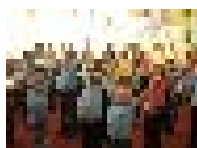


# Curriculum for Excellence in the Highlands



## Curaicealam airson Sàr-mhathais anns a' Ghàidhealtachd

### Health & Wellbeing Newsletter



### Health Promoting Schools putting Health at the Heart of Learning

The concept of Health Promoting Schools is one that has been around since the mid 1980s. Scotland was of course very much in the forefront of the European developments at that time and began work to ensure that the Scottish education system took on board the importance of health promotion to create the best environments for learners and staff.

In 1986 the World Health Organisation (WHO) reflecting on the Ottawa Charter for health promotion generated a framework illustrating the concept of Health Promoting Schools. The WHO defined a Health Promoting School as 'one that constantly strengthens its capacity as a healthy setting for living, learning and working'.

Health Promotion in schools is not just about encouraging children and young people to eat well and exercise; it encompasses a much broader holistic approach, which includes promoting the physical, social, spiritual, mental and emotional wellbeing of all pupils and staff. In Scotland the WHO framework was used as a basis for developing a variety of local models and work was progressed jointly between Public Health in NHS Highland and the Local Authorities to develop a programme

of health promotion work in schools, including development of criteria for schools to achieve health promoting schools status.

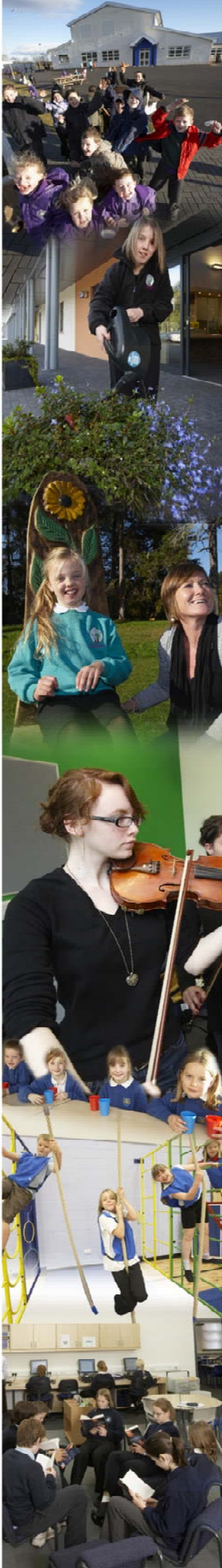
The process that was undertaken required schools to complete a self evaluation against the criteria, produce a portfolio of evidence and participate in an accreditation visit. In 2003, the Scottish Executive set the target that all schools in Scotland were to be health promoting schools by 2007. This was supported by a range of policies, including: 'Hungry for Success', 'Let's Make Scotland More Active', 'Eco Schools' and 'Better Health Better Care: Action Plan'. All schools in Highland are accredited with Health Promoting School status and continue to lead the way in the promotion of the Health and Wellbeing agenda.

In 2007, the *Schools (Health Promotion and Nutrition) (Scotland) Act* introduced a legislative framework for this earlier work. The Act requires that schools:

- place health promotion at the heart of their activities
- ensure that food and drink served meets nutritional requirements specified by Scottish Ministers and by regulations
- promote the uptake and benefits of school meals and, in particular, free school meals
- reduce the stigma associated with free school meals by requiring local authorities to protect the identity of those eligible for free school meals
- consider sustainable development guidance for food or drink provided in schools.

Successful learners      Confident individuals      Responsible citizens      Effective contributors





## Health Promoting Schools Developments

### Partnership Working

In the Highland Council area, the work of the Health Promoting Schools initiative sits within a framework for health improvement called 'Your Choice to Healthy Living'. This in turn sits within the Joint Children's Service Plan, 'For Highlands Children 3'. The 'Your Choice' plan is a result of a partnership between NHS Highland and the Education, Culture and Sport (ECS) Service of Highland Council and aims to improve the health and wellbeing of school/learning communities across Highland. The partnership developed a collective identity to promote a holistic approach to improving health.

Through consultation with young people the 'Your Choice to Healthy Living' logo and identity became synonymous for innovative health improvement initiatives in Highland school/learning communities. The partnership built capacity to deliver on this initiative through the joint posts of Health Promoting Schools Manager, Specialist Dietician; Health Promoting Schools and Health Promoting Schools Officers based in the three northern Community Health Partnerships (CHPs). The key partnership posts along with the Boards Health Promotion Specialists and the CHP Health Improvement Teams support school communities with a range of activities and programmes.



### Achievements

Health Promoting Schools takes a settings approach to delivering key health promotion interventions. A wide range of health promotion activities, projects and programmes bring together a number of disciplines and professional groups with the aim of improving the health of school/learning communities. Recent audit and inspections have highlighted the successes of the Health Promoting Schools approach.

A recent summary of HMIE Inspections in the Highland Council area which focussed specifically on the implementation of the Schools (Health Promotion and Nutrition) Act, Child Protection Inspection and self-evaluation, found the following strengths in the approach taken to implement Health Promoting Schools in Highland:

- Strong and effective local partnerships between ECS, NHS Highland, Northern Constabulary and other service providers have a positive impact on the health and wellbeing of our vulnerable young people and their families.
- A very positive ethos of inclusion and achievement where children are involved in setting clear, realistic and meaningful targets for learning and where they are encouraged to make a commitment to a healthy lifestyle and can act as positive role models for others.

