

Health Education Policy



Lumen Christi College

Rationale-Introduction to the policy

The delivery of Health Education at Key Stage 3 and Key Stage 4 as a Cross Curricular Theme has been a statutory requirement since 1992 under the Education Reform Order (1989) Northern Ireland. Health Education is also an integral part of the Revised Curriculum. Pupils study Health Education through the Pastoral Programme, Learning for Life and Work and related subjects. The co-ordinator for Health Education offers guidance to teachers delivering the objectives of the theme in their teaching.

In promoting Health Education we seek to impart not only knowledge and skills but also to provide opportunities for pupils to explore attitudes and values towards their own health and the health of the community at large. Opportunities are created to facilitate community-linked, health related actions. These include strategies aimed at building a range of partnerships with other schools and the community in order to positively impact upon the full development of each individual pupil. Health-related activities include:

- Walk to School Initiative.
- Foyle Hospice Male and Female Walks
- Tea & Talk for Year 12 & 14
- Participation in the Relay for Life (Cancer UK)
- Blood Donations with NIBTS
- Liaison with Bogside & Brandywell Health Forum to help in the delivery of healthy-living workshops
- Health & Well Being Programme offering physical activities during the Key Stage 5 Enrichment Programme e.g. gym, yoga.
- Soccer Club
- City of Derry Netball Club
- After-school circuits classes
- Breakfast Club
- Healthy heart awareness through life saving sessions
- Fund-raising for the British Heart Foundation
- Assemblies on Nutrition & Diet, Physical fitness and Mental Wellbeing
- Mental Health Awareness raising

AIMS

The main aim of this policy is to promote the health and well-being of everyone in the school community. Lumen Christi College works towards enhancing the individual's ability to manage effectively the physical, psychological, social and spiritual aspects of life within the context of both the physical and human environments.

The overall aim of Health Education in Lumen Christi College is to encourage behaviour which is conducive to good health. A responsible attitude and the knowledge

and skills necessary to make informed decisions on matters relating to health, are the intended outcomes of Health Education. With this in mind we seek to:-

- Enable pupils to achieve their physical, psychological and social potential, and to improve their self-esteem;
- Provide a coherent Health Education curriculum which complies with statutory requirements and is accessible to all pupils;
- Promote positive attitudes towards health;
- Provide a sense of responsibility in respect of individual, family and community health;
- Encourage the active involvement of parents, health service agencies and the wider community to advise, support and contribute to the promotion of good health;
- Ensure that all aspects of school life are complementary to the positive health messages promoted in the classroom;
- Actively promote the positive health of everyone in the school community by delivering a consistent message about healthy eating through the taught curriculum and the food provided.

To achieve these aims the Board of Governors, teaching staff, support staff and relevant agencies work together in a planned way to promote the health of everyone in the school community.

The following overview details the main objectives under which the Health Education Programme is delivered in Lumen Christi College.

Objective 1: Health in Context of Personal Development

Personal development

Pupils should develop to their fullest potential. They should develop a positive self-image and self-confidence. They should understand the stages involved and the factors which govern physical and emotional growth.

Physical fitness, recreation and relaxation

Pupils should achieve and maintain an appropriate level of physical fitness. They should understand the role of recreation and the value of relaxation.

Nutrition

Pupils should be able to make responsible decisions about their diet. They should know and understand the contribution of food to growth, energy and health.

Uses of and problems related to drugs and other potentially harmful substances

Pupils should develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances. They should develop a critical awareness of the relevant personal, social and economic implications.

Objective 2: Health in the Context of Social Development

Relationships within the family

Pupils should be able to make a positive contribution to the life of the family unit based on their knowledge and understanding of the concept of the family.

Relationships with peers

Pupils should be able to manage relationships with peers in a variety of situations.

Relationships with others

Pupils should understand the nature of relationships with others and, as they mature, be able to establish responsible relationships within a widening community.

