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# The Priory School

## **Health Education Policy**

**Monitoring:** Headteacher

**Named Person Responsible:** Mrs Amott

**Reviewed:** August 2021

**Policy Review Date:** August 2023

## **Policy Context and Rationale**

*For the premise of this policy 'Health Education' is the new label encompassing what was known as PSHE. Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education. RSE also has a stand-alone policy.*

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Section 78 of the Education Act 2002 and the Academies Act 2010 states a PSHE curriculum:

“Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

Guidance from the DfE on the inclusion of PSHE education states that PSHE education programmes should build on the statutory content outlined in the National Curriculum, the school curriculum, and in particular should tie in with statutory guidance on drug education, financial education and the importance of physical activity and diet for a healthy lifestyle. The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of students, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

The Priory school is committed to ensuring that partisan political views are not promoted in the teaching of Health Education and takes reasonably practicable steps to ensure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views.

Our Health Education curriculum supports the development of the skills, attitudes, values, and behaviour, which enable students to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond positively to challenge
- Be active citizens within the local community
- Become healthy and fulfilled individuals

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our students. This policy sets out the framework for our health curriculum, providing clarity on how it is informed, organised and delivered.

## **Policy Availability**

We will raise awareness of this policy via:

- The School Handbook/Prospectus
- The School website
- The Staff Handbook

- Meetings with parents such as introductory, transition, parent-teacher consultations, and periodic curriculum workshops
- Reports; such annual report to parents and Headteacher reports to the Governing Body

### **Policy Aims and Objectives and Intended Outcomes**

This policy aims to ensure that all teaching staff and support staff understand the contribution of Health Education to the students' development. Health Education makes a significant contribution to achieving the Government's 'Every Child Matters' agenda. It promotes the students' spiritual, moral, social and cultural development in a structured way. In this complex and challenging world, Health Education lessons aim to support students by helping them to:

- live safe, healthy and enjoyable lives
- grow and develop, not only as individuals, but also as members of families and society in general
- become fulfilled, productive and responsible
- form and maintain good relationships
- make a positive difference to their own lives and the lives of others
- clarify their own values and attitudes and gain knowledge and understanding of those of other people
- build their personal identities and self esteem
- reflect on what is being taught
- recognise and begin to self-regulate their emotions

The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The intent of our Health Education curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every student. At Priory School, Health Education enables our children to become healthy, independent, and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. We provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### **Creating a Safe and Supportive Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, staff and students alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every Health Education lesson. Ideally, teachers and students will devise their own 'ground rules' at the beginning of the year so that they have ownership of them, making them meaningful and relevant. These will need to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We respect each other's privacy (confidentiality)

Confidentiality will be maintained where possible, but not if it concerns a Safeguarding or Child Protection concern.

We will ensure that where students may be vulnerable and at risk, staff delivering PSHE sessions on sensitive topics will be informed on a need to know basis. Staff will be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed. Students will receive appropriate support from staff and that these concerns will then be passed on as necessary in accordance with the school's Safeguarding and Child Protection Policy.

#### Questions:

When in Health Education, it is natural that students will have several questions about the content being delivered. Teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Health Education Lead if necessary.

Teachers will apply the following principles:

- Student questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a student's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the student's parents to provide an answer; in these circumstances the class teacher will make contact.

#### **Entitlement and Equality of Opportunity**

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against: age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

The Priory promotes the needs and interest of all students irrespective of gender, culture or ability. Teaching strategies take account of the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full Health Education provision.

#### **Teaching and Learning**

Health Education is timetabled in all classes and is taught weekly at a level appropriate to the cognitive and emotional levels of the students. Additionally, informal opportunities for teaching PSHE education are picked up whenever possible so that the students have a context for their taught sessions. For example, when engaged in off-site activities students will be made aware of their responsibility to consider other people. Students will mainly be taught in their class groups. Single gender lessons may be used if deemed appropriate by the school e.g. about the changing body. It is important to note that if separated messages and information groups receive will be consistent; it is important that students learn about all changes not just their own.