School based Health and Nutrition Inspection (HNI) reports to date have identified development of a partnership approach to Health and Wellbeing as a strength within Highland, and reference has been made to the benefits of a 'whole school approach' where Active Schools Co-ordinators, School Health Nurses, Youth Workers, Community Police and Children's Service Workers are all key members of the school/learning community. Schools are successfully maintaining their Health Promoting Schools status, and this has ensured the best possible conditions for learning, teaching and achieving.

### Key Activities

Health and Wellbeing focussed Continuous Professional Development (CPD) opportunities for all professionals in school/learning communities are provided centrally and in localities by the Health Promoting Schools Officers. Training includes 'SHARE' (Sexual Health and Relationships Education) across Primary, Secondary and Additional

Successful learners      confident individuals      Responsible citizens      Effective contributors



Support Needs settings, 'Substance Misuse Prevention and Education', 'Food, Mood, Learning and Behaviour', 'Internet Safety' and 'Health and Wellbeing'.

All food and drink provided by the Local Authority must be compliant with **nutritional standards**. This includes school meals, drinks and snacks. Regular analysis of school meals uptake has shown that, following a drop in the early days of implementing the nutritional standards, there has been a recent increase in secondary schools. The uptake in primary schools has risen steadily over the last five years. The active promotion of school meals, pupil led nutrition groups, and healthy eating initiatives, have been key to supporting increased uptake.



Support has been provided through CPD events and specifically designed Health Promoting Schools guidance to promote healthier eating, including 'Food for Celebrations', 'Healthier Home Baking' and School Snack Guidance. An innovative curriculum tool for professionals to use to promote healthy lunchboxes and meals has been developed and promoted across all Highland schools.

**Rising Stars**, is the unique programme developed by Dave Rex (see separate Rising Stars article) The Health Promoting Schools Officers have been heavily involved in supporting schools to deliver this innovative approach to looking at health meals and lunchboxes.

The child healthy weight programmes developed by NHS Highland ('**X Programme**' and '**Mini X Programme**') are being supported and promoted through Health Promoting Schools. The programmes are being delivered by a range of professionals, including Health Promoting Schools Officers, School Health Nurses, and Active Schools Co-ordinators.

Commitment to support **Tobacco Prevention work** in schools is through

the introduction of school targeted programmes to encourage 'Smoke Free Homes and Cars', and specific smoking prevention work in schools.

Health Promoting schools has supported the delivery of '**Childsmile**', which aims to promote access to and more frequent use of dental services for families, and deliver tooth brushing programmes for schools with the highest need.

**Keeping safe on the Internet** and tackling **cyberbullying** has been given a high priority in school communities and substantial work has been undertaken in this respect. A training programme and a web resource on internet safety has been developed and delivered across a number of schools. The involvement of young people in developing resources has been an important part of this initiative.

The Highland Council's award winning low cost '**High Life**' leisure access scheme has enjoyed increased membership with over 40% more usage of leisure centres since the scheme's introduction in 2002. By encouraging the uptake of Young Scot/High Life cards in school to young people it has increased access to leisure facilities and Highland Youth Service provision.

The Highland Council's Additional Support Needs Strategic Management Team works closely with the Highland CAMHS (Child and Adolescent Mental Health Services) team to consult on and support the CAMHS framework. Educational Psychologists work with schools to promote awareness raising and **prevention of mental ill-health**. Training in emotional literacy, attachment, resilience building, crisis intervention, and bereavement and loss has helped build capacity and confidence of school staff to better meet the needs of young people affected by these issues.

*Successful learners      confident individuals      Responsible citizens      Effective contributors*



## Health Promoting Schools Contacts

Health Promoting Schools Officers are *the* Highland specialists in Health and Wellbeing in education. They can provide a wealth of information, guidance and support in your learning community. This particularly includes:

- Guidance on maintaining Health Promoting Schools status
- Support to ensure your establishment is compliant with the Schools (Health Promotion and Nutrition) Scotland Act 2007, including the Nutritional Requirements.
- Support for planning and delivery of CfE Health and Wellbeing experiences and outcomes.
- Specific Health and Wellbeing improvement initiatives such as Healthy Weight Interventions (Mini X and X Programme) and Tobacco Prevention awareness activities.
- Support to access local and national resources.
- Support to access Health and Wellbeing learning opportunities locally, including Sex and Relationships Education, Internet Safety and Rising Stars.

Please do not hesitate to contact us!