Objective 3: Health in Relation to the Environment

Personal safety in the environment

Pupils should be able to cope safely and efficiently with their environment.

A healthy environment

Pupils should understand what is meant by a healthy environment and their responsibility for maintaining and improving it.

CONTRIBUTION OF SUBJECTS TO THE DELIVERY OF HEALTH EDUCATION AT KEY STAGES 3 AND 4

The Pastoral Care Programme as delivered through the Form Class makes a major contribution to the provision of Health Education in Lumen Christi College.

Health Education is also delivered through a variety of contributory subjects at Key Stages 3 and 4. The emphasis is on encouraging self-awareness, individual responsibility and informed decision making. The main contributory subject areas are Science, Religious Education, English (including Drama), Home Economics, Learning for Life and Work and Physical Education.

TRAVEL TO SCHOOL

At Lumen Christi College we encourage pupils and parents to travel to school by cycling and walking wherever possible. We have achieved the Sustrans Bronze Active Travel Award.

This section of the policy explains how we will be encouraging active travel to school. We will discuss it with the pupils and re-visit it periodically to ensure its

relevance. For pupils unable to come by foot or bike, we encourage use of public transport or car-share. Parents & students have been advised of the ‘**Be Bright Be Seen**’ and ‘**Wear Your Seatbelt**’ campaigns.

If you have any ideas to improve things at or around school for pedestrians and cyclists, or questions about travelling to school, please get in touch with Miss Amanda King.

Some of the benefits of active travel:

- Improving both mental and physical health through physical activity
- Establishing positive active travel behaviour
- Promoting independence and improving safety awareness
- Reducing congestion, noise and pollution in the community
- Reducing the environmental impact of the journey to school.

To encourage pupils to cycle to school frequently the school will:

- Actively promote cycling as a positive way of travelling
- Celebrate the achievements of those who cycle to school
- Provide cycle storage on the school site
- Provide high quality cycle training to all pupils who wish to participate.

To make cycling and scooting to and from school a positive experience for everybody concerned, we expect our pupils to:

- Ride sensibly and safely and to follow the Highway Code
- Check that their bicycle is roadworthy and regularly maintained
- Behave in a manner which shows them and the school in the best possible light and to consider the needs of others when cycling or
- Consider wearing a cycle helmet
- Ensure they can be seen by other road users, by using lights and wearing high-visibility clothing, as appropriate.

For the well-being of our pupils, we expect parents and carers to:

- Encourage their child to walk or cycle to school whenever possible
- Encourage their child to take up opportunities to develop their competence and confidence in cycling
- Provide their child with equipment such as high-visibility clothing, lights, a lock and cycle helmet as appropriate
- Ensure that the bicycles ridden to school are roadworthy and regularly maintained.

Please note: The decision as to whether a child is competent to cycle safely to and from school rests with the parent(s)/carer(s). The school has no liability for any consequences of that decision. Parents are advised to take out appropriate

insurance cover for bikes (check home insurance) as the school's insurance does not cover any loss or damage to bicycles.

STRATEGY FOR CO-ORDINATION

Within Health Education sub groups exist for developing policies and dealing with different issues. We currently have a:

- **HEALTH AND SAFETY POLICY**
- **PASTORAL POLICY**
- **ANTI-BULLYING POLICY**
- **RELATIONSHIPS AND SEXUALITY EDUCATION POLICY**
- **DRUGS EDUCATION POLICY**
- **CHILD PROTECTION POLICY**
- **NO SMOKING POLICY**
- **PHYSICAL ACTIVITY POLICY**
- **NUTRITION POLICY**
- **MEDICINES POLICY**

The Health Education Co-ordinator

Ms Amanda King is the coordinator for Health Education. The Health Education co-ordinator has an important role to play in:

- Encouraging a Health Promoting school;
- Ensuring the adequate coverage of Health Education within the curriculum;
- Communicating with staff involved in promoting Health Education;
- Identifying and arranging staff development and training;
- Promoting any new health messages;
- Monitoring and reviewing the Health Education policy & and programme and evaluating these on a regular basis.

