



Education Services

The Curriculum for Health and Wellbeing: Guidance on Partnership Working

November 2017

Introduction

“Effective learning through health and wellbeingrequires partnership working which ensures, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression.”

(Health and Wellbeing, Principles and Practice, Curriculum for Excellence)

This guidance applies to Early Learning and Childcare settings, Primary and Secondary schools and relates to working with partners in the planning and delivery of health and wellbeing programmes. Teachers and Early Years’ practitioners are the main source of expertise in delivering a robust curriculum for health and wellbeing however, partners too can play an important role in this process. Careful planning is essential if such partnerships are to be fully effective.

Children and young people’s learning benefits strongly from a range of partnerships with local agencies, parents and community groups and by engaging with partners who have specialist expertise and knowledge. These could include: health professionals, educational psychologists and staff from relevant agencies and third sector organisations. On some occasions, visiting agencies can also train staff who then go on to deliver agreed programmes in their own establishments.

These guidelines should help establishments ensure that partnership working complements and extends learning and teaching. The guidelines are designed to offer advice on preparation, curricular continuity, parental guidance and school security. They should be used in conjunction with the school/authority policies on Child Welfare and Safety (Management Circular 57).

Partnership working should:

- Reinforce and complement the curriculum already in place
- Ensure, through careful planning and communication, that contributions from partners support coherence and progression for the learners
- Through prior review and evaluation, provide learners with materials that are current and factually accurate, and that are age and stage appropriate
- Support the aims of Glasgow’s Improvement Challenge

Defining the types of involvement

There are a number of types of involvement by partners in educational establishments, including:

- Curricular – partners can support delivery of agreed parts of health and wellbeing programmes operating in schools and early years establishments.
- Service Promotion – young people should be aware of the services they can access in relation to health. Schools may choose to invite speakers from organisations to describe the services available.
- Events – organisations such as theatre groups may offer events aimed at complementing or enhancing the health and wellbeing programme.

‘One-off’ inputs from partners should only be considered when the content is relevant to the health and wellbeing programme currently being delivered. Care should be taken to ensure that any input is appropriate to the age and stage of the pupils involved.

Inputs should focus only on the agreed learning intentions. No personal opinions or views should be communicated by the presenter. Care should be taken to ensure that materials or presentations from agencies comply with current legislation relating to young people.

Examples of some of the resources and inputs offered to schools and their associated quality assurance processes can be found in Appendix 3.

Roles & Responsibilities

Heads of establishments and senior managers have a responsibility to:

- Follow the local authority guidelines on partnership working.
- Use the process in the flowchart and the questions in the framework (Appendices 1&2) to inform the planning process when engaging with partners.
- Check that the organisation/agency/individual has evidence of PVG (Protection of Vulnerable Groups) approval.
- Ensure that appropriate support is in place for a child or young person in the event of disclosure or if any issues or concerns are raised as a result of the input or subject being discussed. This should be in line with Management Circular 57 (MC57).
- Be confident that the organisation/agency/individual has an understanding of Curriculum for Excellence and any programme is linked to experiences and outcomes.
- Be provided with a programme outline that meets the requirements of the establishment.
- Ensure that the input will be evaluated by establishment staff and any serious concerns raised with your link QIO.
- Provide opportunities for staff to become familiar with materials and resources to be used to ensure compatibility with the work of the class or group.

Organisations, groups and individuals have a responsibility to:

- Ensure that staff are subject to PVG checks.
- Be able to demonstrate good links with statutory bodies or national organisations such as Health (NHS Health Scotland or NHS GG&C) or Police Scotland.
- Be prepared to discuss how the proposed input will complement the existing programme for health and wellbeing and provide a programme outline if requested by the establishment.
- Ensure that staff providing services directly to young people are fully trained in the aspect of health and wellbeing being delivered.
- Ensure that staff are fully aware of authority policy on Child Welfare and Safety (MC57).
- Ensure that no attempt is made to sell publications to pupils or to seek donations.
- Be aware that criticism implied or directed towards other, unconnected organisations is not permitted during the input.