**Louise Jones**  
**Health Promoting Schools Manager**  
[Louise.jones@highland.gov.uk](mailto:Louise.jones@highland.gov.uk)

**Karen Carson**  
**Health Promoting Schools Officer – Inverness Badenoch and Strathspey**  
[Karen.carson@nhs.net](mailto:Karen.carson@nhs.net)

**Fiona Bing**  
**Health Promoting Schools Officer – Inverness, Badenoch and Strathspey**  
[Fiona.bing@nhs.net](mailto:Fiona.bing@nhs.net)

**Patricia Groves**  
**Health Promoting Schools Officer – Caithness and Sutherland**  
[Patricia.groves@nhs.net](mailto:Patricia.groves@nhs.net)

**David Rex**  
**Specialist Dietician Health Promoting Schools and ASD**  
[David.rex2@nhs.net](mailto:David.rex2@nhs.net)

## Support for Health and Wellbeing in Highland

### Sexual Health and Relationships Education

**Lorraine Mann**  
Senior Health Promotion Specialist  
Sexual Health and Young People  
[l.mann@nhs.net](mailto:l.mann@nhs.net)

### Active Schools

**Jonathan Warde**  
Active Schools Manager  
[Jonathan.warde@highland.gov.uk](mailto:Jonathan.warde@highland.gov.uk)

### Highland Youth Development Team

**Rebecca Raynes**  
Youth Services Strategy Officer  
[Rebecca.raynes@highland.gov.uk](mailto:Rebecca.raynes@highland.gov.uk)

### Smoking Education /Tobacco Prevention

**Denise May**  
Tobacco Prevention Officer  
[Denise.may@nhs.net](mailto:Denise.may@nhs.net)

### Oral Health

**David Babb**  
Senior Dental Officer  
[David.babb@nhs.net](mailto:David.babb@nhs.net)

### Substance Misuse

**Suzy Calder**  
Substance Misuse Strategy Implementation Manager  
[Suzy.calder@nhs.net](mailto:Suzy.calder@nhs.net)

## Rising Stars – How to Tackle Unhealthy Packed Lunches



In the last year or two, we have seen the introduction of legally binding nutritional standards in Scottish schools. These standards were the result of an expert working group and covered both meals and snacks provided by the school. School meals, for example, have to meet specific standards for fat, sugar, salt, energy, fibre and a range of vitamins and minerals. School food now represents “the front line” in Scotland’s efforts to tackle our poor record of diet related disease.

While these new standards restrict pupils’ access to some of their favourite foods, schools meals remain popular, with about 15,000 school lunches being served in Highland

Successful learners      confident individuals      Responsible citizens      Effective contributors



schools everyday. This is due, in no small part, to the hard work of Highland Council's excellent school meals service. However, eating a school meal is not compulsory, and many pupils still choose to take a packed lunch. A recent study showed that only 1% of packed lunches meet the new nutritional standards for school meals. For pupils in secondary school who head out for a "street lunch" the picture is even worse.

Many teachers have struggled to tackle unhealthy choices at lunch time. Some pupils who choose a school meal, decide not to eat the most nutritious parts of it, especially if it is unfamiliar to them. Packed lunches are often poorly balanced, more closely reflecting the foods most advertised to children, than the Food Standard's Agency's "Eatwell Plate". History is littered with head teachers who have found themselves in "hot water" with parents for daring to suggest that some items in children's packed lunches are inappropriate. This is where the "Rising Stars" model comes in! Developed in Highland, it is proving highly popular in schools and other settings in Highland, as well as being adopted further afield by other local authorities.



"Rising stars" does not ban any particular food from being brought to school. Nor does it make unpopular but healthy foods compulsory. However, every element of a meal (be it a packed lunch, school dinner or something eaten from a van, high street take-away, supermarket or corner shop), is accounted for using a simple, easy to teach, scoring system. Each food scores or loses stars depending on which food group in the "Eatwell Plate" it comes from. Overall scores typically vary between minus 2 and plus 5. The model is well understood by children from primary 4 upwards. Secondary school pupils can compare school meals with food from a van or the high street, or for

planning meals in home economics. The model can be applied to any meal, including breakfast and tea.

The way the model works best is for pupils to write down what they ate for lunch yesterday, and learn about the Eatwell Plate and the Rising Stars scoring system. They then "Star rate" their own meal choice, and decide what they think they can change in the future to become a "Rising Star". The exercise is repeated a couple of weeks later to see what changes have been made. The model can be taught to teaching staff so that they have the skills and confidence to teach it to their pupils. The objective nature of the scoring system prevents accusations of "Food Snobbery" that are so often present when schools try to improve the food choices of pupils.



The model is no panacea, but it is a useful tool in our efforts to promote a healthier food culture. Leaflets and posters are available supporting the model. **If your school is interested in using this model to promote healthy food choices, contact David at [David.rex2@nhs.net](mailto:David.rex2@nhs.net) or speak to your local Health Promoting Schools Officer.** A short training session, perhaps as part of a staff meeting, associated school group meeting, or in-service training day, is all you need to get going.

### Highland Having a Healthy GLOW



Highland has its very own Curriculum for Excellence Health and Wellbeing GLOW Group. GLOW is an education intranet purely for Scottish education and each local authority has its own online community.

The Highland Health and Wellbeing GLOW Group is flourishing with documents and news updates. The discussions are up and raring to go and needs everyone to input into this valuable resource. Each document folder contains recommended resources to enable you to plan and deliver the Health and Wellbeing

*Successful learners      Confident individuals      Responsible citizens      Effective contributors*



experiences and outcomes. There is a document folder for each Health and Wellbeing CfE topic, and further folders including Tobacco Prevention, Road and Internet Safety.

