HEALTH AND WELLBEING IN SCHOOLS AND NURSERIES

A guide to support Health Promoting Schools and Nurseries with the implementation of A Curriculum for Excellence Health and Wellbeing Experiences and Outcomes
HEALTH & WELLBEING IN LANARKSHIRE

Introduction

In 2002, the Scottish Executive (now the Scottish Government) announced their aim that every Scottish school should become a health promoting school by 2007. Here in Lanarkshire we fully embraced this aim with every school achieving health promoting status by December 2007.

This was achieved through the development of the Health Promoting School Award Scheme, which provided all primary, secondary and ASN schools with the opportunity to gain recognition for their health promoting achievements.

All early years establishments within Lanarkshire will have had the opportunity to achieve Health Promoting Nursery status by March 2011.

We would like to take this opportunity to congratulate all establishments for their hard work and commitment. They have clearly demonstrated that health and wellbeing is fully embedded in their establishment and its wider community.

Now, in 2011, we are tasked with the implementation of a Curriculum for Excellence (CfE), which evolved from the national debate on education - which showed that people wanted a curriculum that would fully prepare today’s children for adult life in the 21st century.

The key purpose of the new curriculum is to enable all children and young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors (collectively known as the 4 capacities)

Health and Wellbeing is one of the eight curriculum areas, within which are statements of experiences and outcomes. The statements are structured into the following organizers:

- 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
The Responsibility of All means that every practitioner now has to include health and wellbeing in their specialist subject. It is no longer the sole responsibility of Personal, Social and Health Education (PSHE) teachers to deliver on health and wellbeing.

It is our aim in Lanarkshire to progress this framework by utilizing the existing strong partnerships between health and education as it is apparent that key national and local health improvement priority areas are reflected in the new curriculum.

The purpose of this guide is to support and enable early years, primary, secondary and ASN establishments to continue to maintain their achievements to date and to monitor their progress against the Curriculum for Excellence Health and Wellbeing Experiences and Outcomes. We would recommend that nursery classes within primary establishments work in partnership to embed and evidence their work on Health and Wellbeing. Further support and information, as well as the opportunity to share good practice can be found on your respective local authority’s area of the GLOW intranet site as well as www.nhs lanarkshire.org.uk

Health staff will no longer assess portfolios. Assessment will now be part of the school planning and evaluation process, reflecting that Health and Wellbeing should be embedded into the schools everyday practice. Finally, the links between good health and wellbeing are central to effective learning and its positive effects on personal, social and educational achievements are well established. We hope that the enthusiasm, motivation and commitment demonstrated by establishments over the years will continue as we take the next steps to improve the health of the people of Lanarkshire.
Health and Well Being

Curriculum for Excellence into Practice

The statements of experience and outcomes in health wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people.

The health and wellbeing of all children and young people is supported through the implementation of a wide range of governmental and international legislation, local authority and establishment policies and procedures.

Health Promoting Nurseries and Schools in Lanarkshire

All educational establishments will already have compiled an audit within the bronze award for Health Promoting Nursery or Health Promoting School. This audit reflects the wealth of opportunities and experiences that currently exist within the establishments. These factors compliment A Curriculum for Excellence and illustrate a holistic approach to Health and Well Being.

What factors need to be taken into account in planning for health and wellbeing?

- Background, building on prior knowledge.
- Home circumstances.
- Individual development.

What features are required to effectively promote health and wellbeing?

Leadership which:

- Has shared vision values and aims.
- Is open, collaborative and responsive.
- Engages and works with parents and carers to ensure the best outcomes for children and young people.
- Promotes the health of everyone in the school community.

Partnership working which:

- Engages the active support of parents and carers and other agencies.

Learning and teaching which:

- Actively consults with children and young people and encourages them to make informed choices that impact on their day to day life.
- Engages children and young people in having opportunities to learn in challenging and stimulating ways (which helps them make sense of their world).
- Encourages children and young people to assess and take risks.
What do the health and wellbeing outcomes mean to you?

How do you promote a positive ethos within your establishment that promotes children’s health and well being?
- Climate of respect and trust.
- Open positive supportive relationships across the early years/schools community.
- Confidentiality.
- Understanding of anti-discriminatory, anti bullying and child protection policies.

How do all levels develop children and young people’s skills, attitudes and knowledge about personal safety?
- Through focused personal and social education programmes.
- Provide opportunities and resources for children to talk and discuss their concerns or worries.
- Developing relationships with a significant adult, for example key worker or pupil support.

How do all levels develop children and young people’s skills, attitudes and knowledge about physical education, physical activity and sport, to health and well being?
- Daily opportunities for a wide range of physical activity from gentle exercise through to more vigorous activity.
- Everyone should have the opportunity to talk about the effect physical activity has on their body.
- Provide children and young people with opportunities to take part in outdoor learning experiences.

How do all levels develop children and young people’s skills, attitudes and knowledge about food, diet and nutrition?
- Access to healthy snacks and lunches.
- Nutritionally balanced menus.
- Access to drinking water.
- Tooth brushing.
- Hygiene practices e.g. hand washing.
- Tasting a variety of foods.
- Topics about food – where does food come from, different cultures and celebrations.
- Information to parents on healthy snacks, tuckshops, and packed lunches.
How can other areas of the curriculum contribute to develop skills, attitudes and knowledge about health and well being?
Below are some examples of activity currently undertaken, however this list is by no means exhaustive

Literacy and English
- Listen to stories that develop children’s understanding of health and wellbeing.
- Role play such as shopping can develop children’s understanding of healthy foods.
- Worksheets.
- Books.
- Spelling and dictation work.
- Independent reading.
- National Literacy Initiatives.
- Novel Studies.
- Watching DVD’s and writing essays about the topic.

Numeracy and Maths
- Counting - Jumping 5 times.
- Sorting and matching in role play – setting the table.
- Outdoor walk– counting cars, lorries, buses, treasure hunts- colour, size and shape.
- I.T.
- Bingo.
- Board games.

Expressive Arts
- Participation in performances and presentations.
- Fun days.
- Obstacle Courses.
- Sponsored Walks.
- Health Days.
- School and Nursery concerts, shows and celebrations.
- School Assemblies.

