Health and Wellbeing - Health Education Policy

1. The Health Promoting School

The concept of health promotion is fundamental to the ethos and practice within schools and Curriculum for Excellence has an important role to play in promoting the health and wellbeing of young people in our schools. All schools in Scotland were given the target, by the Scottish Executive, of becoming a health promoting school by 2008.

“Health promotion can be viewed as a combination of health and wellbeing education and all other actions which a school takes to protect and improve the health of those in it.” S.C.C.C./ Scottish Health Education Group 1990.

Health and wellbeing education, therefore, will have maximum impact if set within the context of a health promoting school. The World Health Organisation (1995) defined a health promoting school as “…one in which all members of the school community work together to provide children and young people with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.

2. The Aims for Health and Wellbeing Education In All Saints R.C. Secondary

- To enable young people to make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- To experience challenge and enjoyment
- To experience positive aspects of healthy living and activity for themselves
- To apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- To make a successful move to the next stage of education or work
- To establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
3. The Key Organisers within Health and Wellbeing Education

These are
- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

4. A Framework for Health and Wellbeing Education

The statements of experiences and outcomes in health and well being reflect a holistic approach to promoting the health and wellbeing of young people, who should feel happy, safe, respected and included in the school environment. Robust policies and practices are already in place to ensure the safety and wellbeing of our young people. In addition to this all children should be supported to be active, nurtured, achieving and responsible. To this end, all staff have a role to play in this shared vision and common goal.

5. Organisation and Management

A member of the senior management team has overall responsibility for health and wellbeing education and is also responsible for the promotion and development of health promotion. There are regular meetings with the health team, the H.D.O. and external agencies and minutes are kept of these meetings.

The health and wellbeing education co-ordinator is responsible for auditing and reviewing the health education programme along with other contributors. The programme is managed by PTs pupil Support within the tutor programme and they provide support and guidance to the tutors.

The contribution made by external agencies to the health education programme and in particular to the health days / weeks is very highly valued and complements the curriculum. Class teachers are always present when speakers are present. Guidelines for the use of external agencies are at the end of this policy. A meeting takes
place at the start of the session to agree the content for each lesson. Review meetings take place at the end of the year.

Parents are kept fully informed of the health and wellbeing education programme. Consultation takes place with both the Parent and Pupil Councils. Leaflets are available on health and wellbeing education and parents’ evenings are a useful source for inviting parents to participate in the programme.

**6. Delivery of The Health and Wellbeing Education Programme.**

There are a variety of approaches used to deliver health and wellbeing education. The departments of Science, Religious Education, Home Economics and Physical Education are key contributors to the programme. The Public Health Nurses, the Fire Service, Strathclyde Police, the North Glasgow Food Initiative, Smoking Concerns, the Road Safety Unit, North Glasgow Alcohol Support Services, Glasgow Community and Safety Services and Culture and Sport are all contributors to the health days / weeks for all year groups. Specific events take place to promote e.g. Mental Health Awareness, No Smoking Day, Anti-Bullying Week etc

**7. Staff Development**

A number of staff have received training in drugs and alcohol education. Four members of staff have recently been trained in “Called To Love”, the relationships and moral education programme. As part of the staff evaluation they are given the opportunity to request training in areas in which they have no expertise.

**8. Monitoring and Evaluation**

A number of strategies are employed to monitor and evaluate the programme. The views of pupils and staff have are sought during the session. An invitation to the presenters of the health days to evaluate the response of the pupils is also welcomed. The entire programme of health and wellbeing provision was discussed with the pupil council and in light of that discussion a number of changes took place during session 2008-9.
Quality Assurance visits have taken place this year where the focus of the visit was health education.
A more formal evaluation will take place at the end of the session to allow planning to go ahead for next year.
Use of External Agencies in School

This statement is produced in line with authority guidelines as detailed in Management Circular 81 (Guidelines on Use of Other Agencies in School Health Education Programmes.)

All Saints R.C. Secondary recognises the valuable contribution made by external agencies to the health education programme. The expertise contained within these agencies is invaluable in complementing and supplementing the efforts of the school.

The following guidelines should be used when determining the choice and use of external agencies.

1. Visitors are to be used as a support to the established programme in the school.
2. Class teachers should be present at all presentations for legal reasons as well as programme continuity.
3. Invited speakers should be from credible organisations and should agree to be vetted by the Head teacher.
4. Presentations should be age and stage appropriate.
5. An initial meeting should take place to agree the contribution to be made by the agencies involved and to discuss other issues such as confidentiality and disclosure.
   Any materials to be used should be submitted to the school in advance of the presentation.
6. Parents should be informed and involved as appropriate. The Parent Council should be consulted particularly with regard to sensitive areas of the health and wellbeing programme and any new initiatives
7. For further advice the Head teacher should consult with the Director of Education.

Partnership Working

All Saints acknowledges the contribution made to the health and wellbeing education programme, both formal and informal, by a number of external agencies.

Parents and pupils are also important contributors and their views are sought through questionnaires and discussion.

For further information on the health and wellbeing education programme please contact the Head teacher.
All Saints RC Secondary School

Appendix:

HEALTH AND WELLBEING EDUCATION
Information for Parents and Carers

The Health Promoting School.

The Scottish Executive has given all schools the target of becoming a health promoting school by 2008. The World Health Organisation defined a health promoting school as “…one in which all members of the school community work together to provide children and young people with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.”

All Saints achieved health promoting school status in 2008 and all schools in the learning community are involved.

The Aims for Health and Wellbeing Education in All Saints R.C. Secondary

- To enable young people to make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- To experience challenge and enjoyment
- To experience positive aspects of healthy living and activity for themselves
- To apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- To make a successful move to the next stage of education or work
- To establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

The Key Organisers within Health and Wellbeing Education

These are
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- Planning for choices and changes
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- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

The Teaching of Health and Wellbeing Education

The departments of Science, Physical Education, Religious Education and Home Economics are major contributors to the programme. A number of staff within the school have been trained in the delivery of health and wellbeing education which is delivered through the tutor programme.