If anyone needs an account they should email Jim Henderson, Virtual Learning Co-ordinator on [Jim.henderson@highland.gov.uk](mailto:Jim.henderson@highland.gov.uk). Please note that this is not restricted to staff within the Highland Council Education, Culture and Sport Service

For further information on content and support to upload resources please contact Louise Jones, Health Promoting Schools Manager on [louise.jones@highland.gov.uk](mailto:louise.jones@highland.gov.uk)

If you want to find out more about GLOW, please go to [www.ltscotland.org.uk](http://www.ltscotland.org.uk)

### Highland Youth Voice - Health and Wellbeing Campaign Group

One of Highland Youth Voice's four campaign groups is 'Health & Wellbeing'. The group has recently been working on sexual health education and they are also going to be looking at mental health issues. The current convener is Brianella Scott from Dornoch Academy.

For more information about Highland Youth Voice visit [www.hyv.org.uk](http://www.hyv.org.uk), contact Magnus Monahan (Youth Convener) on 01463 702835, or Audrey Anthony (Senior Youth Development Officer) on 01463 702043.

### The Curriculum for Excellence Health and Wellbeing /PSE Group

The HWB / PSE Group began life in early 2008 and was tasked with conducting a review of Personal and Social Education (PSE) in Highland. This involved consulting with parents, pupils and staff in our learning communities. With the review completed, the group has now been charged with taking forward developments to ensure the successful delivery of the Health and

Wellbeing experiences and outcomes. All agendas, minutes of meetings and review documents can be accessed in the Highland Health and Wellbeing GLOW Group.

### Key messages from the review of PSE

- The consensus is that Highland parents and carers are happy with the way the PSE Curriculum is being taught currently and does not require a radical overhaul. However, it does need to be updated and consistent across Highland.
- Highland parents / carers regard topics such as substance misuse, alcohol and tobacco as the top priorities for content for the future. This was closely followed by sexual health, bullying, study skills and careers and work experience.
- Young people (through the Senior Pupils Interactive Consultation Event) feel that key important issues are LGBT Issues, University / College life, Budgets and Finance / Personal Safety, Mental Health, Cooking and Driving.
- Through the Highland Lifestyle Survey we have been able to establish baseline data of the lifestyles of P7, S2 and S4 pupils. Future Health and Wellbeing work must be evaluated to demonstrate the impact on learners, particularly vulnerable learners.
- Partnerships are vital to the delivery of Health and Wellbeing. Guidance on the use of Outside Agencies should be clearer.

### The following ideas were identified for the future work of the group.

- Guidance on planning and evaluation.
- Sharing of resources and 'Rich Task' case studies.
- Exploration of the use of Emotional Intelligence Training.
- Guidance on the 'Responsibility of All' possibly linking to co-operative learning and joint CPD opportunities
- Greater linkages with the Parenting Support Framework.
- Exploration of methods of consultation with learners.

Successful learners      Confident individuals      Responsible citizens      Effective contributors



### Further plans

Three short life working groups have been established to identify recommended resources to support the delivery of the Health and Wellbeing experiences and outcomes. These resources will be highlighted through the GLOW Group and the Highland Virtual Learning Community portal.

- Personal and Social Education
- Physical Activity, Physical Education and Sport
- Food and Health / Home Economics

*For more information please contact the Chair, Moira Leslie, Head Teacher, Raigmore Primary School.*

### HWB / PSE Group Contacts

**Moira Leslie,**  
**HT, Raigmore Primary (CHAIR)**  
[Moira.leslie@highland.gov.uk](mailto:Moira.leslie@highland.gov.uk)

**Barry Northedge,**  
**Quality Improvement Officer**  
[Barry.northedge@highland.gov.uk](mailto:Barry.northedge@highland.gov.uk)

**Louise Jones,**  
**Health Promoting Schools Manager**  
[Louise.jones@highland.gov.uk](mailto:Louise.jones@highland.gov.uk)

**Graham MacNab,**  
**DHT, Lochaber High School**  
[Graham.macnab@highland.gov.uk](mailto:Graham.macnab@highland.gov.uk)

**Jackie Hewitt,**  
**Subject Supporter, Dingwall Academy**  
[Jackie.Hewitt@dingwallacademy.hIGHLAND.sch.uk](mailto:Jackie.Hewitt@dingwallacademy.hIGHLAND.sch.uk)

**Stephanie Bruce,**  
**Quality Manager, Care and Learning Alliance**  
[sbruce863@aol.com](mailto:sbruce863@aol.com)

**Beth Law,**  
**PT Guidance, Kilchuimen Academy**  
[beth@caor.co.uk](mailto:beth@caor.co.uk)

**Ian Murray,**  
**Head of Community Learning & Leisure**  
[ian.r.murray@highland.gov.uk](mailto:ian.r.murray@highland.gov.uk)

**Lorraine Mann,**  
**Senior Health Promotion Specialist, Sex Health & Young People**  
[l.mann@highland.gov.uk](mailto:l.mann@highland.gov.uk)

**Mike Jones,**  
**Senior Youth Development Officer, Engagement**  
[Mike.jones@highland.gov.uk](mailto:Mike.jones@highland.gov.uk)

**Karen Cormack,**  
**DHT, Dingwall Academy**  
[Karen.cormack@highland.gov.uk](mailto:Karen.cormack@highland.gov.uk)

**Julia Nelson,**  
**Health Development Officer, Early Years**  
[Julia.nelson@highland.gov.uk](mailto:Julia.nelson@highland.gov.uk)

**Alison Brown,**  
**PT Faculty, Invergordon Academy**  
[Alison.brown@invergordon.hIGHLAND.sch.uk](mailto:Alison.brown@invergordon.hIGHLAND.sch.uk)

### A healthy transition .....

Charleston ASG have helped their Sports Coordinator to organise, for the second year running, a transition Health and Well being event for all P7's on the Friday before their Academy Induction days in June. This will give all pupils a chance to mix freely with peers and staff in a relaxed setting, and to have at least 1 or 2 taster sessions of sports which they have not attempted before. It will be held at Bught Park again where many of the sports venues are utilised. Last year's day was voted a huge hit by the pupils.

