



# **Health Promoting School Policy**

# SOUND PRIMARY SCHOOL HEALTH PROMOTING POLICY

## 1 Rationale

### 1.1 What is a health promoting school?

Two Scottish Executive publications, '*A Route to Health Promotion*' and '*Health Promotion-Issues for Councils and Schools*', highlight the development of health promoting schools as a priority for action. A health promoting school values democracy and participation. It is successful in encouraging pupils and staff to give of their best and build on their achievements, and is continually adapting and developing to meet the needs of its community. A health promoting school understands the important effect that improving the health and well-being of its pupils and staff will have on raising attainment, fulfilling potential and improving quality of life

## 2 We are a health promoting school because we:

- have a clear statement of health promoting aims
- actively promote self-esteem of the whole school community
- develop good relations within the school
- develop good relations with home and community
- provide a wide range of stimulating challenges for all pupils
- use every opportunity to improve the physical environment of the school
- plan and deliver a coherent curriculum based health education programme
- systematically arrange for assessment that involve pupils recording and reviewing their health education needs and their levels of understanding
- actively promote the health and well-being of all school staff
- develop staff awareness of their professional roles in health-related issues and have a whole-school approach to professional development in this area
- acknowledge school nutrition reflects and supports the healthy school ethos
- activate expertise of specialist services in the community to support health promotion

## 3 We monitor our performance as a health promoting school and plan improvements using quality indicators from the following key areas of HGIOS:

- Aims
- Curriculum
- Learning and teaching
- Support for pupils
- Ethos
- Resources
- Management, leadership and quality assurance

## 4 Curriculum

4.1 We follow our Health and Wellbeing programme which is based on the framework of the Curriculum for Excellence. The programme identifies coherence in specific health themes of Mental, emotional, social and physical wellbeing; Planning for choices and change; Physical education, physical activity and sport; Food and health; Substance misuse; Relationships, sexual health and parenthood. It also permeates the hidden curriculum through integration of Health and Wellbeing with other areas of the curriculum, extra-curricular activities and the supporting school ethos. Health education is supported by external health and caring agencies through on-going partnership between home, school and local community, and through local and national health promoting initiatives e.g Hungry for Success.

## 5 Learning and teaching

- 5.1 Through our Health Education programme, pupils will have opportunities to learn about and explore the interaction of physical, social and emotional aspects of their lives. These aspects include the nature and effects of personal relationships; personal growth and development; the influence of behaviour and lifestyles on health and well-being; and local and global environmental factors.
- 5.2 The programme identifies assessment criteria for pupils, suggested teaching activities, assessment evidence and resources to be used across the experiences and outcomes. Pupils are encouraged to set their own targets for health and wellbeing.

## **6 Our programme will:**

- Make appropriate use of active learning, whole class teaching, related individual work, small group discussion and collaboration
- Make appropriate use of role play and simulation activities
- Be presented to the pupils in a straightforward and empathising way with the additional support of resources such as videos/DVDs, reference books, worksheets and ICT
- Ensure that all pupils have equal access to the Health programme and are supported to do so
- Ensure that teaching approaches are based on an understanding of pupils' health needs
- Consult and involve parents appropriately in its approach to learning and teaching
- Ensure that teaching and learning takes place in contexts where pupils can explore issues safely and openly
- Ensure that ICT opportunities are realistic, straightforward and allow the simultaneous development of health studies and ICT skills and knowledge
- Provide opportunities for cross-curricular work relating to Health and wellbeing- literacy, numeracy, P.S.D., Citizenship and R.M.E.
- Emphasise healthy routines, protection skills and responsible decision – making for healthy living
- Ensure that issues to be discussed are appropriate to the age, stage and developmental level of the pupils

### **6.1 Pupils will be involved in researching ideas and developing personal skills and values.**

Choosing a healthy lifestyle means making decisions and pupils need to practise:

- a) Getting the information needed to make a decision
- b) Sorting out their feelings and attitudes about the issues
- c) Thinking through different courses of action and their possible results
- d) Developing positive attitudes to a healthy lifestyle, leisure and recreation.

## **7 Forward Planning**

- 7..1 Our programme of work doubles as a forward planner. The Topic plans identify learning objectives, teaching activities, assessment evidence, next steps for learning and teaching and resources required.  
Teachers work co-operatively to ensure there is progression and coherence in Health and wellbeing education.

## **8 Assessment and recording**

- 8.1 As mentioned above assessment criteria and assessment evidence are built into our programme. We make use of formative and summative strategies to assess knowledge/ understanding and skills in an on-going capacity and at the end of a topic. We can assess by, for example:

- Listening to pupil discussion
- Listening to a pupil's report to the class/group
- Observing a pupils skills in a task
- Observing role-play
- Self/peer assessment

Assessment information will be gathered by pupils and teachers using a variety of media and examples of pupil work will be kept in PLP folders or e-portfolios depending on age and stage.