Art and design
- Drawing/painting self portraits.
- Using fruit and vegetables as an art medium.
- Independent expressive art.
- Independent design.
Dance
- Listening to CD’s e.g. Sticky Kids.
- Special and celebration events e.g. Diwali, Chinese New Year, Burns Day.
- Moving to a wide variety of music e.g. rock and roll, classical and pop music.
- Aerobics.
- Zumba.
- Gymnastics.

Drama
- Role Play.
- School plays (theatre/musical).
- Write own story and act it out alone or with a group.

Music
- Singing songs.
- Party Games.
- School orchestra.
- Learning instruments.
- Develop your own band.

Science
- Provide opportunities for children and young people to use resources that develop their understanding of health and wellbeing e.g. books or models.
- Children and young people have opportunities to develop their understanding of people who are the same and different (Equity and Diversity).
- Growing fruit and vegetables outside for use in the nursery or school (from seed to plate).
- ECO.
- Learning about the human body.
- Outdoor play.

Technologies
- Using the digital camera/flip camera which enables experiences to be recorded. Photographs can be used to develop confidence and self esteem.
- Going to the supermarket to buy snack, and identify food labels.
- Computers and computer software.
- Games consoles e.g. Wii.

Religious and moral education
- Taking part in a wide variety of celebrations and events e.g. Children in Need, Comic Relief, Ramadan, Diwali etc.
- Golden Rules.
- Promoting positive behaviour and inclusion.
- Pupils and children evaluating curriculum, their own learning etc.
- Access materials about a wide range of religious beliefs and write about them.
# Health & Wellbeing in Lanarkshire

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Section 1  Health Co-ordinator

(a) Identify members of staff to be involved in the ongoing development and co-ordination of health improvement activities (Staff members could include current Health Promoting School/Nursery Co-ordinator, member of Senior Management Team, Faculty Head for Health (secondary setting).

Evidence Signed statement from Head teacher or Senior Management Team that identifies a member of staff who has the overall remit for co-ordination of the Health and Wellbeing portfolio.

(b) Demonstrate the establishment’s commitment to maintaining and improving its health promoting status.

Evidence Relevant pages from Establishment’s Improvement Plan.
Section 2  Committee, Consultation & Information Sharing

(a) Demonstrate ongoing commitment of establishment’s Health and Wellbeing Committee. Demonstrate how other groups within the establishment (Enterprise, ECO, Healthy Working Lives, Pupil Council, etc) communicate and work together.

Evidence  Timetable of meetings, membership and accompanying notes. Minutes of meetings, joint events, partnership working.

(b) Demonstrate the ways in which staff, pupils, parents/carers and partner agencies are kept informed of and encouraged to become involved in health activities.

Evidence  Curricular work, newsletters, website, parent/carer events, in-service programmes, out of school/nursery clubs, health days, etc.
Section 3  Self-Evaluation & Community Links

(a) Undertake a self-evaluation of your performance against the Curriculum for Excellence Health and Wellbeing Experiences and Outcomes.

Evidence  Completed self-evaluation.

Evidence should demonstrate impact of activities/programmes of work via evaluations and other monitoring methods.

Examples of templates have been provided within this section. Schools can use their own templates if they wish.

Exemplifications sourced from North and South Lanarkshire educational establishments.

(b) How do you link with local partners?

Evidence  For further information regarding support from Health Improvement Staff please get in touch at: NHS.LanarkshireH&WB@lanarkshire.scot.nhs.uk

Quality Improvement Officer: Health and Wellbeing: North and South Lanarkshire.

ECO Quality Improvement Officer: North & South Lanarkshire.
**HEALTH & WELLBEING – RESPONSIBILITIES OF ALL (Primary)**

I can expect my learning environment to support me to:

<table>
<thead>
<tr>
<th>Responsibility of All</th>
<th>Q.I</th>
<th>Insert Subject</th>
<th>Links to school documentation</th>
<th>Links with partners</th>
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</thead>
<tbody>
<tr>
<td><strong>Develop my self awareness, self-worth and respect for others</strong></td>
<td>5.5 5.6</td>
<td>Partner spelling and dictation work. Peer assessment. Independent and partner reading. Group work. A variety of talking and listening activities. Circle Time. Use of Paths Programme. Golden / Class Rules</td>
<td>Active Literacy Policy Social Inclusion and Equal Opportunities Policy</td>
<td>Advice and support from literacy base</td>
</tr>
<tr>
<td><strong>Meet challenges, manage change and build relationships</strong></td>
<td>5.5 5.6 5.8</td>
<td>Structured phonics and spelling programme at infant level. Novel studies. Daily partner work. Talking and listening activities. Co-operative learning based activities. Paths Programme and Circle Time activities</td>
<td>Active Literacy Policy Active Spelling Policy Promoting a Positive Ethos Policy</td>
<td>Literacy Base</td>
</tr>
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I can expect my learning environment to support me to:

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<tr>
<th>Responsibility of All</th>
<th>Q.1</th>
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<th>Links to school documentation</th>
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<tbody>
<tr>
<td>Experience personal achievement and build my resilience and confidence</td>
<td>5.3</td>
<td>Literacy</td>
<td>Active Literacy Policy</td>
<td>Feeder High Schools. Literacy Base. National Literacy Initiatives e.g. World Book Day, Reigart Poetry Competitions.</td>
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<td>5.4</td>
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<td>Transition Policy</td>
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<td>Assessment Policy</td>
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<td>Understand and develop my physical, mental and spiritual wellbeing and social skills</td>
<td>5.3</td>
<td>Listening &amp; Talking based activities. Prose Reading. Group Work. Circle Time activities where talking &amp; listening is a focus. Feeder High School events.</td>
<td>RME Policy Health &amp; Wellbeing Policy Active Literacy Policy Transition Policy Promoting a Positive School Ethos Policy Health &amp; Wellbeing Policy</td>
<td>National Literacy Initiatives e.g. Prose Reading Competition, Poetry Readings. Feeder High Schools</td>
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</table>
### HEALTH & WELLBEING – RESPONSIBILITIES OF ALL (Primary)

