

Ysgol Pentrehafod

Pentrehafod School



Health and Well-being Policy

Polisi Lechyd a Lles

Reviewed October 2023

Adolygu ddiw Hydref 2023

Next Review October 2024

Adolygiad nesaf Hydref 2024

Reviewed by Miss D Howells Assistant Headteacher





Health and Well-being Policy

General Aim

Pentrehafod School is committed to promote the health and well-being of all staff and students who are members of the school community.

The Health and Well-being Policy is designed to:

- Promote the spiritual, moral, cultural, mental and physical development of students.
- Prepare the student for the opportunities, responsibilities and experiences of adult life.
- Enhance the operation and application of other school policies and procedures e.g. bullying, child protection, health promotion, etc.
- Promote fitness for life for all members of the school community.

Specific Aims

1. To develop positive pro-active attitudes, patterns of behaviour, lifestyles, values and skills, (e.g. those appropriate to informed decision-making and evaluation of the socio-economic/cultural influences on health) in students towards their personal Health and Safety.
2. To show that World Health has a global dimension and to understand the responsibility of groups, organisations and society for the health of the individual and the community.
3. To approach Health Education by a process of enquiry and investigation through practical projects and surveys – to include observation, measurement analysis.
4. To give students knowledge and understanding of the following in order for them to make informed choices:
 - (a) The use/misuse and dangers of drugs such as alcohol, tobacco, medicines, etc.
 - (b) The physical, emotional and social aspects of an individual's development as a male or female, personal and sexual relationships, responsible attitudes and appropriate behaviour.



- (c) Family life – the value and importance of the family as a social institution, its contribution to the development of attachment, love and concern in caring for others.
- (d) The safety of the individual in different environments e.g. at home, on the road, at school, at work, during leisure activities.
- (e) The importance of exercise in promoting good health.
- (f) The association between diet and health; the nutritional value of foods; the importance of good food preparation and handling.

Other Benefits

Health and Wellbeing and Relationship and Sexuality Education can also contribute to the school by contributing to the equality of display work, assembly themes, the student parliament, the lunchtime menu, the nature of snacks for sale and the School/Parent/Community partnership.

The school achieving the 'Healthy Schools' award status promotes pride in Health and Well-being at the school.

Objectives

There is a need to deliver effective provision through a cross-curricular approach and the ethos of the school needs to promote a healthy school.

Donaldson's four purposes underpin this policy. We aim for all our young people to be:

- **Ambitious**, capable learners who are ready to learn throughout their lives.
- **Enterprising**, creative contributors who are ready to play a full part in life and work.
- **Ethical**, informed citizens who are ready to be citizens of Wales and the world.
- **Healthy**, confident individuals who are ready to lead fulfilling lives as valued members of society.

In the long term we are aiming for students who leave Pentrehafod School, at the age of 16, to have:

- Acquired the information and skills to enable them to make informed choices and decisions in Health, Sex and Relationship matters.



- Developed a sense of personal responsibility in Health, Sex and Relationship matters.
- The ability to consider the needs of others and have the desire to promote health within the family, school and wider community.
- The skills necessary to form healthy, mature relationships
- Have participated in a range of health and fitness activities and aware that fitness is for life.

Health today is perceived not so much in terms of the absence of disease but as a more positive state of well-being. Such well-being needs to be interpreted in terms of physical, mental, emotional, social and environmental health. Health and Wellbeing and Relationship and Sexuality Education too has adopted a more positive health lifestyle approach, and the emphasis is placed on the personal responsibility of the individual in decision making and health choices. In order that informed decision making can take place a balanced approach in health, sex and relationship education, involving the cognitive, affective and behavioural areas, needs to take place.

Empowering children and young people towards informed decision making also involves other factors and, in particular, the building up of self-esteem and resilience. Self-esteem is the extent to which we value ourselves. Resilience is the capacity to recover quickly from difficulties and toughness. People with high self-esteem and resilience tend to be more confident, competent and personally and socially effective. We can help in the process of gaining such confidence and competence by a skills-based approach to health education.

The National Mission for Wales and Successful Futures

Health and Wellbeing and Relationship and Sexuality Education is one of the cross-curricular themes of the National Curriculum and not an additional subject. The expectation is that many elements be taught through the subjects of the National Curriculum and other timetabled provision. There are some obvious contributors to these areas, for example Science and Religious Education. Others will include English, Maths, Technology and P.E. Conversely, Health, Sex and Relationship Education components will contribute to teaching in those core foundation subjects.

Welsh Assembly Government guidelines offer advice on the delivery of:

Substance use and misuse- the acquisition of knowledge, understanding and skills to enable students to consider the effects of substances on them and to make informed and healthy choices about them.



Relationship and Sexuality education (see separate policy)- the importance of good self-image and taking personal responsibility for our bodies; knowledge about reproduction and the nature of sexuality and relationships; acquiring skills and attitudes to manage relationships in a responsible and health-conscious manner.

Family life education - understanding and valuing the central role of the family for the part it plays in the development of attachment, love and concerns.

