

Health and Wellbeing: Responsibility of All

Nurtured May link to HWB 03a, 07a, 08a

For me this could be:

- I receive regular praise and encouragement
- I have someone I trust and can turn to when I need to
- I feel confident about myself
- I feel part of my nursery/school
- I care and show respect for others
- I am able to cope with new problems and challenges

Examples of this in action:

- Restorative, solution - orientated approaches used to promote positive behaviour
- Supportive, nurturing ethos
- Ethos of respect where children and young people are not afraid to voice their concerns
- Children and young people know staff care about them
- Health and wellbeing is valued and viewed as a priority
- All staff demonstrate health and wellbeing is central to their practice and understand its role in combating disadvantage

Active May link to HWB 25a

For me this could be:

- I am physically active
- I join in sports and activities in nursery/school and the community
- I am learning about the things I can do and the things I need to work on
- I receive regular praise and encouragement
- I feel confident and able to cope with new challenges in my chosen sports/recreational activities
- Everyone's achievements are recognised and celebrated
- I have regular opportunities to learn outdoors

Examples of this in action:

- Regular outdoor learning and if possible, residential opportunities provided and valued
- Celebration and tracking of learners' achievements both in and out of school
- Establishment knows who needs to be more active and plan for this
- Staff design out of class activities to meet the needs of all learners

Achieving May link to HWB 11a, 19a

For me this could be:

- I know and have agreed my learning targets with an adult
- I am learning about the things I can do and the things I need to work on
- I join in with activities outwith nursery/school and know that they are important and valued
- I can cope at times of change
- I have opportunities to develop skills which I can use now and in the future
- I am learning to do more things for myself

Examples of this in action:

- Learners evaluate and self-report on their own progress in health and wellbeing
- Profiles lead to reflection on learning, identify next steps and track progress
- Recognition of the vital role of health and wellbeing to improving achievement and reducing inequality
- Information at transition focusses on health and wellbeing and is used to ensure effective learning and teaching
- Learners co-design their own learning in health and wellbeing
- Establishment celebrates, values and builds on achievement and tackles inequality
- Ensuring children and young people have the opportunity to develop real-life employability skills

Respected May link to HWB 01a, 02a, 04a, 09a

For me this could be:

- I receive regular praise and encouragement
- I feel confident about myself
- I feel part of my nursery/school
- I feel valued by friends and adults and in return I respect them
- I am optimistic about what I can achieve
- I understand that I am responsible for my actions and that actions have consequences
- I am able to cope with new problems and challenges
- I am actively involved in planning, assessing and reviewing my learning
- I contribute to my nursery/school community in a positive way

Examples of this in action:

- All staff, children and young people value effort and celebrate success
- Views of children and young people are sought, valued and lead to change
- Children and young people participate fully in the life of the school
- Learners co-design their learning including in health and wellbeing
- Learners support delivery of health and wellbeing programmes through peer education
- Restorative/solution orientated approaches promote positive behaviour