I can expect my learning environment to support me to:

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<th>Responsibility of All</th>
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<th>Insert Subject Literacy</th>
<th>Links to school documentation</th>
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</table>
| Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing | 5.1   | Developing life skills through reading for information e.g. healthy eating, how to stay healthy etc.  
Class Rules - Talking & Listening activities to establish these rules.  
Through interdisciplinary topics, pupils are able to develop the necessary skills outlined in the responsibilities for all. | Active Literacy Policy  
Health & Wellbeing Policy  
Promoting a Positive School Ethos Policy | School Nurse, Health Promotion Team, Neighbourhood house (community organisation) |
| Participate in a wide range of activities which promote a healthy lifestyle            | 5.1   | Varied writing programme to illustrate the promotion of a healthy lifestyle.  
Pupils attend organised events at feeder high school etc to develop the necessary life skills through literacy-based opportunities. | Health & Wellbeing Policy  
Active Literacy Policy  
Transition Policy  
Promoting a Positive School Ethos Policy | Feeder High Schools |

**Subject:** Literacy, **Stage:** Early/First
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<td>Understand that adults in my school community have a</td>
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<td>Circle Time,</td>
<td>Active Literacy Policy</td>
<td>Outside Agencies e.g. Police, NHS Nurses and Health</td>
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<td>school community have a responsibility to look after me,</td>
<td>5.6</td>
<td>Golden / Class</td>
<td>RME policy</td>
<td>Promotion Team</td>
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<td>listen to my concerns and involve others where necessary</td>
<td>5.8</td>
<td>rules</td>
<td>Health &amp; Wellbeing Policy</td>
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<td>5.2</td>
<td>Learn about</td>
<td>Active Literacy Policy</td>
<td>Outside Agencies e.g. Police, NHS Nurses and Health</td>
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<td>Learn about where to find help and resources to inform</td>
<td>5.3</td>
<td>where to find</td>
<td>RME policy</td>
<td>Promotion Team</td>
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<td>choices</td>
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<td>Health &amp; Wellbeing Policy</td>
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<td>Equal Opportunities Policy</td>
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I can expect my learning environment to support me to:

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<th>Responsibility of All</th>
<th>Q.I</th>
<th>Insert Subject</th>
<th>Links to school documentation</th>
<th>Links with partners</th>
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<tr>
<td><strong>Assess and manage risk and understand the impact of risk-taking behaviour</strong></td>
<td>5.5 5.6</td>
<td>Circle Time / Golden Time Rules</td>
<td>Positive Behaviours Policy</td>
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<tr>
<td><strong>Reflect on my strengths and skills to help me make informed choices when planning my next steps</strong></td>
<td>5.4 5.5 5.6</td>
<td>Conferencing - peer Assessment Formative Assessment ~ 2 stars &amp; a wish. Target Setting for individuals and groups. Aifl strategies – Find it! Fix it! Margin Marking Circle Time – Verbal Feedback</td>
<td>Active Literacy Policy</td>
<td>In-house training. Tapestry for learning - cluster schools joint approach. NLC Policies</td>
</tr>
<tr>
<td><strong>Acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination</strong></td>
<td>5.2 5.3 5.6</td>
<td>Combination of written and oral tasks through interdisciplinary learning. Open environment where talking &amp; listening enables pupils to challenge discriminative behaviour. Use of PATHS programme.</td>
<td>RME Policy</td>
<td>Police Links to other councils for varied learning packs / resources</td>
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### HEALTH & WELLBEING – RESPONSIBILITIES OF ALL (Secondary)

I can expect my learning environment to support me to:

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<th>Links to school documentation</th>
<th>Links with partners</th>
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</thead>
<tbody>
<tr>
<td><strong>Develop my self awareness, self-worth and respect for others</strong></td>
<td>5.3</td>
<td>S1/S2 Health course</td>
<td>Health position statement</td>
<td>Healthy Valleys</td>
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<td>1.2</td>
<td>Working in pairs and groups</td>
<td>Citizenship</td>
<td>Duke Of Edinburgh Award Scheme</td>
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<td>Working in a practical situation with others</td>
<td>Anti Bullying</td>
<td>School Nurse</td>
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<td>Equal Opps.</td>
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<tr>
<td><strong>Meet challenges, manage change and build relationships</strong></td>
<td>5.3</td>
<td>Short and long term targets</td>
<td>Behaviour Support</td>
<td>Scotbeef</td>
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<td>5.5</td>
<td>Pupil profiles</td>
<td>Enterprise</td>
<td>Working with Chefs</td>
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<td>Paired, group and team work</td>
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<td>South Lanarkshire food and drink</td>
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<td>Challenge - S2</td>
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<td>C.O.5,6 and 7 Practical Planning Exercises</td>
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HEALTH & WELLBEING – RESPONSIBILITIES OF ALL (Secondary)

School: ____________________________
Subject: __________________________
Stage: ____________________________

I can expect my learning environment to support me to:

<table>
<thead>
<tr>
<th>Responsibility of All</th>
<th>Q.I</th>
<th>Insert Subject</th>
<th>Links to school documentation</th>
<th>Links with partners</th>
</tr>
</thead>
</table>
| *Experience personal achievement and build my resilience and confidence* | 2.1  | Participation in school and national competitions  
Experiencing success  
S1/S2 Health courses  
Self and peer assessments  
S1-S3 Practical food exercises  
Elementary food hygiene certificate – S3 | Enterprise                          | Scotbeef  
Adopt a school scheme  
Shawlands Hotel  
Healthy Valleys  
REHIS                                                       |
| *Understand and develop my physical, mental and spiritual wellbeing and social skills* | 5.8  | S1/S2 Health courses  
Group working  
Hip Hop your heart street dancing for charity | Health Position Statement           | Working with sports leader  
Chest, heart and stroke  
Scotland                                                       |
I can expect my learning environment to support me to:

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<th>Responsibility of All</th>
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<th>Insert Subject</th>
<th>Links to school documentation</th>
<th>Links with partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing</td>
<td>5.8</td>
<td>S1/S2 Health courses S1/S2 Food courses</td>
<td>Health Position Statement</td>
<td>Healthy Valleys School Nurse</td>
</tr>
<tr>
<td>Participate in a wide range of activities which promote a healthy lifestyle</td>
<td></td>
<td>S1/S2 Health courses S1/S2 Food courses Visit to Royal Highland Show Health days Competitions</td>
<td>Health Position Statement</td>
<td>Healthy Valleys Drop-in Home School Partnership P.E. Department</td>
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I can expect my learning environment to support me to:

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<tr>
<th>Responsibility of All</th>
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<th>Insert Subject</th>
<th>Links to school documentation</th>
<th>Links with partners</th>
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<tr>
<td>Understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary</td>
<td>5.8</td>
<td>Registration Pupil Profiles IEPS</td>
<td>Anti Bullying Child Protection JAT Policy Drugs Policy</td>
<td>Pupil Support School Nurse Home School Partnership All departments within the school Healthy Valleys Drop-in</td>
</tr>
<tr>
<td>Learn about where to find help and resources to inform choices</td>
<td>4.1</td>
<td>SI/S2 Health courses S1/S2 Food courses S3 Standard grade – Handling Information</td>
<td>Health Position Statement Medical care</td>
<td>Healthy Valleys Chefs</td>
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<tr>
<td><strong>Assess and manage risk and understand the impact of risk-taking behaviour</strong></td>
<td>1.2</td>
<td>S1/S2 Health Courses</td>
<td>Health Position Statement</td>
<td>Healthy Valleys</td>
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<td>5.3</td>
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<td>Duke of Edinburgh Award Scheme</td>
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<tr>
<td><strong>Reflect on my strengths and skills to help me make informed choices when planning my next steps</strong></td>
<td>5.3</td>
<td>C.O. 5,6 AND 7 – Standard Grade Course</td>
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<td>Pupil Profiles</td>
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<td>Tracking</td>
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<td><strong>Acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination</strong></td>
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<td>Differentiation of courses</td>
<td>Citizenship</td>
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<td>Specially adapted equipment to support inclusion</td>
<td>Anti Bullying</td>
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<td>Peer Support</td>
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<td>S6 Learning Partners</td>
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<td>Buddies</td>
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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. BTC1

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<td>Engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices.</td>
<td>Pupil Councils Health Committees Eco Committees</td>
<td>Minutes of meetings Feedback from children</td>
<td>I can expect my learning environment to support me to</td>
<td>• Develop my self-awareness, self worth and respect for others.</td>
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<tr>
<td>Takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse.</td>
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<td></td>
<td>• Meet challenges, manage change and build relationships.</td>
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<td>Uses a variety of approaches including active, cooperative and peer learning and effective use of technology.</td>
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<td>• Experience personal achievement and build my resilience and confidence.</td>
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<td>Encourages children and young people to act as positive role models for others within the educational community.</td>
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<td>• Understand and develop my physical, mental and spiritual well-being and social skills.</td>
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<td>Leads to a lasting commitment in children and</td>
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<td>• Learn about where to find help and resources to inform choices.</td>
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<td>• Participate in a wide range of activities which promote a healthy lifestyle.</td>
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<td>young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable.</td>
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<td>Helps to foster health in families and communities through work with a range of professions, parents and carers and children and young people and enables them to understand the responsibilities of citizenship.</td>
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<td>Harnesses the experience and expertise of different professions, including developing enterprise and employability skills.</td>
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- Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental well-being.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary.
- Assess and manage risk and understand the impact of risk-taking behaviour.
- Reflect on my strengths and skills to help me make informed choices when planning my next steps.
Section 4 Key Health Topics

(a) Using the Health and Wellbeing Experiences and Outcomes organisers, tell us about the different activities (both in and out of the classroom) that have taken place.

Evidence Please compile evidence using the organiser headings:

Mental, emotional, social and physical wellbeing (Evidence could include work around Protective Behaviours, Bullying, Stress Awareness Workshops, See-Me Campaign, Positive Mental Attitudes Curriculum Pack, Choose Life, Buddies, Promoting Alternative Thinking Strategies, Emotional Literacy, Youth Councillors, MySELF & Others).

Positive Mental Health and achievement are mutually supportive. The Positive Mental Attitudes Curricular Pack provides secondary school teachers with a resource which promotes Positive Mental Health for pupils S1-S6. (Every Secondary school has received a pack from Health Promotion).

MySELF & Others is an innovative approach to help nurture the emotional wellbeing of children and has been launched in schools and nurseries across South Lanarkshire. The MySELF and Others framework was set up to target the emotional literacy of children to help them recognise and manage their own emotions and respond to other people’s in a mutually beneficial way.

Play@home is a programme which was developed to help parents give their child a healthy start in life. Play@home consists of three books; the baby book for children from birth to one year, the toddler book for children from one year to three years, and the pre-school book for children from three to five years. The programme strengthens the relationship between parents and children to develop their self-esteem, giving them confidence to try new activities.
Planning for Choices and Changes (Evidence could include work around Transition programmes, More Choices More Chances, Health Issues in the Community, Duke of Edinburgh Award).

**Health Issues in the Community** enables young people to develop knowledge about health and wellbeing as well as determining ways that a Social Model of Health can have a positive impact on themselves, their school and wider community. This work enables participants to meet Health & Wellbeing Outcomes within Curriculum for Excellence (2007), supports the More Choices More Chances agenda (2006) and fits well within Skills for Scotland (2007) and Valuing Young People (2009).

Food and health (Evidence could include work around the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, Oral Health, Breastfeeding Education, Home Economics).

**The Nutrition & Oral Health Pack** contains a range of information including nutritional requirements of children under five years, food safety and hygiene, oral health, as well as ideas for snacks and special occasions. The pack provides a basis for the development of nutrition and oral health topics within establishments.

**Focus on Food** is a campaign designed to support the teaching of cooking in schools. Cooking is at the core of good food education in primary and secondary schools. There are five main elements to the campaign: The Focus on Food Cooking Bus Programme, COOK SCHOOL teaching and learning materials, Focus on Food Week, The Annual Lectures and Lobbying and profile raising.