Safety - maintaining personal safety and that of others by acquiring knowledge, skills and strategies in different environments.

Health-related exercise - the role of exercise in promoting and maintaining good health.

Food and nutrition - in the context of encouraging healthy choices; the relationship between diet and health; the nutritional quality of different foods; food safety.

Personal hygiene - acquiring knowledge and practices to promote personal cleanliness and reduce the spread of communicable diseases.

Environmental aspects - understanding of social, physical and economic factors contributing to health and illness; avoiding unnecessary risks.

Psychological aspects - understanding factors that affect mental health, emotional well-being and stress; developing self-awareness and skills to cope.

It is recommended that aspects of these nine components appropriate to the age range be introduced to student at each key stage and are revisited in greater depth as students get older, thus developing a spiral curriculum in which the strategy is to build on previous experience.

For example, it may be appropriate to include material on smoking or nutrition at all key stages, but each time the theme is approached there must be an acknowledgement of, and progression from, what has been covered before. This will be a focus of the new Health and Well-being Curriculum.

Principles and Implementation

Whole School Approach

Pentrehafod School has a priority for Health and Well-being in its new curriculum structure.



Some aspects of Health Education have been delivered by a specialist, trained team of professionals thus further highlighting the partnership which exists between the school, external agencies and the wider community. Other areas of the curriculum will be delivered by the Health and Wellbeing team and form tutors.

The ethos of the school, its aims, values and procedures should support the “Health education Curriculum”. Relationships between staff and students have important messages for Health Education: self-respect; concern for others; acceptance of responsibility for self and others are all signs of a healthy school. These aspects should be encouraged in all areas of school life and our dealings with the community.

Responsibility for Health and Wellbeing and Relationship and Sexuality Education is shared. In addition to sound links with parents, close contacts with outside agencies such as police; dental services and health promotion units can provide valuable resources, advice and expertise.

Physical Environment

Staff and students should strive for a clean, safe environment in which to work (see Health and Safety Policy).

Teacher Attitudes

Students need to have the opportunities to discuss issues in a forum which is non-judgemental and safe. The Teacher should establish ground rules for these situations. (See RSE policy).

Delivery

All topics will be delivered to mixed registration within timetabled lessons:

- “Sex Education and STD’s” will be delivered by form tutors during Sexual Health week and revisited by the school nurse during timetabled lessons. There will also be an onsite weekly drop-in sexual health clinic available for all students supported by the NHS trust.
- The topics identified for delivery will align with the data from the School Health and Research Network (SHRN) data which students complete every 2 years.
- All classes will be taught the same topics in Health and wellbeing and Relationship and Sexuality Education within the Health and Well-being, PS(SCOPE) and Skills Challenge Scheme of Work. This is supported by appropriate agencies.
- During Health and wellbeing, PSE (SCOPE) and Skills Challenge lessons various activities can be used to assess knowledge and understanding;



such as questionnaires and quizzes, but much evidence will be in the form of attitudes and values during class discussions.

- Health and wellbeing afternoons have been planned throughout the academic year along with the assemblies and themes topics.

Healthy Eating

- Catering facilities need to be closely monitored to ensure a consistent message regarding nutrition and a balanced diet is conveyed to students.
- Students who have acquired decision-making skills with regard to diet should be able to choose to eat healthily in school.
- Water fountains are available throughout the school and students are encouraged to refill their bottles during break and lunchtimes.
- Energy drinks and chewing gums are prohibited and students are taught the dangers of a high sugar diet during health and wellbeing lessons.

Health Promoting School

The school is currently involved in the Healthy Schools Scheme. Awards include:

- Leaf 1 and Leaf 2; obtained in July 2012.
- Consultation with the Student Parliament

Consultation with Parents

Details of this policy are provided to parents in the School Prospectus and parents are always welcome to contact the school should they wish to raise concerns. The updated policy will be an agenda item in Annual Governors Meeting with Parents.

Evaluation

The effectiveness of the Health and Wellbeing and Relationship and Sexuality Education provision will be reviewed on a regular basis through meetings between school staff, evaluation of the School Health and Research Network data and external agencies to:

- Determine progress in students' knowledge, understanding and skills.
- Note any changes in students' attitudes, values and behaviour.



- Assist with future planning and management of the Health Education Programme.
- Acknowledge success and encourage the extension and replication of successful approaches and activities.

Summary

The provision of healthy lifestyles through Health and Wellbeing and Relationship and Sexuality Education is one of the ways in which we can prepare students for the opportunities, responsibilities and experiences of adult life.

A realistic, balanced and coherent Health and Wellbeing and Relationship and Sexuality Education programme should make a positive contribution to the personal, physical, psychological and social development of the students in our care.

The Governing Body shall review the Performance Management Policy every three years and, if they consider it necessary, amend it.

This Policy was presented to Governors on **October 2023**

It will be reviewed in **October 2024** or if National and Local Policy or Guideline is updated.

Signed.....

Mrs M Hughes
Chair of Governors