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

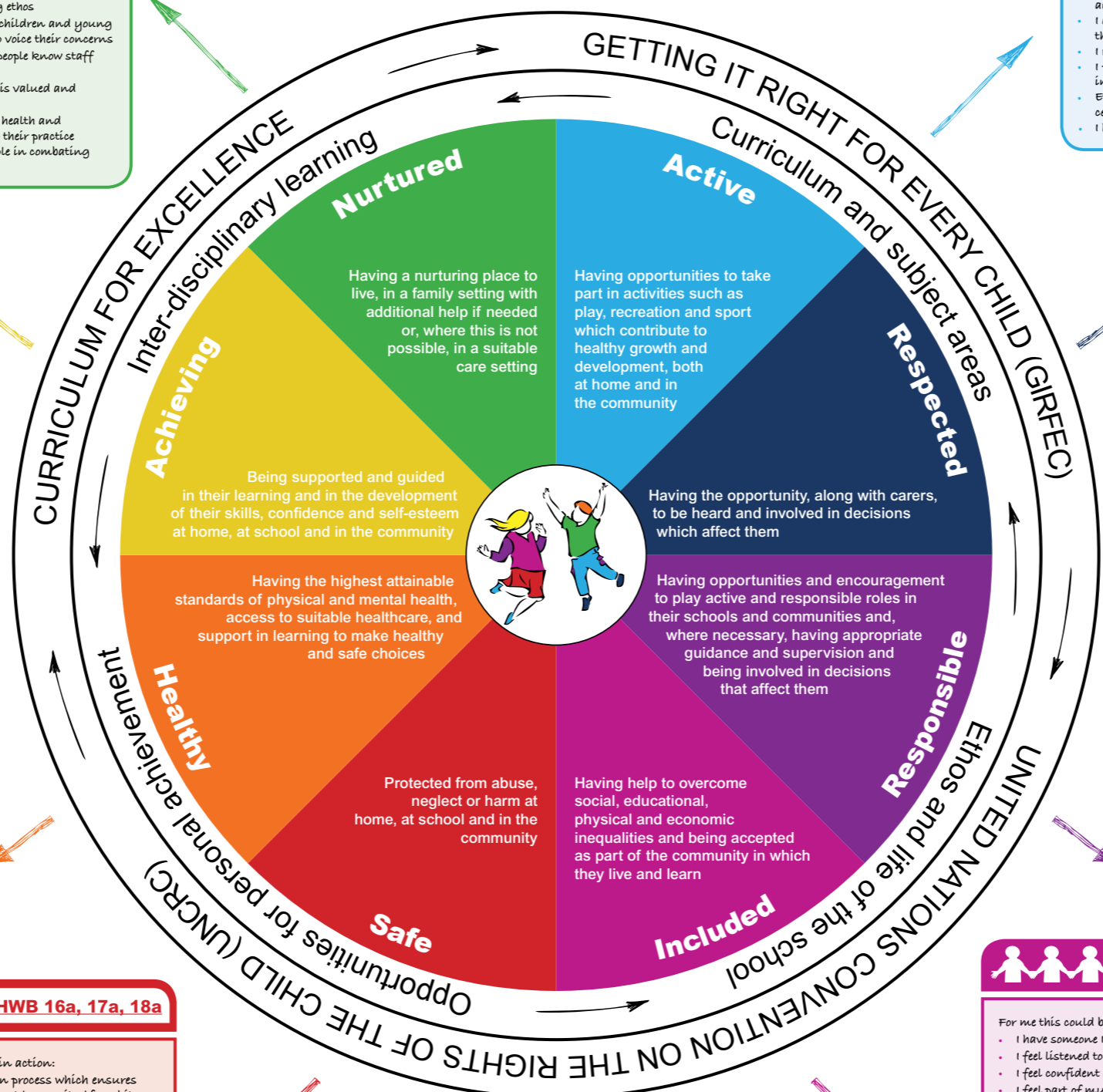
Responsible May link to HWB 12a, 13a

For me this could be:

- I understand that I am responsible for my own actions and that actions have consequences
- I care and show respect for others
- I feel confident about myself
- I can work out where there is risk and make the right choices
- I have opportunities to develop life skills
- I have opportunities to develop leadership skills
- I am encouraged to act as a role model for others
- I am actively involved in assessing, planning and reviewing my learning

Examples of this in action:

- Inclusive, supportive culture based on mutual respect, high expectations and aspirations for the future
- Children and young people are given opportunities to apply leadership skills
- Learners direct, shape and evaluate their own progress in health and wellbeing
- Learners support the delivery of health and wellbeing through peer education
- Children and young people contribute to the life of the school e.g. on committees, as monitors, buddies, mentors, prefects etc.
- Ensuring children and young people have the opportunity to develop real life employability skills
- Strong culture of learner voice
- Learners take responsibility for their learning and identify next steps for example through profiles/e portfolios.