- Monitoring and reviewing the Nutrition policy and working closely with the canteen manager to ensure the provision of healthy food in the canteen.

STAFF AWARENESS AND TRAINING

Staff are regularly updated about new initiatives, findings and strategies in Health Education and when possible will be given training in specialist areas of the subject (e.g. RSE and drugs education). There is also a recently established Staff Health & Wellbeing Team, which meets termly to discuss new and existing initiatives for staff and students.

MONITORING AND EVALUATION:

Monitoring and evaluation will be an on-going process as new initiatives and policies take the place of old ones. Liaison with relevant Heads of Departments and Heads of Key Stage will ensure the implementation of any necessary inclusions or changes to ensure the efficient delivery of all Health Education objectives. At Key Stages 3 and 4 in Science, Religious Education, Home Economics, Child Development and other related subjects, audits and regular pupil assessment and testing are also an effective means of monitoring the programme.

The Principal and Board of Governors will review this policy every two years and amend in accordance with changes within the curriculum or external statutory requirements.

Appendix 1

What is Emotional Health and Wellbeing (EHWB)?

The following definition of pupils' emotional health and wellbeing was developed in consultation with health and education professionals, teachers, parents and pupils and endorsed by the I-Matter Project Board:

Being mentally and emotionally healthy means that we believe in ourselves and know our own worth. We set ourselves goals that we can achieve and can find support to do this. We are aware of our emotions and what we are feeling and can understand why. We can cope with our changing emotions and we can speak about and manage our feelings. We understand what others may be feeling and know how to deal with their feelings. We also understand when to let go and not overreact. We know how to make friendships and relationships and how to cope with changes in them. We understand that everyone can be anxious, worried or sad sometimes. We know how to cope with, and bounce back from, changes or problems and can talk about them to someone we trust.

Appendix 2:

Pastoral Programme for Year 8

- Health Co-ordinator delivers a lesson on 'Being Healthy' at start of Year 8.
- Me - The Whole Person
- Safety & Managing Risk (1- Presentation DOE)
- Feelings & Emotions - Friendship & Bullying
- Health (HE making a healthy snack)
- Drugs Awareness (Visit Re-Solv)
- Relationships and Sex Education to include personal hygiene
- Morals, Values & Beliefs

Pastoral Programme for Year 9

- Self-Concept
- Feelings and Emotions
- Anti-bullying Workshop (facilitated by FACT through BBHF)
- Presentation on social networking
- Cyberbullying presentation
- Health and the Whole Person – body image
- Safety and managing Risk
- HeartStart Programme
- Drugs Awareness
- Drugs awareness-Alcohol
- Relationships (facilitated by Love for Life)

Pastoral Programme for Year 10

- Self Concept/Feelings & Emotions
- Safety & Managing Risk
- Personal Safety & Internet Bullying
- Social Networking

- Morals, Values & Beliefs (Delivered in RE)
- Health and the Whole Person (Heart Start Programme)
- Relationships Education (& Science Class)
- Drugs Awareness (& PSNI Talk)

Pastoral Programme for Year 11

- Self Awareness
- Bullying
- Healthy Living
- Life – A Risky Business- alcohol and self-harm
- Presentation form Aware Defeat Depression
- Forms of Abuse on Young People
- Sexuality and Responsibility of Healthy Relationships

Pastoral Programme for Year 12

- Coping with Stress
- Relationships and Conflict Resolution

Pastoral Programme for Year 13

- Alcohol- know the risks
- Drugs and the law
- RSE- sexual exploitation
- Building Good Adult Relationships
- Looking after your mental well-being

Pastoral Programme for Year 14

- Road Safety : The Young Driver
- What's new in the news on Wednesday- Mental Health
- Emotional Well-being
- Blood Donation talk
- Healthy Body, Healthy Mind - BMI, healthy food choices,
- Coping with Stress