The class teacher has a responsibility to:

- Ensure that the input is compatible with the health and wellbeing programme being delivered in the class or group.
- Remain present for the duration of the input, where appropriate.
- Provide appropriate support for a child or young person in the event of disclosure or if any issues or concerns are raised as a result of the input or subject being discussed. This should be in line with MC57.

Best practice guidance in working with partners on sensitive aspects of the curriculum for health and wellbeing

Before engaging any partners to work in schools in the field of relationships, sexual health and parenthood education, substance misuse or sensitive areas within mental health/emotional wellbeing e.g. self-harm, staff should ensure that the content of the proposed programme is consistent with current, key health and education guidelines. See Appendix 3.

Within the denominational school sector, additional approval from the RC Church Authority will be required for partners wishing to address relationships, sexual health and parenthood.

Parents/Carers

Parents and carers should be informed and involved as appropriate. Where possible, Parent Councils should be consulted before any new initiatives are undertaken which may involve sensitive areas of health and wellbeing.

Quality Assurance

Ultimately, heads of establishments and senior managers are responsible for making decisions about the curriculum in their establishments, including the frequent offers of materials, performances and inputs from external organisations.

The first line of guidance and support will be available from the Education Improvement Service (EdIS) via your link QIO, the area education officer (AEO) or head of service as appropriate.

To further support this process, and to ensure that health and wellbeing materials and inputs offered by partners in education settings are accurate and appropriate, the Health Improvement in Education Group (HIEG) can offer additional advice and guidance.

This group supports collaborative working between Glasgow City Council Education Services and NHS Greater Glasgow and Clyde topic specialists, and endeavours to ensure that health and wellbeing (HWB) inputs for educational establishments are evidence based and quality assured.

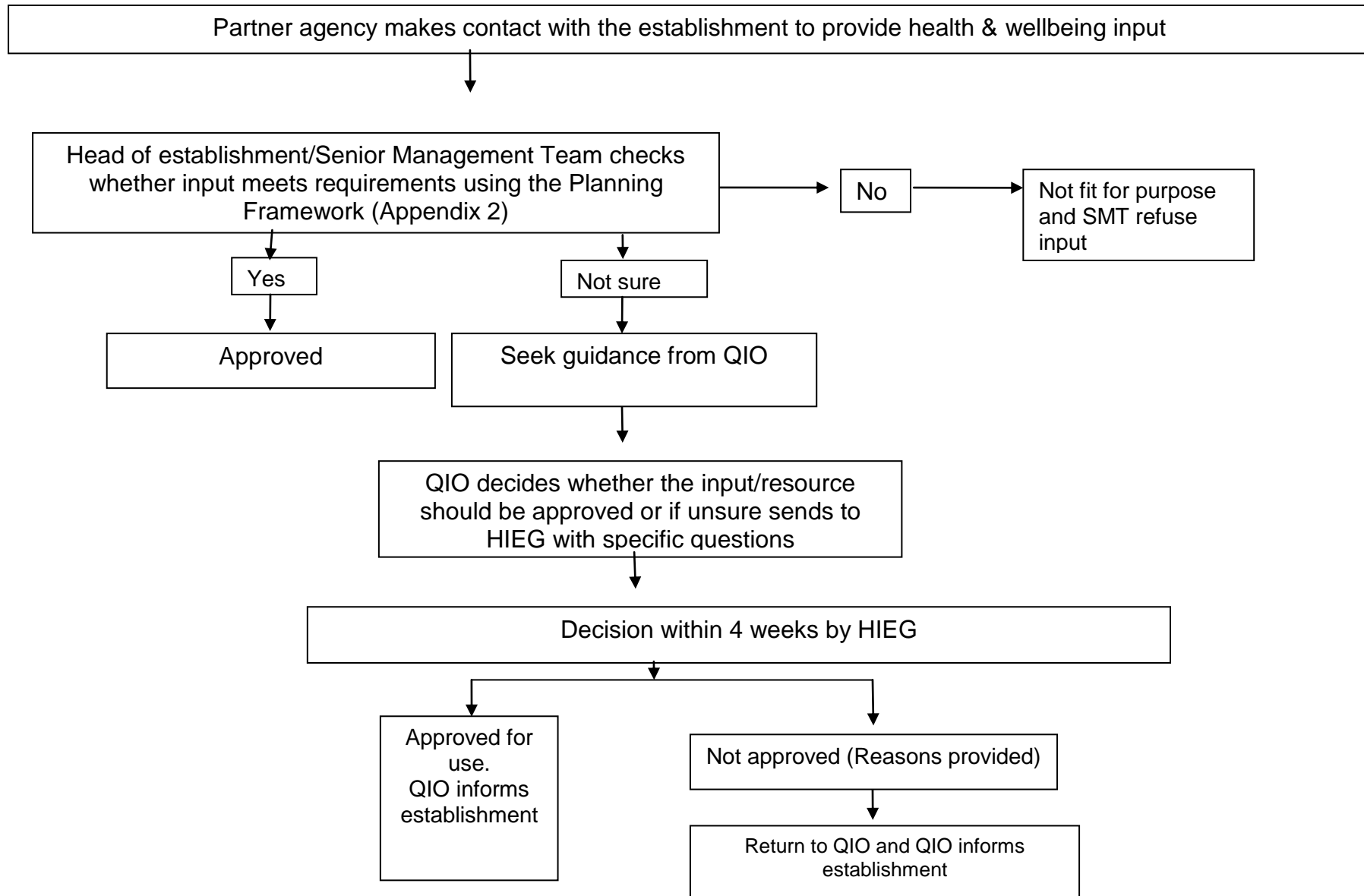
The HIEG has a strategic role in the planning and development of any health and wellbeing inputs for educational establishments that are led or supported by NHS Health Improvement staff. It aims to streamline and coordinate HWB inputs for education settings and provide agreed, quality assured inputs and resources.