Substance misuse (Evidence could include work on alcohol, drugs, smoking, smoking cessation, legal issues, Know the Score, Crucial Crew, Liber8, Choices for Life).

**Smoke in Your Eyes** is teaching resource exploring tobacco issues” is available from 29th March 2011 on the North and South Lanarkshire and national GLOW websites. Each school will also receive a disc containing the resource either at the launch event on the 29th or via their Quality Improvement Officer. The pack is a free resource developed by teachers covering the 3 – 18 age range. It is closely aligned to Curriculum for Excellence and references health and wellbeing and cross curricular outcomes in a clear format throughout. A character approach has been adopted to ensure progression and prevent duplication. The characters – Scott and Hannah – mirror the age of the children in the year the lesson is aimed at. The pack contains structured lesson plans covering each year group, resources required to teach the lessons, and workshop sessions that can be used with young people who have already started smoking.
Liber8 Youth Services provide Education, Prevention, Intervention and Counselling as well as Alternative, & Diversionary work through Street Base South and Street Base North. They also provide CHILL Programme: Secondary Education South Lanarkshire wide P.S.E, delivery, 6 week support, Brief Intervention, Staff / Parent/ Teacher training as well as Youth Counseling on Alcohol & Substance misuse and In The Know Early Intervention Programme for Late Primary/ Early Secondary within the Hamilton/ Blantyre catchment areas.

Relationships, sexual health and parenthood (Evidence could include work on Sexual Health and Relationships, Proud to be me, Healthy Relationships, Called to Love, Landed HIV DVD).

LANDED is a volunteer peer education service that passes on drugs, alcohol and sexual health information to other young people in Lanarkshire. They do not tell young people how to live their lives: they give young people facts so that they can make safer choices. Volunteers are aged 16-22 years.

Physical education, physical activity and sport (Evidence could include work around Fitness Challenges, Local/National Competitions, Fit for School).

Fit for School is an evidence based modular programme designed to support schools to achieve the Health & Wellbeing Experiences and Outcomes of Curriculum for Excellence whilst also creating clear cross curricular links. It is made up of core modules covering Healthy Eating, Physical Activity, Physical Education and Healthy Lifestyles but also has additional content including a home school link through homework activities, a curricular extension component through Class Projects, a leadership component and a broad Cross Cutting Theme component through topics such as active travel, oral health and eco schools.

Fit for Schools has a primary focus of helping overweight children achieve and maintain a healthy weight range but does this on a whole class or whole school format. All children take part in the same activities, regardless of their weight status, and all of these activities are designed to promote a healthy lifestyle and support children to make positive healthy choices but also link this to home and families. Therefore, the Fit for School programme supports children with a healthy weight range to maintain that status but also supports children outwith a healthy weight range, either high or low, to move towards a healthier weight. The programme has a separate age and specific module each year group providing progressive and developmentally appropriate content which has extension and differentiation tasks to fully engage all children. Fit for School will be linked to equivalent programmes run within both Primary and Secondary settings to provide seamless
transition through these settings. To ensure Fit for School is an effective and sustainable Health and Wellbeing programme which can be delivered by teachers as a core resource that can be embedded within school development plans, the core and extension sessions are accompanied by curricular and assessment frameworks. Each module has a core curricular overview section outlining specific Health and Wellbeing Experiences and Outcomes and additional Experiences and Outcomes which are achieved within that module. Weekly session plans include specific aims, intentions and Learning Outcomes. Achievement of weekly aims, intentions and Learning Outcomes and overall module curricular Experience and Outcomes is assessed through a modular assessment framework. This is based around Assessment is for Learning and allows teachers to track the progress of individual children by completing an “I Can” assessment matrix. In the short term the Fit for School programme will be delivered by NHSL Healthy Lifestyle Coaches but all sessions have been designed to be delivered by class teachers in the longer term. This transition will be gradual and supported by NHSL and will provide a more sustainable model; of delivery for this programme. Fit for School is not supposed to be an add on to existing curricular activities or an optional extra that schools run for a short time. It is supposed to provide schools with an alternative to current provision that achieves not only educational but broader health outcomes.
The Schools (Health Promotion and Nutrition) (Scotland) Act 2007:

- Places Health Promotion at the heart of school activities (Health Promoting Schools and Nurseries-6 Key Characteristics)

- Ensures that food and drink served in schools meets nutritional requirements set out by Scottish Ministers (Nutritional education)

- Ensures local authorities promote the uptake and benefits of school meals and in particular, free school meals

- Reduces the stigma associated with free school meals by requiring local authorities to protect the identity of those eligible for free school meals

- Gives local authorities the power to provide pupils with healthy snacks and drinks either at cost or free of charge (free fruit, free water P1/P2 in NL schools)

- Requires local authorities to consider sustainable development guidance when they provide food or drinks in schools (do you have a tuck-shop or vending machine in school? what is sold?)

These Health Promotion duties commenced in January 2008 and the duties in respect of food and drink and sustainable procurement commenced in August 2008.

The Act build on the good work schools and councils already had underway in respect of health promoting schools, active schools and Hungry for Success.

[www.scotland.gov.uk](http://www.scotland.gov.uk)
The following document relates to Government advice in regard to Fairtrade in Educational Establishments.

Ministear airson Cloinni agus Bhliathnaicheit Trátha
Minister for Children and Early Years
Adhann Ingram BPA
Adam Ingram MSP
F/T: 0845 774 1741
E: scottish.ministers@scotland.gsi.gov.uk

Directors of Education

Ar faidhle/Our ref: E897545
© February 2010

Dear Directors of Education

The nutritional requirements for food and drink in schools (Scotland) regulations 2008

As you know, the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 commenced in primary schools in August 2008 and commenced fully in secondary schools in August 2009. We published guidance to help those involved in providing food and drinks in schools to implement the Regulations which is available on the Scottish Government website at www.scotland.gov.uk/topics/Education/Schools/PFLW/foodnutrition. The guidance explains the nutritional requirements in the Regulations and provides guidance on how to comply with them.