### Parent Councils get involved too!

Kirkhill Primary held a joint Health and Wellbeing event early in August '09 for members of the Parent Council and staff. It was an evening delivered by Andy Mckecknie, and resulted in a lot of fun, team building, and a fresh look at how to stay healthy in mind and body.

### Hilton Health Diaries

Each child in Hilton Primary has been issued with their own Health Diary. The school was given money from Fujitsu which provided high quality A5 ring binders. Weekly targets are set by the children, either individually or as a whole class, to raise awareness of the importance of leading a healthy lifestyle. The targets are

Successful learners      confident individuals      Responsible citizens      Effective contributors



grouped under 5 headings – Nutrition, Exercise, Hygiene, Rest & Relaxation and Sleep.

The diaries have been running for almost a year now, and the response from the children and parents has been a positive one. Parents would like to build on the nutrition aspect through suggestions such as guest speakers to give advice on cooking healthy meals, and building a ‘sharing bank’ of recipes.

Through self evaluation, the children are creating new individual targets and are not looking for rewards but beginning to feel the effects from leading a healthier lifestyle.

### Health and Wellbeing at Millburn Academy

A staff working group, linked to a member of the School Leadership Team, has had responsibility for driving forward developments in Health and Wellbeing this session. Chaired by an unpromoted member of staff, the group comprises staff from across a range of subject areas, and is essentially an interest group with members self nominating. There have been three main strands ensuring attention is being given to mental, social, emotional and physical wellbeing: whole school involvement; targeted groups of pupils and staff health and wellbeing.

The Millburn Mile held in March 2010, in aid of Sport Relief, and the interdisciplinary Bike Week scheduled for June 2010 are the two flagship events involving all within the school community. The Mile, with its emphasis on participation and enjoyment, was a very successful fundraiser with over £2000 being raised. Assemblies held prior to the event, the event itself and the subsequent recognition of individuals’ running success ensured headline messages about the importance of a healthy mind in a healthy body were conveyed across the school and were encompassed in



learning and teaching. The interdisciplinary Bike Week, planned jointly by the Health and Wellbeing Group and the Eco Committee, will involve the whole school in a week of curricular and extra curricular activities related to cycling and bicycles. The centrepiece of the event is a virtual spin from Millburn to the World Cup in South Africa in time for the kick off! Examples of possible activities for the week include:

**Home Economics** – nutrition for cyclists

**Science** – tyre pressures

**Geography** – safe routes to school

To help increase confidence and self esteem, targeted pupil groups have been involved in judo and personal presentation workshops. Working with adults other than teachers, these young people have attended several workshops as part of their curriculum. The success of these workshops has been apparent by the number of pupils – outwith the targeted groups – asking if they can get involved too.

Staff health and wellbeing is also central to the thinking of the working group, with a number of events and activities in place to encourage and support healthy working lives. A questionnaire was devised by the group and used to seek staff views about what would be useful and beneficial. As a result of this, massage sessions have been made available on site and the school’s educational psychologist has provided professional development in emotional literacy. Feedback from staff has been extremely positive.

The strands are inextricably linked and are contributing positively to the ethos of the school, a strength identified recently by HMle. The work of the group continues as it strives to embed the health and wellbeing experiences and outcomes across curricular areas.

### Culture clash in Caithness?

*“As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that*

*Successful learners      confident individuals      Responsible citizens      Effective contributors*



*go with them, I show respect for the rights of others."*

Primary four to seven of Keiss Primary took part in a joint Rights and Responsibilities project with their link school in Dedza, Malawi, in March. This was done as part of their global citizenship work. The project involved the learners in Namikango School, Malawi, and their counterparts in Keiss School undertaking research and debate on not only their rights but also on the responsibilities they have in ensuring they play their part in seeing their own and other people's rights are met.

The Keiss learners produced art work and wall displays showing the different rights and responsibilities they had debated, and this was sent to



Malawi. The learners in Malawi sent similar material to Keiss School. Though the focus of the work was the same in both schools, the Keiss learners found the content in some of what the Namikango learners produced to be quite shocking, and this was an opportunity for them to reflect on a culture which is radically different from their own. Chilhumbutso Kaziputu of Standard 6 wrote, talking about the right to medical help. 'Everyone is special, girls and boys infected or affected by HIV/Aids are special.' Numelila Mlanin of Standard 2 wrote, 'Protect us, don't hurt us, our bodies are our own'. However, they were also able to see that there were a lot of similarities between their experiences and that of their Namikango peers. They particularly enjoyed the poem written by Manduilza Lambetzani of Standard 6 called 'Why Me' -

*Don't look away, they look away,  
I cry, they laugh,  
I fall, they run,  
I whisper, they scream  
I resemble me, they resemble them,  
I am a human being, they are human beings too!*

## How to become a Safe Highlander

Just under 2,000 Primary 7 pupils from schools within Inverness and the surrounding area will be heading to the Cameron Barracks, Inverness, between 5th and 14th of May to take part in a community safety project aimed at making them safe Highlanders. Primary 7 pupils from locations further afield in the Highland region will attend three satellite events held at Lairg (9 June), Portree (16 June) and Wick (7/8 September).

