



# **Coomb Briggs Primary School**

## **Health Education Policy**

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**Description of Setting/introduction**

This policy reflects the character of Coomb Briggs which has approximately 200 mixed gender children between the ages of 4 and 11.

### **Values Statement**

Our ethos, '...'

*It is our vision to fully equip our children with values, skills and knowledge that provide the building blocks for their future.*

### **Our School Aims are:**

- *To provide an excellent and enjoyable education, so that each child is able to achieve his/her potential.*
- *To develop the physical, emotional, social and communication skills of all involved in the school, so that they are able to make informed decisions.*
- *To provide a caring and stimulating environment, which is safe and welcoming to all, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school.*
- *To encourage all children to learn how to live and work with other people, to recognise their responsibility and contribute positively to society.*
- *To develop an understanding of good morals and values, as well as respect for all faiths, cultures and ways of life.*

### **Definition of Health Education**

*Health Education is knowing the characteristics of good physical health and mental wellbeing. It encompasses children knowing about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.*

### **How this policy was formulated and who was consulted?**

This policy was developed in consultation with Health Education advisors, staff members at school, school governors and was shared with parents/carers.

## **Roles and Responsibilities**

The Health Education programme will be led by the Health Education (previously PSHE) coordinators. It will be taught by all teachers in school and supported by teaching staff and sometimes involve support from outside agencies depending on the topics covered. Staff will receive appropriate training to support pupils with the programme.

### **Role of Health Education Coordinators**

The roles of the Health Education subject leaders are to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective Health Education lessons. The leaders will monitor that Health Education is being taught as outlined in this policy. Staff will assess the understanding and learning shown by the pupils throughout the lessons.

### **Role of school governors**

All school governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate Health Education curriculum for our pupils

## **Aims and Objectives of Health Education**

Pupils will be taught:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond to an emergency
8. To identify difficult influences on health and wellbeing

## **Curriculum overview**

*Health Education topics are taught through the statutory requirements of the National Curriculum 2014 which is mandatory for all primary aged pupils it will be delivered throughout the academic year within Health Education lessons, PE, Computing, RE and Science lessons. Children in Foundation Stage will cover Health Education as part of their EYFS curriculum, with the main focus being on the 'health and self-care, self-confidence and self-awareness and managing feelings and behaviour' early learning goals.*

All year groups will focus on 8 main topics:

- Topic one: Mental wellbeing
- Topic two: Internet safety and harms
- Topic three: Physical health and fitness
- Topic four: Healthy eating
- Topic five: Drugs, alcohol and tobacco
- Topic six: Health and Prevention
- Topic seven: Basic first aid
- Topic eight: Changing adolescent body

Please see appendix 1 for the coverage for KS1 and KS2, along with a list of key vocabulary (appendix 2). Appendix one is a document from the National PSHE Association in line with the new government guidelines.

### **Statutory Requirements**

All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units are required to teach Health Education (previously PSHE).

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. At Coomb Briggs we recognise that we have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

### **Child Protection**

Any issues or disclosures which occur during, or as a consequence of Health Education lessons or content, will be dealt with as outlined by the school's Safeguarding policy.

### **Home/School Partnership**

Parents will be supported by the staff at school through the Healthy places award and will be informed of any up and coming events. We believe that Health Education should involve and support not only the children but also staff, parents and the wider community.

## **Training**

All staff will be trained appropriately to deliver Health Education and will be kept up to date with any changes related to this area of the curriculum.

## **Monitoring and Evaluation/Assessment**

The Health Education leaders will monitor Health Education following the delivery of the sessions in each year group and staff will assess the understanding shown by the pupils through discussion and work produced in light of the teaching. Further questions will be followed up sensitively if and when appropriate.

## **Dissemination of policy**

- This policy is to give information and guidance to staff, pupils and parents/carers.
- This policy is available on the school website; parents/carers may ask to see a paper copy.

## **Links with other policies**

- RSE
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Safeguarding.
- Science
- PE
- Computing

## Physical health and mental wellbeing: Key stages 1 and 2

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

### Topic 1: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are

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KS2 H7:
to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

KS1 R1:
to communicate their feelings to others, to recognise how others show feelings and how to respond
KS1 H4:
about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
KS2 H6:
to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

KS1 H1:
KS1: H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 L10:
to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

**... Topic 1: Mental wellbeing (continued)**

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
  - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)\*
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

KS1 H4:
about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
KS2 H14:
to recognise when they need help and to develop the skills to ask for help...

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H24:
the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)

KS2 H22:
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
KS2 L2:
why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations

## Topic 2: Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits\*
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online†

KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS2 R7:
that their actions affect themselves and others

KS2 R18:
how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 H13:
how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
KS2 L18:
to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

\* Implicit within many learning opportunities in the programme of study. See also: *KS 1&2 Life Online planning framework*: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe>

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity
KS1 H2: to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H13: about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS1 H14: about the ways that pupils can help the people who look after them to more easily protect them'
KS2 H20: about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
KS2 H23 about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

### Topic 3: Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

### Topic 4: Healthy Eating

- what constitutes a healthy diet (including understanding calories, and other nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H3: to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H17: which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

KS1 H11:
that household products, including medicines, can be harmful if not used properly
KS2 H17:
which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

### Topic 5: Drugs, alcohol and tobacco

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

### Topic 6: Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body\*\*
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.\*\*

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H6:
the importance of, and how to, maintain personal hygiene
KS1 H7:
how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
KS2 H12:
that bacteria and viruses can affect health and that following simple routines can reduce their spread

KS1 L10:  
about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency

KS2 H15:  
school rules about health and safety, basic emergency aid procedures, where and how to get help

### Topic 7: Basic first aid

- know how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

### Topic 8: Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

KS2 H18:  
how their body will, and their emotions may, change as they approach and move through puberty

KS2 H19:  
about human reproduction