As you may be aware, there has been much interest recently around the relationship between the Regulations and the provision of confectionary in schools. In particular there have been 2 petitions lodged with the Public Petitions Committee on the issue of Fair Trade chocolate sales in schools. Given the level of interest in this issue, I thought it might be helpful to clarify the position with regard to the Regulations to enable schools to make a judgement about when to allow Fair Trade, and indeed other confectionary, products to be sold.
These regulations already offer school managers flexibility to achieve a balance between healthy balanced diets and wider issues such as support for Fair Trade chocolate. While we encourage schools to choose healthier options we also recognise that flexibility is necessary to ensure that social, cultural and recreational activities can be enjoyed and celebrated.

The flexibility is contained in Section 1: Introduction of the Regulations and is described under the heading 'Exceptions'.
http://www.scotland.gov.uk/Publications/2008/09/12900355/2

The exemptions exist to allow school managers the flexibility to decide the limited occasions on which it is appropriate to allow products, not normally allowed in schools, to form part of a social, cultural or recreational activity such as a school sports day. This allows school managers to use their discretion in deciding the occasions on which Fair Trade confectionary can be provided within school, taking into account the duty under the Act to ensure that schools are health promoting.

I am greatly encouraged by all the work that Councils and schools are already doing to embed health promotion in schools and would like to thank you for your hard work in this regard. Securing the health and wellbeing of our young people is a responsibility we all share. Bringing about cultural change through education in schools on healthy eating and embedding this message into the community is a strategy on which Scotland is already leading. By working together we can continue to rise to this challenge and achieve our shared vision of a healthier Scotland.

I hope you find this information helpful but if you would like to discuss any of the points raised in this letter you are welcome to contact Lyndsey Fogg on 0131 244 1573 or lyndsey.fogg@scotland.gov.uk who will be happy to speak with you.

Yours sincerely,

[Signature]

ADAM INGRAM
Healthy at school  Healthy for life

What the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 means for you and your child

A guide for parents and carers
All schools in Scotland must now pay even greater attention to pupils’ health. Learning about health has been part of school life for some years now. The new Act* takes this a stage further.

Schools must now encourage and help children to be physically active, choose healthy food, and learn more about what being healthy means for them. School food, as well as being tasty and appealing, must meet standards set by the Scottish Government. This applies not just to school lunches, but to all food and drink served in breakfast clubs and after school clubs, or sold in tuck shops and from vending machines. Schools will continue to protect the identity of pupils receiving free school meals.

Why are schools promoting health?
Healthy children are happier and safer, they find it easier to learn, and they carry good health habits into adult life. The overall aim of the Act is to ensure that schools continue to thrive as health promoting schools.

In health promoting schools, pupils learn about health in many subject areas. Everyone gets the opportunity to take part in physical activity and sport. All the staff, both teaching and non-teaching, have a responsibility for pupils’ health and wellbeing, and that includes mental, social and emotional wellbeing as well as physical health. All of this can help to make schools happier places for pupils as well as healthier.

What is a health promoting school?
Working together
The Act asks schools to work with parents/carers, including through PTAs and Parent Councils, and with local groups such as sports clubs, Scouts and Guides, in order to help children and young people make healthy life choices, now and in the future. The Act is an extremely important part of the Scottish Government’s drive to create a healthier future for all of the people in Scotland. Your support for your school as it makes the changes required by the Act will be invaluable.

Find out more
The resources listed below have more information about what your school is doing and how you can be part of it.

Learning and Teaching Scotland, where you can search Being Well, Doing Well Curriculum for Excellence
www.ltscotland.org.uk
HEALTH & WELLBEING IN LANARKSHIRE

Section 5  Staff Health

(a) Demonstrate the establishment’s recognition of the importance of Staff Health and the ways in which it addresses this.

Evidence

Local Authority Corporate Arrangements regarding Staff Health, participation in programmes such as Healthy Working Lives.

Evidence of in-house opportunities/events to improve Staff Health.
List of Local Healthy Working Lives Contacts and useful websites:

www.staffwise.org.uk: Staffwise provide a wide range of tools including an Audit tool for assessing staff wellbeing.

www.healthyworkinglives.com: Provide assistance and information to enable the promotion of staff health and wellbeing.

www.healthscotland.com: Link to Health Scotland Health Events Calendar and other health-related information.


www.emps.org.uk: Employee Counselling Service.

NLC Health Working Life Plan 2011-2014: All staff receive this information by email.

campbellc@northlan.gov.uk: NLC Staff Welfare Service.
HEALTH & WELLBEING IN LANARKSHIRE

Section 6  Continuing Professional Development

(a) Demonstrate the establishment’s commitment to Continued Professional Development for staff and parents/carers.

Evidence Evidence of training opportunities (both in-house and by external providers) and awareness/use of relevant resource materials. Evidence should include the impact of training courses attended, e.g. How was the course material used?

Identify gaps in training provision.

Are materials approved by Curriculum for Excellence Partnership Resource Group?
This group was developed to enable all partners involved in promoting Health and Wellbeing for children and young people to come together and ensure all health related resources used in schools and nurseries are fit for practice and to discuss identified gaps. This has led to wider discussions around the development of further resources where required and these discussions are continuing. Further information about this group is available on GLOW.
HEALTH & WELLBEING IN LANARKSHIRE

Section 7  Position Statement/Policy

(a) Demonstrate that the establishment Position Statement/Policy is reviewed regularly and that it responds to national/local policy, e.g. Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

Evidence  Copy of updated Position Statement/Policy with review dates.

Headings for the policy/position statement should include the Curriculum for Excellence Health and Wellbeing organisers;

- Mental, emotional and social and physical wellbeing, e.g. Staff Health, See Me, Anti bullying.
- Planning for choices and changes, e.g. More Choices More Chances and Transition.
- Physical education, physical activity and sport, e.g. Outdoor Education.
- Food and health e.g. Breastfeeding, Schools (Health Promotion and Nutrition) (Scotland) Act 2007.
- Substance misuse, e.g. No Smoking Policy.
- Relationships, sexual health and parenthood, e.g. SHRE policy, Equality and Diversity, Child Protection.
- Staff Health, Healthy Working Lives.
Section 8 Useful Information

Always remember to check your Local Authority GLOW pages for updates and support.