The HIEG can also offer guidance on proposed inputs by external groups or organisations to an establishment's curriculum for health and wellbeing. Refer to Appendices 1 and 3 for guidance on HIEG involvement.

Getting in touch:

When seeking advice or clarification specifically from the HIEG please direct all enquiries via the QIO with strategic responsibility for Health and Wellbeing . Enquiries will be taken to the group and delegated to the appropriate professional for advice/ comment. Feedback will be provided via the QIO.

Appendix 1 Health & Wellbeing input to be delivered in education settings



Appendix 2

Planning Framework Guidance for Health & Wellbeing (HWB) Input into Education Setting by Partners

- The term *input(s)* is used throughout this document and refers to any type of resource, workshop, or programme of work including pilot programmes designed to support HWB in the education setting.

1.Name of Organisation	Title of proposed input.																				
2. Description of Input – with aims and objectives	Please provide an overview of the theme/content/aim of the input and timescales, if appropriate.																				
3.Target Year Stage/CfE level	<p>The proposed input may span one or more year stages and levels aligned to the curriculum, please tick all that apply</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;">Early Level</th> <th style="text-align: left;">First Level</th> <th style="text-align: left;">Second Level</th> <th style="text-align: left;">Third/Fourth level</th> <th style="text-align: left;">Senior</th> </tr> </thead> <tbody> <tr> <td>Early Years <input type="checkbox"/></td> <td>Primary 2 <input type="checkbox"/></td> <td>Primary 5 <input type="checkbox"/></td> <td>Secondary 1 <input type="checkbox"/></td> <td>Secondary 4 <input type="checkbox"/></td> </tr> <tr> <td>Primary 1 <input type="checkbox"/></td> <td>Primary 3 <input type="checkbox"/></td> <td>Primary 6 <input type="checkbox"/></td> <td>Secondary 2 <input type="checkbox"/></td> <td>Secondary 5 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>Primary 4 <input type="checkbox"/></td> <td>Primary 7 <input type="checkbox"/></td> <td>Secondary 3 <input type="checkbox"/></td> <td>Secondary 6 <input type="checkbox"/></td> </tr> </tbody> </table>	Early Level	First Level	Second Level	Third/Fourth level	Senior	Early Years <input type="checkbox"/>	Primary 2 <input type="checkbox"/>	Primary 5 <input type="checkbox"/>	Secondary 1 <input type="checkbox"/>	Secondary 4 <input type="checkbox"/>	Primary 1 <input type="checkbox"/>	Primary 3 <input type="checkbox"/>	Primary 6 <input type="checkbox"/>	Secondary 2 <input type="checkbox"/>	Secondary 5 <input type="checkbox"/>		Primary 4 <input type="checkbox"/>	Primary 7 <input type="checkbox"/>	Secondary 3 <input type="checkbox"/>	Secondary 6 <input type="checkbox"/>
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4. Is this input aimed at a whole year stage or for a targeted group?	Please indicate if this input covers universal provision for all children and young people or is targeted to a particular group.																				
5. HWB Organiser & associated Es and Os	<p>Please tick all the organisers that apply. For curricular inputs, please provide details of all the experiences and outcomes (Es and Os) met by the input. You should be able to demonstrate clear links to the experiences and outcomes within health and wellbeing.</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td>Mental, emotional, social and physical <input type="checkbox"/></td> <td>Food and health <input type="checkbox"/></td> </tr> <tr> <td>Relationships, sexual health & parenthood <input type="checkbox"/></td> <td>Planning for choices and changes <input type="checkbox"/></td> </tr> <tr> <td>Physical activity & Physical education and sport <input type="checkbox"/></td> <td>Substance misuse <input type="checkbox"/></td> </tr> </tbody> </table> <p>For more information on the H&WB organisers please visit http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/healthandwellbeing/index.asp</p>	Mental, emotional, social and physical <input type="checkbox"/>	Food and health <input type="checkbox"/>	Relationships, sexual health & parenthood <input type="checkbox"/>	Planning for choices and changes <input type="checkbox"/>	Physical activity & Physical education and sport <input type="checkbox"/>	Substance misuse <input type="checkbox"/>														
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6. Do the staff delivering the input have PVG approval?.	All staff delivering in schools should be PVG checked.																				