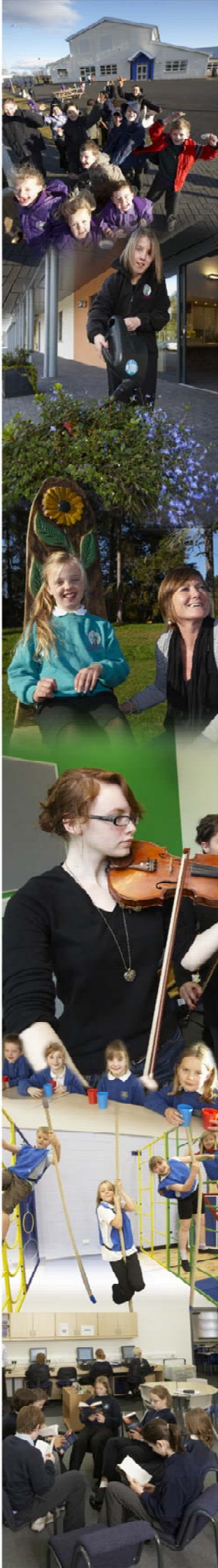
Safe Highlanders, established in 1996, is an educational event aiming to tackle challenging issues of community safety by enabling children to:

- become more aware of personal safety,
- make a contribution to crime prevention and overall community safety,
- learn how to react to emergency situations,
- understand the roles played by the emergency services, and
- foster good citizenship.

Each day of this eight day event consists of three sessions during which pupils benefit from the activities in which they participate. Children are introduced to the event at the beginning of each activity and then are debriefed following the completion of their Safe Highlanders experience, and asked to complete a self evaluation questionnaire to help in measuring how much they have learned from the activity. During their day the youngsters will get their chance to experience a number of potentially hazardous situations, allowing them to participate in a range of simulated practical exercises. The scheme is based on the principle of learning by doing, and pupils through experience will acquire life saving skills and knowledge on first aid, fire safety, safety on roads, railway lines and farms.

Children will be presented with the danger of electricity, building sites as well, and staff and volunteers working for the Inverness Drug & Alcohol Forum will introduce pupils to the health implications of misuse of

*Successful learners      confident individuals      Responsible citizens      Effective contributors*



alcohol or other drugs. For instance, at the road safety set presented by Northern Constabulary, the Highland Council and the Highlands and Islands Fire and Rescue Service, children are asked to judge the stopping distance of a car being driven at 30mph. At the first aid set presented by the British Red Cross, pupils will be shown how to diagnose and treat an unconscious person who is not breathing using Drs AB and the recovery position.

The agencies currently involved are the Highland Council, British Red Cross, British Transport Police, Construction Industry Training Board, Institute of Safety & Health, Health & Safety Executive, Highlands and Islands Fire and Rescue Service, Inverness Drug and Alcohol Forum, Maritime and Coastguard Agency, Northern Constabulary, and Scottish Hydro-Electric.

Safe Highlanders would not be a success without the help of many volunteers who donate their energy and time to support the event. Thirty one volunteers will assist during the course of this year's event and will escort children from one set to another. Also, a number of young members of the Fire Service Boys Brigade will pack almost 3000 goodie bags for all the pupils attending Inverness and satellite events. The Highland Council and all the partner agencies would like to thank all the volunteers and the Fire Service Boys Brigade for their support and involvement with this year's Safe Highlanders.

**Isabelle Kaminiarz**  
**Community Safety Officer**  
[isabelle.kaminiarz@highland.gov.uk](mailto:isabelle.kaminiarz@highland.gov.uk)

### Health Information Resources Service

The Health Information and Resources Service in Highland offers a wide range of services in providing Health Information, supporting numerous campaigns and with an extensive library. Whether you are keen to find out about healthy eating or stopping smoking, a specific disease or disability, or how to contact a self-

help or support group, the department's trained staff can either help or know someone who can. Health Information and Resources Officer, Shirley Noble, summarises "We very much welcome visits or calls from the general public anywhere in the Highlands, whatever their health concerns".

The library offers a wide range of health related materials for loan, free of charge to everyone working or living within the Highlands. Materials consist of books, leaflets, videos, training packs, games and equipment. The Health Information Resources Service is available to all schools and establishments in Highland, and all of the resources are free of charge. For further information and to view the materials available, please have a look at the website. For any specific enquiries please contact

**Health Information and Resources Officer**

**Shirley Noble**, 01463 704989

[Shirley.noble@nhs.net](mailto:Shirley.noble@nhs.net)

[www.healthyhighlanders.org.uk](http://www.healthyhighlanders.org.uk)

### Healthy Eating through Storytelling

Leisure and Learning, in partnership with NHS Highland, ran a pilot cross curricular initiative in using Storytelling to communicate healthy eating messages to children during February and March 2010. Two storytellers worked with eleven Highland primary schools to deliver the sessions for pupils, plus CPD for teachers, focussing on reinforcing good eating habits through the medium of storytelling. The initiative secured funding from the Scottish Book Trust and crossed the expressive arts with health and wellbeing experiences and outcomes within Curriculum for Excellence.