- List of useful national policy documents.
- Learning and Teaching Scotland Website and a list of other useful websites.
- Links to Useful Resources section (collated by health topic) currently identified by nursery, primary and secondary establishments as being in use within their establishments to support health and wellbeing.
National Policy Documents

Race relations Act (1976)

The Children (Scotland) Act 1995

Human Rights Act (1998)


Additional Support for Learning Act Scotland (2004 updated 2009)


HALL 4: Scottish Executive (2005)

Handy Hands Hygiene [www.washyourhandsoftem.co.uk](http://www.washyourhandsoftem.co.uk) Scottish Government


Let’s make Scotland More Active (2006)

Towards a Future without Tobacco (2006)

Determined to Succeed (2006)

Equality and Inclusion (2007) GTC Scotland

Schools (Health Promotion and Nutrition (Scotland) Act 2007

Skills for Scotland (2007)


Equal Opportunities (2008)


Early Years and Early Intervention Framework (2008)


National Care Standards: Scottish Executive revised copy Scottish Government (2008)

Improving relationships and promoting positive behavior in Scotland schools (2008)

Towards a Mentally Flourishing Scotland (2008-2011)


The Early Years Framework: Scottish Government (2008)

Respect and responsibility (2008)

Equally Well (2008)

Curriculum for Excellence (2009)

Together We Can: SLC (2009)

Valuing Young People (2009)

Early Years Information Pathway (2009)


A New Look at HALL 4-The Early Years: Good Health for every child (2011)
Useful websites

**Health**
Smoking cessation: [www.lanarkshire.co.uk/services/smokingcessation](http://www.lanarkshire.co.uk/services/smokingcessation)
sarah.lindsay@lanarkshire.scot.nhs.uk. Smoke in your eyes resource

Alcohol and Drugs  [www.lanarkshireASP@lanarkshire.scot.nhs.uk](http://www.lanarkshireASP@lanarkshire.scot.nhs.uk)

Breastfeeding: [www.lanarkshire.co.uk/services/communitymothers](http://www.lanarkshire.co.uk/services/communitymothers)

Mental and emotional health: [www.lanarkshirementalhealth.org.uk](http://www.lanarkshirementalhealth.org.uk)

[www.handsonscotland.co.uk](http://www.handsonscotland.co.uk) : Toolkit of helpful responses to encourage children and young people's emotional wellbeing

[www.children1st.org.uk](http://www.children1st.org.uk) : Happy safe secure children & young people

[www.playingfieldinstitute.co.uk](http://www.playingfieldinstitute.co.uk) : empowers workforce to promote emotional health & wellbeing for children & young people.

Young Scot Health: Feeling Good portal Mental Health section [www.youngscot.org](http://www.youngscot.org)

Sexual Health: [www.lanarkshiresexualhealth.org](http://www.lanarkshiresexualhealth.org)

Oral Health: [www.lanarkshire.co.uk/services/oralhealth](http://www.lanarkshire.co.uk/services/oralhealth)

Nutrition: [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)  
[www.nutrition.org.uk](http://www.nutrition.org.uk) British Nutrition Foundation  
[www.focusonfood.org](http://www.focusonfood.org) Focus on Food

Joining information for Health Improvement Library  
Library.hp@lanarkshire.scot.nhs.uk

Link to NHS Health Scotland Health Events Calendar: [www.healthscotland.com](http://www.healthscotland.com)

**Education**
Learning Teaching Scotland: [www.itscotland.org.uk](http://www.itscotland.org.uk)

North Lanarkshire Council: [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

South Lanarkshire Council: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

**Other Useful websites**

Curriculum for Excellence  
[http://www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)
Supporting transitions
More Choices, More Chances
http://www.scotland.gov.uk/Publications/2006/06/13100205.02

16+ Learning Choices
http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/16581/newpage4

Prince’s Trust Scotland
http://www.princes-trust.org.uk

Youth-friendly health services
NHS Health Scotland
http://www.healthscotland.com

NHS Health Scotland’s Youth Programme Walk the Talk
http://www.walk-the-talk.org.uk

Choose Life
http://www.chooselife.net/home/Home.asp

Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity
http://www.scotland.gov.uk

Smoking Prevention Action Plan
http://www.scotland.gov.uk

Changing Scotland’s Relationship with Alcohol
http://www.scotland.gov.uk

Delivering a Healthy Future: An Action Framework for Children and Young People’s Health in Scotland
http://www.scotland.gov.uk

Services for young people
Looked After Children and Young People: We Can and Must Do Better
http://www.scotland.gov.uk

Preventing offending by young people
Youth Justice Framework
http://www.scotland.gov.uk/Publications/2008/06/17093513/0

Drugs Strategy
http://www.scotland.gov.uk
Information and accessible youth-friendly services
Young Scot and Young Scot WOW
http://www.youngscot.org.uk
http://www.youngscotwow.org.uk

Childline
http://www.childline.org.uk

Youth work opportunities and approaches
Youthlink Scotland
http://www.youthlink.co.uk

Youth Scotland
http://www.youthscotland.org.uk

Youth Work Strategy
http://www.scotland.gov.uk

Volunteering Action Plan
http://www.scotland.gov.uk

Volunteer resource bank

Scottish Peer Education Network
http://www.fastforward.org.uk/peernetwork.html

The Scottish Government/COSLA joint statement on Community Learning and Development
http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/Learning Connections

Young people’s voice and communications
Scottish Youth Parliament
http://www.syp.org.uk

Scotland’s Commissioner for Children and Young People
http://www.sccyp.org.uk

GLOW
http://www.ltscotland.org.uk/glowscotland

Dialogue youth website
http://www.dialogueyouth.org

See the Person, Not the Age
http://www.seetheperson.info

Advice on involving children and young people in community planning –
http://www.scotland.gov.uk
National standards for community engagement
http://www.communityscotland.gov.uk