The Priory uses a spiral approach to the teaching of Health Education. This means that some topics are revisited year after year but at a higher level or from a different perspective. This approach

is critical for students who have autism as they need constant reinforcement to embed their learning and to enable them to make generalisations which can be transferred to new or different situations.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- Required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality age and development appropriate curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

The programme will be taught through a range of teaching methods, including discussions, debates, collaborative group learning, investigations, games, role play, individual reflective tasks, written work, etc. The use of external visitors and multimedia clips also contribute to the teaching of PSHE. We will help students make connections between their learning and 'real life' behaviours by covering topics that are relevant to them or will be relevant to them soon and, where possible, stimuli and case studies of young people of a similar age and environment. We will make links to other areas of the curriculum through tutors talking about these during lessons. For example, the link between Health Education and Biology will be made when discussing unprotected sex and by including activities that draw on other skills - such as calculations when learning budgeting skills.

We will use external contributors in the following circumstances: to support the content that the teacher is delivering in lessons and to offer specialised knowledge on certain topics. When using external speakers to deliver aspects of our PSHE programme we will ensure that their content is embedded into the programme and that they deliver information that supports the teacher's lessons.

Beyond the planned programme for PSHE education, the curriculum provides students with a variety of experiences that have the potential to promote their personal, social development and economic education. These include, but are not limited, to:

- Assemblies of Celebration
- Circle time
- Sports clubs
- Day trips
- Clubs
- Social and charity fundraising events
- Theme days/events, for example, International Days
- Mini enterprise projects

- Leadership opportunities, for example, school council, internet safety buddies, charity ambassadors

#### Lower Secondary (Years 7 and 8):

The aim of teaching students about physical health and mental wellbeing is to give them the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support from appropriate sources. The topics covered in the teaching of Health Education include:

- Emotional and Mental Wellbeing
- Physical Health and Fitness
- Communities
- Digital Literacy
- Everybody is Different (Diversity and Discrimination)
- Staying Healthy
- Growing and Changing
- Substances
- Shared Responsibilities
- Friendships and Staying Safe
- Respect and Bullying

#### Middle Secondary (Years 9 and 10):

Students in Middle Secondary have opportunities to achieve AQA Award Units in Health Education and other aspects of the curriculum. Students in Year 10 work towards the following AQA Unit Awards within their weekly Health Education lessons. These AQA units can include, but are not limited to, the ones detailed below, but provision offered yearly is specific to the cohort of learners:

- Healthy Lifestyles (113296)
- Social Education: Alcohol, Drugs and Smoking (110514)
- Emotional and Mental Wellbeing (112752 and 105194)
- Health and Safety (108739 and 112243)
- Physical Activity and Exercise (112730 and 115027)
- Respectful Friendships (76498 and 70699)
- First Aid Awareness (110863)

#### Higher Secondary (Year 11) Curriculum:

Students in Higher Secondary have opportunities to achieve AQA Award Units in Health Education and other aspects of the curriculum. These AQA units can include the ones detailed below, but provision offered yearly is specific to the cohort of learners:

- Travel Training (105324 and 110130)
- Dealing with Problems in Daily Life (113102 and 113369)
- Making the Most of Leisure Time (79349)

Whilst Middle and Higher Secondary students receive a weekly Health Education lesson, they also access further provision that contributes to their overall Health Education curriculum. These include:

- Weekly finance lessons covering aspects of economical well-being and financial capability
- Work experience
- Weekly college sessions or independent living (life skills) lessons
- NCS (National Citizenship Scheme)
- Cookery lessons
- Careers lessons

### **Monitoring and Assessment**

Monitoring of Health Education is carried out by the Health Education Leads through learning walks, evidence in books, staff questionnaires, student discussions and questionnaires.

Health Education is reported to parents in end of year reports. Whilst we understand that it cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress. Currently The Priory School uses PIVATS to monitor pupil progress in PSD (Personal and Social Development). The 3 strands – Interacting and working with others; Independence and organisational skills; Attention – measure progress in the P Levels and National Curriculum levels.

The Health Education Lead is looking into alternative ways to formally assess Health Education using the End of Key Stage Statements for PSHE and the PSHE Association's PSHE education planning framework for pupils with SEND.

### **Review Date**

This policy will be reviewed by **31<sup>st</sup> August 2023**. It will be reviewed by the health education subject lead, Headteacher and governors.

This policy will also be reviewed considering any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. Any subsequent changes made to this policy will be communicated to all staff and parents by the school website.