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

Included May link to HWB 05a, 14a, 44a, 44b, 45b

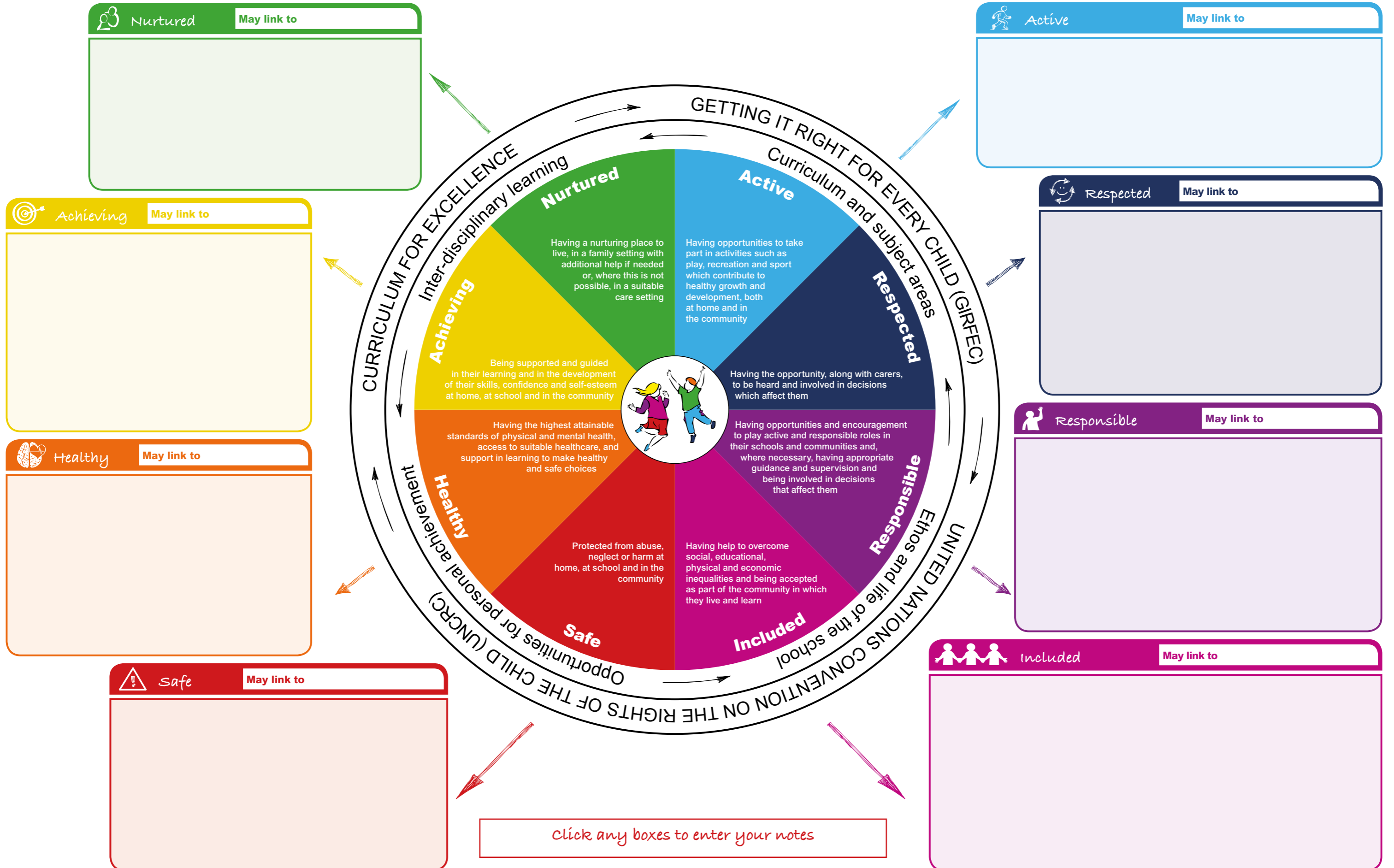
For me this could be:

- I have someone I trust and can turn to when I need to
- I feel listened to and taken seriously
- I feel confident about myself
- I feel part of my nursery/school
- I am able to cope with problems and new challenges
- I am optimistic about what I can achieve
- I am receiving the support I need to participate fully at nursery/school
- I know we are all different and that we should respect and value these differences

Examples of this in action:

- Regular timetabled opportunities for 1:1 dialogue
- Strong culture of learner voice
- Children and young people are involved in planning their own health and wellbeing
- Shared understanding of health and wellbeing across the learning community
- Partners share intelligence about health and wellbeing and are involved in joint planning, delivery and evaluation of impact
- Children and young people contribute to the life of the school e.g. on committees, as monitors, buddies, mentors, prefects etc.
- Inclusive, supportive culture based on mutual respect, high expectations and aspirations for the future
- Learners co-design their own learning in health and wellbeing
- Learners support the delivery of the health and wellbeing programme through peer education
- Views of everyone in the establishment are sought, valued and lead to change

Health and Wellbeing: Responsibility of All





Nurtured

May link to

A large, empty rectangular area with rounded corners, intended for writing or drawing. The area is light green and framed by a dark green border.



Achieving

May link to

A large, empty rectangular area with a yellow border and rounded corners, intended for writing or drawing.



Healthy

May link to

A large, empty rectangular area with rounded corners, intended for writing or drawing. The area is light beige and framed by a dark orange border.



safe

May link to

A large, empty rectangular area with a light beige background and a red border, intended for writing or drawing.



Active

May link to

A large, empty rectangular area with a light blue gradient background and a dark blue border, intended for writing or drawing.



Respected

May link to

A large, empty rectangular area with a light gray background and a dark blue border, intended for writing or drawing.



Responsible

May link to

A large, empty rectangular area with a light purple gradient background and a dark purple border, intended for notes or content.



Included

May link to

A large, empty rectangular area with rounded corners, intended for content or notes.