**Partners**
The Scottish Government
http://www.scotland.gov.uk

Convention of Scottish Local Authorities (COSLA)
http://www.cosla.gov.uk

NHSScotland
http://www.scotland.gov.uk/topics/health

NHS Health Scotland
http://www.healthscotland.com

Youth Link Scotland – The National Agency for Youth Work
http://www.youthlink.co.uk

Young Scot
http://www.youngscot.org.uk

Association of Chief Police Officers in Scotland (ACPOS)
http://www.acpos.police.uk

Chief Fire Officers Association Scotland (CFOAS)
http://www.cfoas.org.uk

Skills Development Scotland
http://www.skillsdevelopmentscotland.co.uk

Prince’s Trust Scotland
http://www.princes-trust.org.uk

Scotland’s Colleges
http://www.sfeu.ac.uk
http://www.scotlandscolleges.ac.uk

Scottish Children’s Reporter Administration
http://www.scra.gov.uk

The Scottish Youth Parliament
http://www.syp.org.uk

Learning and Teaching Scotland
http://ltscotland.org.uk
Supporting organizations
HMie
http://www.hmie.gov.uk

Scotland’s Commissioner for Children and Young People (SCCYP)
http://www.sccyp.org.uk

CBI Scotland
http://www.cbi.org.uk

GIRFEC Learning Community:
http://www.scotand.gov/topics/peopleyoung-people/childrensservices/girfeco/practitioners/LearningCommunity
Below is a list of current (2010) useful resources identified by educational establishments.
This list is by no means exhaustive and you may be aware of others which could be posted on GLOW and assist other establishments.

Road Safety
Street Sense
Cycle training resource pack
Moving onto Secondary School (road safety for P7 and S1 used in conjunction with transition programme)
Ziggy, s Road Safety Programme

Fire Safety
Fireworks-Be safe not sorry
Frances the firefly
Fire Safety Box

PSHE
Local Authority Health Relationships pack (S1-S4)
Personal relationships and developing sexuality
BBC sex education video
Proud to be me pack
Positive steps-Real people, real solutions
Confidence to Learn
Local Authority Health Packs: Myself-P1 (looking after oneself)
Squeaky McLean-P2 (hygiene)
Healthy eating-P3 (Nutrition)
Look at me-P3/4 (sex education)
Family Matters-P4 (relationships)
Body Wars-P5 (keeping fit and healthy)
Road risk-P6 (road safety)
All change-P6/7 (sex education)
Superhealthy Sevens-P7 (keeping fit and healthy)

Bereavement, death, dying, loss (a guide for teachers produced by South Lanarkshire Council Psychological services)
PSHE and Citizenship Collection of DVD’s
5-7 years: Say what you think (covers fairness, rules, right and wrong, working together and taking care)
7-9 years: What should I do? (covers vandals, finders keepers, and the gang)
7-11 years Beacons: (covers the secret, different tongues, working together, the kiss, and saying goodbye)

Citizenship
Education for Citizenship-Citizenship and the Law which covers managing conflict, racial discrimination, crime and the law in society, domestic abuse, substance misuse and me and my community (all ages).
Junior Citizenship-circle time, buddy systems, mediation and life skills (P4-7)
Addictions, Drugs and Alcohol
Crucial Crew Materials
Learning for life CD ROM-Drug sense
Know the Score: all stages but for teacher use
Thinking about drinking P6/7
Drugwise
Tobacco Facts- upper primary
Drugs and Dangers P1-3
The Good Health Guide to Drugs video P4-7
Think Twice-Drugs can kill P6-7
FRANK
Mr Fluffy
Rory (Interactive pack on alcohol for primary)

Food and Nutrition
Nutrition and Oral Health Strategy into Practice in the Early Years (2010)
Ban the bugs in our home: all stages (how germs are spread in the kitchen, food poisoning, safe shopping, personal hygiene and hand washing, preparing cooking, cooling and storing food safely, important food safety rules
Food training made simple (The Highfield Training Pack)
Food safety Learning Activities (The Highfield Training Pack)
Keep your balance (healthy eating)
Home Economics (DVD/Video, worksheets, Books and games)
Changes for Life
Home Link Bags
Focus on Food: Cooking Bus

Physical Activity
Class Moves series
Strikers Superstars (football link to health and PSD)
Yoga Bugs
Mini Gym
Sticky Kids
Mini Movers

Oral Health
Healthy Teeth and Healthy Mouths
Harry and Molly (document and 3 DVD’s for use in primary schools)
Smile with confidence (Resources, pack and DVD,S for use in Secondary Schools)
Childsmile Programme
Breastfeeding Friendly Initiative

Mental and Emotional Health
Staying safe and Healthy DVD (what, where and when series raises awareness of needs of others)
Learning for Life CD ROM (vandalism, bullying, safety and law and order)
Rosie’s world: Pack and video for middle and upper primary school. (Feelings, emotions, relationships, consequences of actions, management of feelings and behavior)
All about me
Bully proofing our school (workshops for teachers, parents and P7 pupils)
Young persons guide to bullying (magazine style workbook)
Let’s stop bullying
Time to talk: P1/2 myself, my family and friends and where I live
Being different P4-7 (deals with aspects-I’m different, my family is different, my lifestyle is different, my interests are different, and surviving anorexia)
Also deals with exceptional height, speech impediments, psoriasis, anorexia, adoption, twins, strange name, divorced parents
That’s life P4-7 (Blind from birth, Cerebral palsy, Bullied, Downs syndrome and wheelchair use)
Show racism the red card
Promoting Positive Behavior in the Primary School
Children working for peace-(designed to motivate young people to use conflict resolution concepts and skills within their own lives)
Positive Mental Health Pack
Healthy Reading Programme
See Me
Samaritans Pack
Myself and Others (South Lanarkshire Emotional Literacy Framework)
Healthy Reading Programme resources
Mindset online training
Reflections on recovery DVD (Story is relevant to young people and the rest for teachers/parents)
Books and puppets
Persona dolls
A box full of feelings
The mind yer head project
Helping Hand Initiative

Further information on resources will be posted on the GLOW site with a discussion forum to share good practice.