

# Health Education Policy



Good health is an issue of major importance for everyone. Whilst we can't eliminate risks to our health we can try to lessen them by providing accurate information about health matters.

Health Education mustn't be left to chance. We have a responsibility as a school to help our children develop responsible attitudes and healthy life styles. However, we must remember that while we as a school can have a powerful impact on the children, we are only one influence among many. Children's attitudes and behaviour patterns in some areas will be well established before they come to school and in trying to counteract influences which are not conducive to good health we must be sensitive to the relationship which already exists between children and their families. Health education is a responsibility we must share with parents, governors and members of the local community and local health services. Then we can use our extensive knowledge and understanding of the children to help us decide which activities are suitable for them as individuals.

### **Aims.**

- To encourage responsible attitudes and behaviour by providing accurate information about what is good and what is harmful.
- To provide appropriate information at an early stage and to ensure that from then on there will be a progression in learning that will encourage the gradual development of knowledge and understanding.
- To incorporate the 9 components of the health education curriculum and to match them to the children by taking into consideration their stage of development, background, interests and needs, as well as what particular social pressures they are likely to encounter.
- To help them develop the skills and values that will be necessary to make informed choices by giving them the opportunities to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently and with confidence.
- To take a whole school approach to health education by establishing good relationships throughout the school and leading by example.
- To encourage the development of self-confidence and self-esteem – that each child should have a good self image and feel valued.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To promote positive attitudes towards equal opportunities and life in a multicultural society.
- To review our policy regularly in order to meet different circumstances and changing health concerns.

### **Family Life Education.**

- There are different types of family. Be able to describe the roles of individuals within the family.
- Know about rituals associated with birth, marriage and death and be able to talk about the emotions involved.
- Understand the idea of growing from young to old – acquire some of the skills needed for caring.

### **Key Stage 2.**

- Pupils should understand and value the central role of the family and the important part it plays in the development of love and concern.
- Relationships within the family, between friends and in the Community.
- Know how children develop from birth to 5+. Understand the need for good child care, effective parenting and its importance.
- The needs of the old/ill and what happens with death – agencies which support families in different circumstances.

### **Psychological Aspects of Health Education.**

Factors that affect mental health, emotional well being, stress and the development of self-awareness, skills and attitudes necessary to act on this knowledge.

### **Key Stage 1.**

- Understand the importance of valuing oneself and others.
- Begin to recognise the range of human emotions and ways to deal with these.
- Begin to co-operate with others in work and play.
- Consider similarities and differences between themselves and other children.

### **Key Stage 2.**

- Recognise that individuals belong to many groups in which they will have different roles.
- Understand individual responses to events will vary and respect other people's emotions and feelings.
- Understand that actions have consequences for oneself and others.
- Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.

## **Safety**

### **Key Stage 1.**

- Storing equipment safely.
- Road Safety
- Water Safety.
- Dangers in the home and other environments – mains electricity etc.
- Practice simple ways of keeping safe and finding help. (Role play, drama books, posters, other visual media.

### **Key Stage 2.**

- Acquire a knowledge of and be able to practice basic first aid.
- Be able to accept responsibility for the safety of themselves and others – use equipment safely and correctly. Identify hazards and take appropriate action if dangerous situations occur.

## **Health Related Exercise.**

### **Key Stage 1.**

- Know that people feel better when they take regular exercise.
- Know that exercise uses energy which comes from food.
- Find out about themselves – how they grow, feed, move, use their senses.
- Consider foods they eat and why they eat them.
- Books, pictures, cards – materials available should promote a positive attitude to healthy exercise.

### **Key Stage 2.**

- Know that exercise strengthens bones, muscles and organs and keeps the body supple.
- Know that if energy intake is greater than expenditure of energy, the body stores the excess as fat.
- Investigate aspects of feeding, movement and behaviour in relation to themselves and other animals.
- Processes of breathing, circulation, growth – major organ systems. Daily routines for good health.

## **Environmental Aspects of Health Education**

Social, physical and economic factors which contribute to health and illness, e.g. poverty – poor diet.

### **Key Stage 1.**

- Know that there is a range of environments e.g. home, school, work, natural, built, rural, urban.
- Know that we are part of these environments and must take some responsibility for their care – litter, pollution, biodegradable materials, conservation of energy, noise – their likes and dislikes of features in their environment.
- Why we need rules – in school and other environments.
- Common illnesses and simple preventative health tasks that they should undertake each day.

### ***Key Stage 2.***

- Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment.
- Recognise some environmental hazards e.g. passive smoking and identify some ways in which these may be reduced.
- Study aspects of local environment which have been affected by human activity – farming, industry, sewage disposal, mining, quarrying etc.

### **Personal Hygiene.**

Acquisition of the knowledge and practices needed to promote personal cleanliness helps to reduce transmission of diseases and encourages pride in body maintenance.

### **Key Stage 1.**

- Understanding the need for and be able to practice simple routines e.g. washing hands, cleaning teeth, using a handkerchief.
- Begin to understand that some diseases are infectious and that transmission can be reduced when simple safe routines are used e.g. cover mouth when coughing.

### **Key Stage 2.**

- Understand the needs and, where allowed to, accept responsibility for personal hygiene.

- Know about different cultural practices in personal hygiene and food handling.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Know about the factors which bring about dental decay and practice good dental hygiene.

### **Substance Use and Misuse.**

#### **Key Stage 1.**

- All medicines are drugs but not all drugs are medicines – please see drugs policy for more information.
- Different types of drugs and how some people need them to live a normal life.
- Safety rules about medicines, tablets, solvents and household substances – all substances can be harmful if not used properly.

#### **Key Stage 2.**

- To enable children to consider the effects of such substances as tobacco, alcohol and other drugs on themselves and others. To encourage them to make informed and healthy decisions about the use of such substances – some basic techniques for resisting pressure from friends and others.
- Know the important and beneficial part which drugs have played in society.

### **Food and Nutrition.**

The relationship between diet and health. Nutritional quality of different foods and food safety.

Encouraging children to make healthy choices.

#### **Key Stage 1.**

- Know that there is a wide variety of foods to choose from and that choice is based on needs/culture.
- Know that food is needed for bodily health and growth and that some foods are better than others.
- Consider foods and why they eat them and when.
- Multicultural features of modern diets.

#### **Key Stage 2.**

- Know that diet is a combination of foods each with a different nutrient content.
- Know that different nutrients have different effects on the body and that the amounts in the diet and the balance between them can influence health e.g. sugar and dental health.
- Know how to handle foods safely and recognise the importance of additives in food safety.

## **Sex Education.**

### **Key Stage 1.**

- To promote the value of family life and caring environments – appreciate ways in which people learn to live and work together – listening, discussing, sharing.
- Know that humans develop at different rates and that human babies have special needs.
- Be able to name parts of the body including the reproductive system and understand the concept of male and female.
- Know about personal safety – individuals have rights over their own bodies and there are differences between good and bad touches; begin to develop simple skills and practices which will help to maintain personal safety.

### **Key Stage 2.**

- Begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty.
- Basic biology of human reproduction.
- There are many different patterns of friendship.
- Know some of the skills necessary for parenting.
- Be able to talk about friends to important adults.

For more information please see the Sex Education Policy