Teachers' feedback included:

*"The initiative provided further ideas of ways to introduce healthy lifestyles to children"*

*"The methodology and delivery of lessons gave us a refreshing look at ways to deliver the curriculum"*

Successful learners      Confident individuals      Responsible citizens      Effective contributors



For further information contact:

**Arts Links Officer**

**Lynn Johnson**, 01463 732651

[lynn.johnson@highland.gov.uk](mailto:lynn.johnson@highland.gov.uk),

**Nurture group at Merkinch**

Merkinch Primary has set up a Nurture group which they have been running during 2009/2010. The room is called the 'Ocean Room'. The room has four areas – a kitchen, sitting room, play area and work area. Children with Social, Emotional and Behavioural needs attend the room on a part time basis. The

school adheres to the core Boxall principles which underpin Nurture Groups, in terms of a commitment to the provision of early learning experiences through a nurturing approach. Good behaviour is encouraged through a personal and social development programme and a personal targets programme. Play is encouraged to help children progress through the stages of solitary, parallel and cooperative play. Parental partnerships are encouraged with regular open snack sessions in the Ocean Room. The children are very much part of their mainstream class and the Ocean Room is seen as a positive place to be and which is available to others in P1-3 during Golden Time. Staff work closely with mainstream teachers and support staff, sharing targets.



**How does the Ocean Room help to develop successful learners?**

By giving children the skills they need to learn. Children attending have become more self aware and confident. This has been commented on by parents and staff. They have made enormous progress with social skills and self regulation and are now able to engage with the curriculum and participate in co-operative learning activities.

**How does the Ocean Room help to develop effective contributors?**

By helping the children to express their feelings and to identify how others feel, children in the Ocean

Room are encouraged to think about how their behaviour affects others. They have developed a positive relationship with nurture staff and each other, and this has transferred to other members of staff. Many of the children have made new friends and their social skills have developed.

**How does the Ocean Room help to develop Responsible Citizens?**

By enabling the children to take part in group collaboration by encouraging them to cope with and express their feelings, resulting in levels of confrontation being reduced. Most of the children attending the Ocean Room this year are now confident enough to join a school group – eco, pupil council - and are also noticeably more active citizens in the playground.

**How does the Ocean Room help to develop Confident Individuals?**

By enhancing children's self respect, sense of worth and self esteem, the Ocean Room has helped the children develop their social skills through working, playing and eating together. The children are now better able to relate to other adults and children in an appropriate way. They have been given the opportunity to express themselves in a small group setting and have been gradually more able to contribute in class and engage with learning.

The Nurture Group supports the development of emotional literacy which is embedded across the school.

**Staff Health and Wellbeing**

A key feature of a Health Promoting School is the priority the school places on the Health and Wellbeing of staff. It is vitally important that within the school the ethos of promoting positive health and wellbeing extends to the whole school community, and staff in particular feel valued and included.

There are excellent resources specifically for considering the health of school staff provided by the Teacher Support Scotland 'Staff Wise' initiative. This is a new online resource

*Successful learners      confident individuals      Responsible citizens      Effective contributors*



launched to improve organisational wellbeing in education establishments.

*"Within a work context, wellbeing is about feeling good and working well, it describes the experience of feeling good about ourselves, our work and our relationships with our colleagues, and having confidence in the contribution that we are making to our workplace"* Staffwise

[www.staffwise.org.uk](http://www.staffwise.org.uk)

There are also online resources available through the Healthy Working Lives initiative, formerly known as Scotland's Health and Work (SHAW). The Highland Council's corporate plan includes an ongoing commitment to achieve awards with Healthy Working Lives, and some schools have chosen to pursue this independently.

[www.healthyworkinglives.com](http://www.healthyworkinglives.com)

Local resources you might want to consider are guidance from some key health professionals such as Educational Psychologists, Health Promoting Schools Officer, School Health Nurse and Highland Council Occupational Health. You may also wish to access some of the materials available from Highland's Health Information Resources Service which are suitable for your staff teams looking at how to keep healthy in the workplace.

Highland Council contacts:

**Keith Walker,**  
**Policy Officer, Health Improvement**  
[Keith.walker@highland.gov.uk](mailto:Keith.walker@highland.gov.uk)

**Susan Birse**  
**NHS Highland, Healthy Working Lives**  
[Susanbirse@nhs.net](mailto:Susanbirse@nhs.net)

### South Primary gets active!

Some superb work went on at South Primary School where P4 - 7 pupils got involved in impressive gymnastic work. They have been enjoying these active workouts and



showing amazing success and confidence. Well done to all!

### Active Schools and the Curriculum for Excellence

*"How do I contribute to your health and wellbeing?"* was a question one of our Active Schools Co-ordinators asked a few P7's at the primary school where she is based.

