

GLENCORSE PRIMARY SCHOOL

'A small school building big dreams'

HEALTH POLICY

At Glencorse we aim to develop within each child a sense of responsibility for taking action on health, contributing to the maintenance of a healthy environment and playing an active part in the community, taking account of the following qualities:

- Respect and caring for self
- Respect and caring for others
- A sense of social responsibility
- A commitment to learning
- A sense of belonging

The following policy statement and programmes of study have been based upon the advice given with the Health Education 5-14 National Guidelines and are linked to our School Aims on 'Curriculum' and 'Learning and Teaching'.

A whole school approach is taken to health education and is underpinned by three main principles.

- Health education is featured within the formal curriculum through the implementation of a planned, structured, systematic and progressive programme that focuses upon the key features and strands within each of the broad themes "looking after oneself", "relationships", and "health and safety in the environment".
- Health education permeates the hidden curriculum through the integration within other curricular areas, projects, extra curricular activities and the supporting school ethos.
- Health education is supported by external and caring agencies and through the integration within other curricular areas, projects, extra curricular activities and the supporting school ethos.
- Health education is supported by external and caring agencies and through the ongoing partnership between home, school and the local community.

AIMS

We aim to provide a health education curriculum that:

- Helps pupils to acquire the relevant knowledge and understanding, not just of the human body and how it works, but also of the social and emotional factors that influence health.
- Encourage pupils to make informed choices and take responsibility and appropriate decisions that help to ensure a healthy life style

- Foster links between school, home and community so that all are involved in a collective responsibility for promoting good health.

What is taught in the classroom is supported and reinforced by the ethos of the school and in particular through:

- A happy caring atmosphere
- An attractive environment, which pupils have a shared responsibility for maintaining
- A concern for safety and security
- The fostering of positive attitudes and feelings such as self confidence, self esteem, independence, responsibility and the care and welfare of others
- The example set by school staff and by visiting health and safety professionals.

ATTAINMENT OUTCOME

There is an attainment outcome which is “taking responsibility for health” which is a manageable means of organising what pupils should know and be able to do as a result of their learning in health.

STRANDS

There are three interrelated strands:

1. Physical Health, which is concerned with the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.
2. Emotional Health, which deals with the knowledge, skills and attitudes that are required to understand emotions and feelings and how they help us.
3. Social Health, which develops 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 relation to health.

LEARNING AND TEACHING

In Glencorse some of the learning and teaching of health education is integrated with the context of Environments Studies, Social Studies and Moral Education and through aspects of Expressive Arts. However the majority of health education is taught as a discrete subject, with the topic outlined within each of the term plans.

As with all other areas of the curriculum there are 5 key elements in teaching and learning:

1. Establishing a supportive climate for learning
2. Making learning clear for the learner
3. Using a variety of approaches
4. Giving and receiving clear feedback
5. Monitoring attainment and progress in learning

ASSESSMENT, RECORDING AND REPORTING

Informal assessment should take place during each topic. This may take the form of written work, diagrams, discussion and observation of pupils engaged in learning activities.

PROGRAMME OF WORK

There is a planned programme of work, which takes the form of a rolling programme. Staff should refer to 5-14 Health Guidelines for further details.

TIME ALLOCATION

Time for Health Education is allocated within the 15% given to Religious and Moral Education, Social Studies and Health Education. Additional time can also be found through the flexible use of time as and when required.

SPECIFIC ISSUES

DRUG EDUCATION

Within the wider context of “taking responsibility for health” staff will ensure that there is a structured and progressive programme of drug education. In planning, staff will take account of pupils’ prior learning and relevant circumstances in the local community.

The key aims of Drug Education are:

- The prevention of drug misuse
- The promotion of healthy lifestyles
- The development of the knowledge, skills and values to help pupils make responsible healthy choices.

In Glencorse, our drug education programme aims to help pupils develop an informed understanding of their health and welfare, including how to prevent the harm caused by drug misuse. Opportunities will be provided for pupils to explore issues and express concerns within a context where they feel valued. Midlothian Council has issued Guidelines for the management of substance misuse incidents.

SEXUALITY AND RELATIONSHIPS

Within the wider context of taking “responsibility for health” lies the need to ensure that appropriate, structured and coherent learning experiences are provided to help pupils understand and cope with the developments and changes involved in growing from childhood to adulthood.

It is important that any work undertaken in this area is done within a climate of openness and trust that takes into consideration:

- The age and maturity of the pupils

- Individual's values and beliefs
- Confidentiality
- The size and composition of the class
- Possible staff development and support

The key aims of Sex Education are to:

- Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- Provide opportunities for children and young people to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community.
- Enable children and young people to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within a moral, ethical and multicultural framework
- Foster self-awareness and self esteem and a sense of responsibility and respect for themselves and others
- Provide opportunities to young people to consider and reflect upon the range of attitudes to gender, relationships and family life
- Develop an appreciation of, and respect for, diversity of the need to avoid prejudice and discrimination
- Provide information about the skills for accessing, where appropriate, agencies and services providing support and advice to young people

Specific Programmes

The advice and guidance provided with Health Education forms and integral part of the sex education programme

Keeping Myself Safe provides the structure for a Personal and Safety Programme across P1-3

Keeping Myself Safe provides the structure for a Personal and Safety Programme across P4-7

Sex and Relationships Education' provides the structure for P6/7.

LIAISON

Parents will be informed and involved as appropriate especially when the school is dealing with sensitive areas of health education.

Work on puberty and/or menstruation should be detailed separately in a letter to parents informing them of the content and personnel involved, and offering them access through a meeting to materials used in the teaching of the programme.

EXTERNAL AGENCIES

Liaison and co-operation with external agencies will enhance our school health education programmes as appropriate. The role is especially useful with regard to:

- Providing up to date information on health issues to our staff
- Contributing to school – based activities, which have been planned and led by the class teacher

Involvement of any external agencies will be discussed in advance with the Headteacher. Consultation will take place between class teacher and other professionals prior to any lesson. The class teacher should be present at all times.

RESOURCES

A wide range of resources are available with the school.