must provide a learning community which makes them feel included, where their achievements are valued and celebrated and where their **voice is heard**. To ensure we take practical approaches to support children and young people, the UNCRC/GIRFEC approach would encourage practitioners:

- To consider each child as an individual with their own needs, risks and rights
- To engage and involve the child as far as practical in discussions and decisions which affect his or her future
- To seek out and consider the voice of the child
- To plan and review activity to improve outcomes based on wellbeing



Recognising and Realising Children's Rights

This interactive training resource aims to develop participants' knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) with the purpose of promoting rights-based values, attitudes, skills and practices among those adults who have a duty of care for children and young people.

Making it work, evaluating progress

Establishments must be able to show evidence of the progress children and young people are making in relation to their health and wellbeing. However, it would seem counterproductive to designate a particular level for a learner's achievement in health and wellbeing, where the learner's development and progress is dependent on a variety of factors and life circumstances which can change quickly.

Staff and learners should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

Asset-based Approach

This involves equipping learners to see themselves as assets of and for their own health and wellbeing. **Such an approach enables the learners to develop the skills and knowledge to take responsibility for developing their own health and wellbeing, with support from the establishment.** It allows children and young people to nurture and develop their strengths and seek support where they feel they need to develop further.

Evaluating Progress

Some examples of how establishments might build a picture of children and young people's progress in health and wellbeing include:

- Children and young people **self-reporting** on their own progress
- **Observations and one-to-one dialogue** between the learner and an adult who knows them well

Over time, **dialogue** with the learner will focus on progress in relation to the learner's journey across all of the different aspects of health and wellbeing.

This is synonymous with the clear expectations around the entitlement for **universal pupil support**.

Monitoring and Tracking

Examples of how establishments may wish to monitor progress may include:

- ongoing reflection by the child/young person
- ongoing observation and dialogue
- scheduled protected time for one-to-one dialogue with all learners
- using information gathered through existing whole school approaches which may include profile, e-portfolio, PLPs, learner's self-reflection comments and pastoral notes
- information gathered from parents/carers
- information gathered from other partners, such as: community planning partnerships; agencies active in the learner's local area
- using information from the above to inform planning for health and wellbeing at every level – individual, group, class, school clusters...

Making the connections



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Transforming lives through learning

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