



## **HEALTH EDUCATION POLICY**

### **Policy formation and consultation process**

Guidance for the policy has been drawn from a number of sources, the experience and expertise of including staff and governors, health authority personnel, the North Yorkshire Advisory Service and National Curriculum guidance booklets. Relevant background information is given below.

Health Education is not an additional subject but an essential part of the Whole Curriculum. It can be taught through all subjects in the Curriculum and will be supported and reinforced by the ethos of the school and the relationship of the school to the wider community. The teaching methods used should allow pupils to develop the skills to enable them to make informed considered choices. Pupils should have opportunities to make decisions, solve problems, discuss relationships, listen and negotiate. Account will be taken of current local and national guidelines.

### **Aims of Health Education in Nidderdale High School**

Health Education aims to develop the knowledge, understanding, skills and attitude which enable pupils to:

- acquire healthy patterns of behaviour and healthy lifestyles
- develop attitudes, practices and understanding conducive to good health
- critically evaluate the socioeconomic and cultural influences on health, health attitudes, values and beliefs
- make informed choices with regard to health
- exercise their rights and responsibilities in relation to their own health and the health of others
- understand the responsibility of groups, organisations and society for the health of the individual and the community.

### **DfE Relationships and Sex Education and Health Education learning outcomes (NY entitlement framework):**

1. Mental Wellbeing
  2. Internet safety and harms
  3. Physical health and fitness
  4. Healthy Eating
  5. Drugs, alcohol and tobacco
  6. Health and prevention
  7. Basic first aid
  8. Changing adolescent body
  9. Relationships and Sex Education
- Families
  - Respectful relationships, including friendships
  - Online and media
  - Being Safe
  - Intimate and sexual relationships including sexual health

## **Components of Health Education (as suggested by Curriculum Guidance 5)**

1. **Substance Use and Misuse**  
The acquisition of knowledge, understanding and skills which enable students to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others, to consider the legal status of drugs and to make informed decisions about the use of such substances.
2. **Sex and Relationships Education**  
See Sex and Relationships Education Policy
3. **Family life education**  
The acquisition of knowledge, understanding and skills which enable students to value the central role of the family as an institution and the important part it plays in the development of attachment, love and concern. This covers the need for good child care, effective parenting and the challenging nature of relationship within the family whilst acknowledging the varied nature of family life in the UK today.
4. **Safety**  
The acquisition of knowledge and understanding of risk in different environments, together with the development of safety skills and strategies that helps students maintain their personal safety and that of others.
5. **Health Related Exercise**  
Recognition of the importance of exercise in promoting and maintaining good health which encourages students to make positive choices about their own activities.
6. **Food and Nutrition**  
The relationship between diet and health; the nutritional quality of different foods and food safety; the quality of food preparation and handling to provide knowledge and understanding of the consequences of an unhealthy diet enabling students to make healthy food choices.
7. **Personal Hygiene**  
Acquisition of the knowledge and practices needed to promote personal cleanliness which helps to reduce the transmission of communicable diseases and encourages pride in body maintenance.
8. **Environmental Aspects Of Health Education**  
An understanding of the environmental aspects of health education including social, physical and economic factors which contribute to health and illness which helps raise the awareness of environmental health issues and how to avoid unnecessary risk thus promoting good health.
9. **Psychological Aspects Of Health Education**  
The acquisition of knowledge and an understanding of the factors that effect mental health, emotional well-being and stress, and the development of self-awareness, skills and attitude necessary to act on this knowledge.

## **Implementation in Nidderdale High School**

The ethos of the school and its teaching methods are integral to the delivery of health education. The physical, social and mental wellbeing of each individual is the responsibly of the whole school as is the enabling of students to make informed choices and decisions in relation to health matters. The PSHE programme on the following pages is not scheduled week by week because in order for

a Health Education Policy to be effective it has to be able to respond to needs and immediate situations.

Four main ways of implementing the Health Education Curriculum are used:

- As part of the PSHE programme often closely linked with B
- As part of a Pastoral/Tutorial programme
- Through curriculum subjects, especially Science, Technology: Food, Geography, RE and PE.
- Through opportunities arising from other activities e.g. Non-timetabled sessions. Drop down days with external specialists

Outline plan of PHSE programme including Health topics and links to other subjects:

		Year 7	Year 8	Year 9	Year 10	Year 11
<b>1. Personal Development and Health</b>	<b>Unit</b>	<b>Transition and community</b>	<b>Changing bodies</b>	<b>Healthy bodies</b>	<b>Healthy bodies First Aid</b>	<b>Resilience</b>
	<i>Curriculum links</i>	<i>French, PE</i>	<i>Science</i>	<i>Science, PE, Food</i>	<i>Science</i>	<i>PE</i>
<b>2. Flourish</b>	<b>Unit</b>	<b>Learn to flourish</b>	<b>A flourishing mind</b>	<b>Choose to flourish</b>	<b>Time to flourish</b>	<b>Freedom to flourish</b>
	<i>Curriculum links</i>	<i>Science, English</i>	<i>Science</i>	<i>English</i>		
<b>3. Relationships and Sex Education</b>	<b>Unit</b>	<b>Healthy relationships</b>	<b>Respectful relationships</b>	<b>Sexual relationships</b>	<b>Extreme relationships</b>	<b>My future relationships</b>
	<i>Curriculum links</i>	<i>RE, French, English: Love &amp; family</i>	<i>RE, English</i>	<i>Science</i>	<i>RE, English</i>	<i>RE</i>
<b>4. Technology and Internet Safety</b>	<b>Unit</b>	<b>Welcome to online</b>	<b>Effects of Social media and body image</b>	<b>Effects of online use</b>	<b>Effects of online use</b>	<b>Lifelong skills</b>
	<i>Curriculum links</i>	<i>ICT External: police</i>	<i>ICT</i>	<i>ICT</i>	<i>ICT</i>	<i>ICT</i>
<b>5. Living in your world</b>	<b>Unit</b>	<b>Safety in your community</b>	<b>British Values LGBT</b>	<b>Your community Homelessness Farming</b>	<b>Your safety Drugs</b>	<b>The environment Recycling</b>
	<i>Curriculum links</i>	<i>Geography: Rivers</i>	<i>RE, History</i>	<i>Geography</i>	<i>Science</i>	<i>Science</i>
<b>6. Careers Education and enterprise</b>	<b>Unit</b>	<b>Academic goals</b>	<b>Employment goals</b>	<b>Career Advice</b>	<b>Enterprise</b>	<b>Career goals</b>
	<i>Curriculum links</i>					

<b>7. Economic Wellbeing</b>	<b>Unit</b>	<b>My money</b>	<b>UK money</b>	<b>Money planning</b>	<b>Economic wellbeing</b>	<b>Personal Finance</b>
	<i>Curriculum links</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
<b>8. Citizenship</b>	<b>Unit</b>	<b>British Citizen</b>	<b>British Government</b>	<b>Europe</b>	<b>My Citizenship</b>	<b>Life in 21<sup>st</sup> century</b>
	<i>Curriculum links</i>	English, RE, External	History, Geography	History, Geography	English	English

### Teaching about Mental Health – PSHE Flourish

The Flourish Programme is a curriculum that focuses on understanding and developing our emotional wellbeing and mental strength in order to Flourish, delivered as part of the PSHE curriculum.

A big part of the curriculum is for students to journal as part of their self-reflection. Each student will be issued with an exercise book but students can use their own book if they wish to. The journal is theirs and will not be taken in by teachers, all we will do is check that they are being used to record information during PSHE lessons.

As part of the Flourish Programme we will suggest different home activities. This is designed to encourage conversations about mental health and can be supported by anyone in the family. It will involve students developing core skills and learning a range of techniques that will empower them with the tools they need to flourish. The content includes a range of theory that will help students understand the mind, learn about themselves and create healthy habits for life. The Flourish Programme encompasses concepts such as growth mindset, goal setting, self reflection and resilience. Another theory that underpins the Flourish Programme is the Chimp paradox by Prof. Steve Peters.

As students develop their knowledge in PSHE lessons they will then have opportunities to flourish throughout the wider school and during form time on Flourishing Fridays.

The flourish programme is a journey of understanding, developing and consolidating which is broken down into the following modules:

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Learn to flourish:</b>	<b>A flourishing mind:</b>	<b>Choose to flourish:</b>	<b>Time to flourish:</b>	<b>Planning to flourish:</b>	<b>Freedom to flourish:</b>
Beliefs and thinking styles	Control	Self Esteem	Social	Thinking styles	Tools for life
Psychological foundations	Mindfulness	Body image	Digital	Stress / exams	Resilience
	Neural Plasticity	<b>Nourish to flourish:</b>	Family	Anxiety	Hardships
		Diet, sleep, exercise		Coping strategies	

## **Work with other agencies**

As part of our Health Education provision, students and families may also be signposted to:

- Mental Health First Aiders in school
- CAMHS and CAMHS Crisis
- GP with school referral form
- Compass Buzz
- BUZZ US Text Messaging Service
- Compass Reach
- The Heathy Child Team through Early Help
- JustB Counselling
- Wellspring Counselling Service
- Social Care & Emergency Duty Team contact details 01609 780780
- North Yorkshire out of hours mental health advice line: 0333 0000309
- North Yorkshire Go-To Website for local health and wellbeing advice
- Relateen
- MESMAC Support, Guidance and Counselling
- IDAS
- Horizons
- BEAT
- Kooth Counselling
- Physical and Mental Health related websites
- Recovery College Online Resource

Governing Board November 2020

Next Review: November 2023