*"Well you do running and organise parents to do swim bus and exciting things like orienteering. You supply us with toys and games so that we can do 'fun and games club' with the little ones. You help us understand how to be organised and safe, and you do health and fitness tests and all the inter-school competitions and tell us about other stuff going on in the area that we can join in with."*

Such reassuring feedback from her 'service users' was also reflected in a recent HMIE inspection of the school in which it was noted that; *'The school has developed successful partnerships with a range of agencies to support children's learning and promote their health and wellbeing. For example, the Active Schools Coordinator works very closely with the school to provide a range of activities for children.'*

Heartening news indeed, and one that is replicated across Highland and the Active Schools programme, but is this really the whole picture, and how do we improve and further develop the valuable contribution which Active Schools can make to the Curriculum for Excellence in our schools? *'Providing a range of activities for children'* is not the whole picture in an important partnership between our schools and Active Schools in ensuring that Health and Well Being takes centre stage alongside literacy and numeracy across learning.

The key element in the CfE development, is one of partnership. Health and Well Being documentation states that children's and young people's learning *'...benefits strongly from partnership*

*Successful learners      confident individuals      Responsible citizens      Effective contributors*



*working between teachers and colleagues ... who can make complementary contributions through their specialist expertise and knowledge.'*

Principles and practice p 3

While the practice of partnership is not new to most education practitioners, what is exciting is the opportunity that the CfE presents to really ground that professional practice from both sides in a meaningful, targeted and evidenced way. How far apart are the objectives of the Active Schools programme...

- Improving health – mental, physical, emotional
- Education and raising achievement
- Citizenship – social responsibility and leadership
- Physical development
- Sports participation
- Fun

...from the 4 main themes of the CfE and the individualised targets of Health and Well being? Active Schools Co-ordinators suggest that there is hardly any daylight between them, and that the challenge now is how the partners in this relationship can work together to formalise the links and evidence base in mutually conducive ways that are useful to the practitioners. For instance, how can Active Schools help their parent volunteers and sports coaches to understand the important links and contributions they make to the individual child's development in health and well being? What information do schools need in order to ensure that they are gathering the evidence they require to transform good practice into a useful part of their organisation's self assessment programme?

Perhaps it is time to sit down and examine the learning outcomes of a range of Active Schools schemes on offer to adults and children, both in the community and in schools, and audit those outcomes against those of Health & Well Being? In this very

practical way, the strengths of the partnership become even more self evident and focused upon the needs of our, ultimately, successful, confident, effective and responsible learners. In the meantime, while there is good practice in the partnerships, the CfE provides an opportunity to fully realise our ambitions towards healthy and happy lifestyles for all.

### **Nairn Academy S1 Junk Food/ Healthy Food Project**

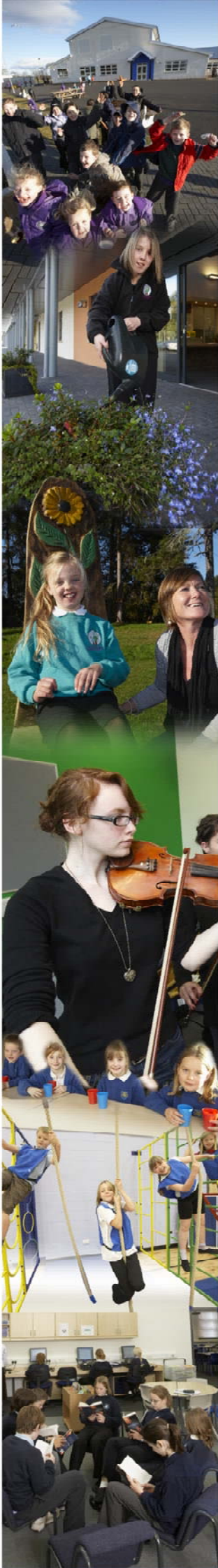
This year's S1 pupils in Nairn Academy had the opportunity to join up their work in Home Economics, Drama and PE for 6 weeks, when the departments shared a focus on Good/ Bad Nutrition.

Home Economics lessons saw a fun and shocking Junk Food Demonstration and Workshop. Youngsters saw what goes into Junk Food, getting real 'hands-on' experience of how some of the food they buy in fast food outlets and supermarkets is made. This was combined with group work focussing on nutrition and the five food groups.

Food Diary work over the same period in PE – with the emphasis on the effects on the body of different food intake - reinforced the overall Health & Wellbeing message. Pupils then got the chance to use their knowledge in an even more fun way in Drama, where they created their own Food Businesses. Pupils had to make decisions about the products they created and sold, and then had to deal with their customers' responses following sudden indigestion, upset stomachs etc.

*"Nothing focuses pupils better than situations which bring their learning to life,"* explained Drama teacher, Michael Gregson. *"As pupils began to feign suffering and even death after apparently consuming junk food, the ideas we as teachers were promoting had clearly been taken on board. And the kids had great fun too!"*

*Successful learners      confident individuals      Responsible citizens      Effective contributors*



For further information  
about Health & Wellbeing  
contact

Louise Jones at

[louise.jones@highland.gov.uk](mailto:louise.jones@highland.gov.uk)

01463 702066

or

Barry Northedge at

[barry.northedge@highland.gov.uk](mailto:barry.northedge@highland.gov.uk)

01456 450933

Successful learners    Confident individuals    Responsible citizens    Effective contributors