7. Do the staff delivering the input have knowledge and understanding of Management Circular 57	All staff delivering in schools should be aware of the requirements of Glasgow City Council Management Circular 57
8 Are you confident that the input meets the requirements of relevant Equalities legislation?	<p>Does the proposed input explicitly promote equality of opportunity and anti-discrimination and refer to legislative and policy drivers in relation to Equality? Yes? No? Please explain.</p> <p>Please see http://www.healthscotland.com/Equalities/characteristics/index.aspx for more information, if required.</p>
9. Are staff delivering the input fully trained on the subject matter?	
10. Is there a cost attached to this input?	Please provide any associated costs e.g. initial set up costs or ongoing costs associated with use.

Appendix 3

Examples of Health & Wellbeing inputs/resources in Education Establishments

Who What	'Givens' including: <ul style="list-style-type: none"> • Education Scotland • NHS Health Scotland • Care Inspectorate • GCC Core Curricular Programmes 	NHS Health Improvement Teams	National Organisations e.g. <ul style="list-style-type: none"> • Police Scotland • Scottish Fire and Rescue Service 	Local Business, Education or Third Sector Groups	Establishment developed H&WB Programmes
Leaflet Assembly Presentation Theatre Production/Drama Service Promotion Drop In Service After School Activity Lesson Plan Pilot Programme Group Work Curricular Programme Promotion of Website	Any resource input from these sources will already be robustly quality assured and approved for use.	Any resource input from this source requires HIEG approval before teams approach establishments. Ask team if resource has been to HIEG.	Nationally developed, standardised resource inputs from these sources are approved based on: <ul style="list-style-type: none"> • HT/SMT discretion (using Appendix 2) Locally produced resources, particularly 'one off' inputs, require consideration. Approval should be based on : <ul style="list-style-type: none"> • HT/SMT discretion (using Appendix 2) • QIO/HIEG involvement if required 	Any resource input from these sources requires consideration. Approval should be based on: <ul style="list-style-type: none"> • HT/SMT discretion (using Appendix 2) • QIO/HIEG involvement if required. 	Any resource input from this source requires consideration. Approval should be based on : <ul style="list-style-type: none"> • HT/SMT discretion (using Appendix 2) • QIO/HIEG involvement if required
(This list is not exhaustive)					

Please remember that when engaging with partners on any resource or input related to:

- relationships, sexual health and parenthood,
- substance misuse
- sensitive aspects of mental health/emotional wellbeing e.g. self –harm, suicide prevention.

further advice is available. Please contact the QIO with the strategic remit for Health and Wellbeing .
 kay.hamilton@glasgow.gov.uk

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