



Holdbrook Primary School & Nursery

Alexandra Way, Longcroft Drive, Waltham Cross, Herts, EN8 7QG
Tel: 01992 716789 Fax: 01992 716799

Health Education Policy

Signature: _____
Headteacher

Date: _____

Signature: _____
Chair of Governors

Date: _____

Introduced: April 2020

Review Date: April 2023

The Importance of health education at Holdbrook Primary School and Nursery

Effective health education can make a significant contribution to the development of personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being (both physical and mental).

Teaching about mental wellbeing is especially important to support children's happiness as we know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Physical health and mental wellbeing are interlinked and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Our health education will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Our health education programme aims to promote a whole-school approach to adopting a healthy lifestyle and reflects our school ethos, vision and values. In particular, it supports our school's goals for personal and social learning:

Our children will:

- be happy, safe, healthy, confident and well-rounded citizens;
- show respect and tolerance for our others, celebrating our differences and our individuality;
- be self-motivated and self-disciplined;
- find fulfilment in the friendships and experiences offered at Holdbrook;
- be resilient problem solvers;
- have goals and ambitions for their future; and
- develop respect for the environment and the wider world.

Aims

The aims of health education at our school are to teach all children in an age-appropriate way:

- the characteristics of good physical health and mental well-being;
- the benefits and importance of daily exercise, good nutrition and sufficient sleep;
- how to articulate how they are feeling and to talk about their bodies, health and emotions;
- the steps pupils can take to support their own and others' health and well-being;
- about self-care techniques, personal hygiene, dental care, prevention of health and well-being problems, and basic first aid;
- the benefits to mental well-being of physical exercise and time spent outdoors;
- the benefits of hobbies, interests and participation in their own communities;
- the benefits of rationing time spent online and the risks of excessive use of electronic devices;
- why social media, computer games and online gaming have age restrictions;
- how to manage common difficulties encountered online;
- an understanding of how isolation, loneliness, unhappiness and bullying impact on poor health and well-being.

Legislation and guidance

Schools have a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. Schools must also ensure they comply with the relevant provisions of the Equality Act 2010, especially the stated protected characteristics.

From September 2020, Section 34 of the Children and Social Work Act 2017 provides for health education to be taught to all children in all primary schools in England, excluding independent schools. Health education is compulsory in all schools in England and there is no parental right to withdraw children from this learning.

Inclusion

Teachers take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. Lessons are planned to ensure that there are no barriers to every pupil achieving their full potential, including those that have special needs or disabilities and/or are lesbian, gay, bisexual or transgender (LGBT).

In order to provide all children with relevant and appropriate support at each stage of their development, we will:

- set appropriate learning objectives and success criteria;
- respond to pupils' diverse learning needs;
- endeavour to overcome any potential barriers to learning; and
- ensure the class teacher, teaching assistants and any learning assistants play an active part in the learning, supporting and challenging children throughout.

Definition and delivery of health education

Health education focuses on teaching the fundamental building blocks and characteristics of good physical health and mental well-being:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Although elements of health education will be taught within the subjects of personal, social, health and economic (PSHE) education, citizenship, PE and science, we will weave appropriate health education learning opportunities across our whole curriculum. For example, learning about food technology in design and technology and food distribution in geography.

Holdbrook primary school is one of more than 60 primary schools in Hertfordshire that uses the Jigsaw PSHE Ltd scheme of work to teach personal, social, health and economic (PSHE) education and citizenship. It is a whole-school approach, covering all classes from Nursery to Year 6. More information about this scheme of work can be found at: <https://www.jigsawpshe.com/>

This scheme of work will be supported by high quality, age-appropriate story books to enhance the teaching and learning of each topic.

Full details of what pupils need to know about health by the end of primary school, as specified by the Department for Education, are provided at Appendix 1.

Full details about the 'Healthy Me' education unit in the Jigsaw PSHE scheme of work for each year group are provided at Appendix 2.

Through effective organisation and delivery of the learning, we will ensure that:

- core knowledge is built into units of manageable size;
- knowledge will be revisited to ensure that children are learning and remembering more;
- pupil questions will be encouraged and opportunities will be provided to ask questions openly and in private;
- the required content is communicated to pupils clearly, in a carefully sequenced way; and
- that teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- ensure they do not express personal views or beliefs when delivering the programme;
- model positive attitudes to health education; and
- respond to any safeguarding concerns in line with the school's Child Protection and Safeguarding policy.

Roles and Responsibilities

The governing board

The governing board will approve the health education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that health education is taught consistently across the school

Staff

All teaching staff are expected to read and follow this policy.

Staff are responsible for delivering health education in a sensitive way, modelling positive attitudes to health education, monitoring progress, and responding to the needs of individual pupils.

Staff are trained on the delivery of health education as part of their induction and it is included in our school's continuing professional development calendar.

Staff do not have the right to opt out of health education. Staff who have concerns about teaching health education are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in health education and, when discussing issues related to health education, treat others with respect and sensitivity.

Monitoring

This policy will be reviewed biannually by the children's committee. At every review, the policy will be shared with the governing board.

Links with other policies

This health education policy is linked to these policies:

- Anti-bullying policy
- Online safety policy
- Safeguarding/Child Protection policy
- Health and Safety policy
- Equality and Inclusion policy
- Behaviour policy
- Sex education policy
- Relationships education policy
- Curriculum policy
- Complaints policy
- Teaching and Learning policy



By the end of primary school:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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 behaving is appropriate and proportionate. • 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.

<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
---	--

<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
---	--

<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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).
------------------------------	---

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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.

Appendix 2



Healthy Me Unit of Work

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The importance of exercise to stay healthy	The importance of exercise to stay healthy	Keeping my body healthy	Keeping my body healthy	Importance of being fit and healthy	Making healthy life choices	How smoking can affect a person's lungs, heart and liver	Taking responsibility for my health and wellbeing
Eating a healthy diet	Eating a healthy diet	Exercise/eating a healthy diet	Staying relaxed	Exploring what makes up a balanced diet	Eating a healthy and balanced diet	Risks of misusing alcohol and anti-social behaviour	Eating a balanced diet
Healthy and unhealthy foods	Healthy and unhealthy foods	Keeping myself clean and healthy	Eating a balanced diet	Knowledge and attitudes towards drugs	Learning about how smoking can affect a person's health	Basic first aid including the recovery position	Different types of drugs and their impact on the body
Why sleep is important and good for me	Why sleep is important and good for me	How germs cause disease	How medicines work in my body and using them safely	Keeping self and others safe	Learning about how alcohol can affect a person's liver and health	How the media, social media and celebrity culture promote certain body types	Risks of joining a gang
Keeping myself clean - washing my hands	Keeping myself clean - washing my hands	How medicines should be used safely	Looking after my teeth	How to be a good friend and enjoy healthy friendships	How to be a good friend and enjoy healthy friendships	Eating disorders	Emotional and mental health
Looking after my teeth	Looking after my teeth	Road safety	Keeping self and others safe	Keeping calm and handling difficult situations	Inner strength and assertiveness	Managing stress and pressure	Healthy friendships
Knowing what to do if a stranger approaches me	Knowing what to do if a stranger approaches me	Healthy friendships	How to be a good friend and enjoy healthy friendships				
		Staying calm and coping with problems				Keeping calm and handling difficult situations	