**Transcript: Health and wellbeing across the learning community - Craigholme School**

**Mark Donnelley - Health and wellbeing co-ordinator**

We are an all-through school, we are a 3 to 18 school. We are members of a very diverse area of Glasgow and that's why we decided to have health and wellbeing as a major focus of CfE at Craigholme.

All of our colleagues realised that they all had a responsibility to deliver health and wellbeing as part of the curriculum and that it should and did have an impact across learning and as a 3 to 18 school they realised that we were best placed to have real impact.

So we had no barriers but what we did have was lots of questions so we decided we would look at how we could bring all of these questions together and we started off with a full audit of provision. We then used our pupil forum and health and wellbeing committee to implement a wide range of questionnaires so we could get as much information as possible and we decided we needed new visions, values and aims.

**Pupil 1**

I contributed to the values section through the pupil forum. We spoke to our years groups and found out what they thought should be included and we came up with the following values.

Caring and respect and words and actions

Self-respect

Sharing our talent

Engaging with the community

Striving for excellence

Skills for life work and learning

**Mark Donnelley**

The focuses for health and wellbeing across learning should be evident for anyone that came into contact with the school. The minute you walk into Craigholme one of the first things that you are hit with is a huge wall of success. We have an overview of what's going on in every single classroom. Everywhere you go our vision, values and aims are displayed. Our pupils understand of those values and aims and you can ask what health and wellbeing means to them and they would immediately start to talk to you about social, emotional, physical and mental wellbeing.

**Pupil 2**

The school work on health and wellbeing has changed my understanding of health and wellbeing. It's not just about running. It's about stress and your upbringing. Before, I thought about health and wellbeing as being something that was quite selective but now I think about it as something that is involved in everything we do.

**Pupil 3**

It has made me personally more aware of eating healthier, being more active but not only that it has taught me to be confident.

**Mark Donnelley**

The pupil members of our health and wellbeing committee also had an important role to play and they brought us back some very good ideas on where the children felt health and wellbeing should go.

**Pupil 4**

Working on the health and wellbeing committee has impacted on me because I have learnt to be more confident so I can voice my opinion in front of all the adult members but I have also learned leadership skills.

**Pupil 5**

I was involved in developing health and wellbeing by publicising the events that were going on throughout the school. To publicise these events I went out to the neighbours and wider community to get them involved as well.

**Mark Donnelley**

We've felt it was important to take account community - parents, grandparents, our neighbours are always invited into any talks that we have in school. We are very fortunate that we have an excellent speakers programme at Craigholme and we have invited a number of keynote speakers to come in.

**Pupil 6**

We have had to key speakers so far this year. It was very good for the whole school to hear what the two speakers had to say.

**Mark Donnelley**

So from our initial steps of vision, values and aims we had our health and wellbeing wall. We had our self evaluation which enabled us to monitor and track and the final stage which we are working on currently is how we gather that evidence and record that evidence.

The rewards for us are very tangible. We now have girls who are confident, they are articulate and they are able now to leave us as members of a vibrant society fully aware of the impact of health and wellbeing in a modern 21st century.