

Health Education policy

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Policy Statement

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Approved by: J Ash-Edwards _____ Date: 18.7.18 _____.

Academy Policy

Authorised by: D Kenrick _____ Date: 27.6.18 _____

Approved by: J Ash-Edwards _____ Date: 27.6.18 _____.

Custodian: M Sorrell _____

SUSSEX LEARNING TRUST POLICY STATEMENT ON HEALTH EDUCATION

1. INTRODUCTION

- 1.1 Health Education is seen as an important element in the programme of personal and social education which is received by all students/pupils in mixed classes. The curriculum is concerned with the development of values and attitudes which lead young people to make responsible decisions about themselves and their approach and behaviour towards others.
- 1.2 It is the policy of the Academy Trust to offer an open invitation to families or other interested persons to discuss both the materials and approach used in teaching this area of the curriculum.
- 1.3 We aim to enable learners to make healthy, informed choices by increasing knowledge, challenging attitudes, developing and practicing skills outlined in the framework for personal social and health education, the science curriculum and within the food technology curriculum.

2. HEALTH EDUCATION

- 2.1 The Academy Trust recognizes the importance of the curriculum in promoting learners' self-esteem, health and emotional well-being.

WARDEN PARK SECONDARY ACADEMY HEALTH EDUCATION POLICY

Health education is delivered principally within Learning about Life lessons, although there is some reinforcement within science modules of work and food technology.

The Learning about Life programme actively helps learners to form and maintain worthwhile and fulfilling relationships based on respect for each other at home, in the academy, at work and in the community. Learners are taught that a career is a path through life which involves self-awareness, choices and decision making. Through the curriculum learners develop abilities to relate to others and work for the common good. They are encouraged to respond positively to opportunities, challenges and responsibilities, and they learn to cope with change and adversity. They develop the skills necessary to make informed choices in order to live confident, healthy and independent lives. The Learning about Life programme has an integrated framework that includes a focus on self-awareness, decision-making and opportunity awareness.

1. EDUCATIONAL AIMS

Educational aims are as follows:

- 1.1 To promote the quality of life and the physical, spiritual and mental well-being of the individual.
- 1.2 To provide accurate information in relation to what is healthy and what is harmful.
- 1.3 To teach skills which will enable learners to use their knowledge effectively, to lessen risks and improve the quality of their lives and their environment.
- 1.4 To encourage learners to establish healthy patterns of behaviour, to acquire the ability to make healthy choices and to contribute to the development of a healthy

population.

- 1.5 To encourage learners to consider other influences in relation to the development of healthy lifestyles such as the family community, peer group, etc.
- 1.6 To encourage healthy eating by ensuring that we provide healthy meals in a convivial environment where young people can eat in a traditional manner with their friends, easily-available drinking water and opportunities for learners to engage in growing and selecting ingredients for and cooking healthy meals for themselves and their families.

2. LEARNERS' EXPECTATIONS

By the end of Key Stage 4 students should:

- 2.1 Recognise what is involved in setting up and maintaining a home, planning and having a family. Discuss the importance of stable relationships for successful family life, problems that can occur in families and ways of dealing with these problems.
- 2.2 Understand the physical and emotional changes that take place at puberty, and the effect on individuals. Know how to look after their bodies at puberty, eg in relation to personal hygiene.
- 2.3 Know the basic facts and laws about legal/illegal substances and the dangers of misusing prescribed drugs. Know academy rules and procedures for drug related incidents. Assess potential health risks and recognise personal responsibility for decisions about substance use.
- 2.4 Know about human reproduction, the importance of being able to say 'no', contraception, safe sexual practices, the risks of early sexual activity, transmission of HIV and other STDs.
- 2.5 Understand the relationship between diet, health and fitness and the links between eating disorders, unhealthy eating and low self-image.
- 2.6 Know about factors which influence decision making and be aware of the long and short-term consequences of decisions for the health of oneself and others.
- 2.7 Know about health and safety in the workplace.
- 2.8 Know about the range of appropriate support agencies in relation to the above.
- 2.9 Understand the relationship between health and well-being, diet and food, through active engagement in a 'food for life' programme.

3. TEACHING METHODS AND RESOURCES

- 3.1 We believe that effective health education can only take place when there is a harmonious and trusting relationship between the teacher and learner. Most of the issues concerned are approached by means of group discussion and active learning. The staff involved in the delivery of the schemes of work are fully aware that some young people may require specialist advice which can only be properly given by statutory and voluntary agencies in the community. Every opportunity is, therefore, taken to make learners aware of the various sources of specialist help that exist for them.
- 3.2 Resources are reviewed annually and, through INSET, staff are made aware of new developments and initiatives.
- 3.3 The Curriculum Leaders for Learning about Life, science and food technology, together with the Business Manager, are responsible for the implementation and

monitoring of the health education policy. This may involve liaison with other members of academy staff, the leadership team and external agencies.

Review: The policy and procedure will be renewed on an annual basis.

Document Version Control

Date	Version	Comment	Ratified by	Reviewer
12.7.17	2	Updated to include Trust-wide statement	Trust wide Statement ratified by Board of Trustees (12.7.17)	J. Morris
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