- 8.2 This formative assessment is used by teachers to plan next steps in learning and provides feedback for pupils.  
Teachers can include a comment about pupil's progress in Health and wellbeing in reporting to parents.

## **9 Support for Pupils**

- 9.1 We have a number of mechanisms in school for supporting pupils and understood procedures for dealing with discipline and bullying incidents. We encourage active Citizenship and have an active Pupil Council.

### **Coherent health and wellbeing education**

- 9.2 We work in partnership with pupils/carers, parents and other professionals in order to plan and deliver a coherent Health education programme, ensuring breadth, depth, relevance, personalisation and choice and progression. Cross-curricular aspects of health and wellbeing in for example literacy, numeracy, P.S.D./Citizenship and R.M.E. contribute to the coherence of the programme and provide pupils with experiences to enable them to develop as successful learners, effective contributors, responsible citizens and confident individuals.
- 9.3.1 All the staff are familiar with the Shetland Island Councils complaints procedures. We have a variety of social events throughout the year. Staff if they desire can participate in an arranged after school 'keep fit' session once a week.

## **10 Links with other agencies**

- 10.1 We actively seek the expertise of other specialist agencies, for example Educational Psychology, Active Schools Co-ordinators, Social Work Service, Health Promotion Officers, Northern Constabulary, Childcare Services and NHS Shetland to support the Health and wellbeing education at the school.

## **11 Pastoral Care**

- 11.1 We ensure that there are arrangements for the care, welfare and protection of pupils through the implementation of Child and Welfare policies e.g. 'Health and Safety', 'Child Protection', 'Guidelines for Drug Related Incidents', 'Bullying' and 'Anti-Bullying and Anti-Racist Procedures'. All Staff are alert to the emotional, physical and social needs of individual pupils.

## **12 Climate and relationships**

- 12.1 We have positive relationships between staff and pupils, pupils and pupils and staff and pupils. We actively promote positive social relationships and showing concern for and understanding of others.  
Sensitivity in delivering aspects of the Health and wellbeing programme is very important, particularly in 'Relationships, sexual health and parenthood' and 'Substance misuse' education'. Staff foster an atmosphere of trust and confidentiality before embarking on these aspects and parents are kept informed of new developments in these areas. The parameters of acceptable behaviour are agreed and clarified with the pupils in discussing these areas. Particular sensitivity will be shown in discussing health issues with pupils with physical disabilities or particular medical problems. Care will be taken to respect the religious beliefs and home culture of every pupil.

## **13 Partnership with parents**

- 13.1 Promoting the self-esteem of the whole school community, developing good relations within the school and setting up structures for partnership with parents/carers and the

community are fundamental in establishing a positive school ethos. We aim to maintain good relationships with parents/carers, and staff will always be willing to explain what we are doing in Health and wellbeing Education at school. The school actively encourages the School Board to be knowledgeable about and involved in promoting Health and wellbeing education in the school and local community.

#### **14 Physical environment of the school**

- 14.1 We actively use our playground areas to promote healthy activities through the provision of playground games and equipment and facilities for basketball and football. The pupils have also created a wildlife area within the school and this is cared for by the pupils themselves. We have worked with our Active Schools Co-ordinator resulting in new equipment for games.

#### **15 Resources**

- 15.1 We have an extensive list of resources for supporting the learning and teaching of Health and wellbeing at the school. These resources are matched to the teaching activities in our programme of work. We have access to a wide range of human resources to support our Health education.

#### **16 Staff Development/Continuing Professional Development**

- 16.1 The Head Teacher will in consultation with staff, identify and address any Staff Development/Continuing Professional Development issues which may be required to deliver the Health and wellbeing education programme.

#### **17 Management, monitoring and review**

- 17.1 The policy is reviewed every 2 to 3 years as part of the continuous school development. The SMT co-ordinates all aspects of health within the school and promotes health by taking steps towards providing a healthy social and physical environment for all members of the school community. Monitoring of the delivery of health education is carried out through discussion with pupils and staff.

#### **18 Health promoting initiatives**

- 18.1 The school provides a range of stimulating challenges for all pupils. These include
- participation in a variety of school sporting activities
  - TOPS sport programme
  - playground games and equipment
  - dance, music and drama activities
  - extra-curricular activities- e.g. football, table tennis, drama, musical instrument tuition, Latin
  - healthy school meals and snacks
  - Study Support projects
  - Cycling training
  - Circle Time/Citizenship activities

**We achieved Health Promoting status in the session 2005 – 2006 and were re-accredited during the session 2008-2009**

**Date: November 2012**