

Dounby Community School

HEALTH EDUCATION POLICY

Rationale

This policy follows the advice contained within the National Guidelines for Health Education 5-14. A whole school approach is taken to health education based on the following:

"Health is the extent to which an individual or group is able, on the one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities."

World Health Organisation (WHO)

Health Education is featured within the formal curriculum, it permeates the hidden curriculum and is supported by the external health and caring agencies.

Health Education includes aspects of **PSD** and **Citizenship**

Aims

'The health promoting school aims to achieve a healthy lifestyle for the whole school populations by developing supportive environments conducive to the promotion of health. It offers opportunities for, and requires commitments to, the provision of a safe and health-enhancing social and physical environment." WHO Regional Office for Europe 1997.

We aim to provide a health education programme that:

- enables pupils to explore and understand a wide range of whole school issues within **physical, emotional and social health**.
- provides a supportive and encouraging climate.

- fosters links between home, the wider community and external agencies.
- makes decisions regarding their own health and as participating citizens.

Learning and Teaching

As with any other area of the curriculum our Health Education programme takes account of the pupils' needs through:

- sensitivity and respect for individual differences.
- exploring pupils' knowledge and beliefs as a basis for further learning and teaching.
- adapting tasks, pace, resources and pupil groupings to pupil needs.
- incorporating sufficient opportunities for taking responsibility through reflecting and through working with others.
- using assessment to plan and monitor progress and provide appropriate challenge
- taking account of pupil and staff views on the relevance of the programme working in partnership with parents and the wider community and using their input to develop shared approaches to specific aspects such as food, drugs, sex education.

Our Health Education programme should enable pupils to develop knowledge, skills and attitudes within the three interrelated areas of:

- **Physical Health** - the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.
- **Emotional Health** - the knowledge, skills and attitudes that are needed to understand emotions and feelings and how they affect us.
- **Social Health** - an understanding of the interplay of knowledge, skills and attitudes that are needed to understand the interaction of the

individual, the community and the environment in the relation to health.

Teachers and managers also consider other factors in drawing up a health programme including:

Identifying pupils' needs through

- consultation with pupils.
- involving parents in discussion.
- taking account of the school environment.
- local and national research findings.
- creating a climate between staff and pupils that will encourage honest discussion and a feeling of trust.
- using teaching methods and learning opportunities that match identified needs.
- taking opportunities to use ICT as a means of enhancing learning and teaching in health education.
- using learning materials that are relevant , up to date and easy to use.
- providing support for colleagues who want to work in this area.

Assessment, Recording and Reporting

The assessment, recording and reporting of health education is based on the same principles as all other aspects of the 5-14 curriculum.

Assessment activities are directly linked to the strands and outcomes highlighted on the plans. Both formal and informal records will be used in reporting to pupils, parents, and other agencies.

Time allocation

Health/PSD/RME are linked and taught according to the time allocation of 15%. To complement whole school and cross-curricular approaches, time will be found from the flexibility element of 20%.

Specific issues

Confidentiality

Health related issues could raise concerns about confidentiality. Pupils may have queries or may inadvertently reveal information that relate to matters of an illegal nature. Teachers may be willing to listen to pupil concerns but are not in a position to guarantee confidentiality and this will be made clear to pupils.

Partnership with Parents and Support Agencies

We consider partnership with parents and support agencies is important in creating and planning a school programme. Health personnel will be consulted as and when necessary.