



St Mary's High School
Downpatrick

Principal: Mrs S Darling



Celebrating 60 Years of
Education

Healthy Schools Policy Key Messages 2019

St Mary's plays an active role in helping our students to develop a healthy lifestyle. Health Education is an important aspect of the Curriculum and Pastoral provisions, reinforced in all aspects of school life where healthy attitudes are adopted by students regarding their lifestyle and lifestyle choices.

In St Mary's we strive to equip our students with the skills and knowledge necessary to make informed decisions and responsible choices in matters relating to their Health and Well Being.

The school achieved the Silver Right's Respecting School Award and this policy sits well with Article 24- 'Every child has the right to the best health possible'

Definition of 'Healthy Schools'

"A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop"

Every School A Good School (April 2009)

"Pupils develop relevant personal and social skills and understanding which help them to respond appropriately to situations affecting their welfare"

'Together Towards Improvement'

Health education includes all those planned or incidental learning opportunities which can be used to develop behaviour which is conducive to good health. Responsible attitudes and the skills necessary to make informed decisions in matters relating to health are the intended outcomes of health education in the curriculum. The main aspects of health education relate to:

- Personal development
- Social development
- Emotional development
- Intellectual development

Aims:

In St Mary's, we aim to:

- Enable students to achieve their physical, psychological and social potential and to improve their self-knowledge and self-esteem
- Create an environment that promotes positive attitudes towards the health and well-being of all staff and pupils
- Deliver Health Education within the curriculum in a way that is meaningful and which complies with statutory requirements
- Promote a sense of responsibility in respect of individual, family and community health
- Encourage a healthy lifestyle by ensuring all aspects of school life promote positive health messages.
- Enable students to acquire skills in decision-making, in managing and handling situations of stress in relation to health.
- Provide a knowledge base and to enable students to acquire an understanding of this knowledge and the skills to interpret it.

Health in the context of Personal Development:

Students should be encouraged 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:

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

This strand is delivered primarily within the P.E programme and through the varied programme of extra curricular activities which includes sports, hobbies and the 'gameszone' accessed at lunchtime.

Nutrition

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

Students will:

- learn about a healthy diet;
- explore relationships between diet and dental health;
- develop an understanding of and practise the safe handling of food;
- be encouraged to bring water to school - through the 'Water Only policy'
- be encouraged to eat a healthy balanced lunch, containing fruit or vegetables as provided in the school canteen with the provision of the salad bar.

Much of this area is delivered through the Science, Learning for Life and Work and Home Economics programme in Key Stage 3 and 4

Drugs and harmful Substances

Students should develop their knowledge and understanding of 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.

Relationships within the family

Through sensitive discussion and study, students should recognise the importance of the family unit and the part each member can play. Students 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 family. This will be dealt with more extensively in the PD Programme and within subjects such as Home Economics, Personal Development and Religious Education.

Relationship with peers

Students will be given opportunities to explore friendships, peer pressure and the influence of peer groups. They will be encouraged to develop and practise a sense of fair play, tolerance, sharing and co-operation. Students should be able to manage relationships with their peers in a variety of learning and social situations. The ethos of St Mary's being a Rights Respecting School is one which promotes the development of respectful relationships and through a range of learning experiences students practice and model such behaviour.

Relationships with others

Students should understand the nature of relationships with others and as they mature, be able to establish responsible relationships within a widening community. Students will be given strategies to protect themselves in potentially dangerous situations. Through their school career, students will have opportunities where they will learn about and have contact with people from other cultures and backgrounds through the Shared Education Programme at Key Stage 3.

Health in relation to the environment

Students will consider the environmental factors which affect health. They will have an opportunity to explore how the use of some natural resources can have a harmful effect on the environment. They will come to understand how improvements can be made in their locality to maintain healthy surroundings and will be aware of the part that they play in this. Certain subjects play a significant role relating to issues of environmental health including Technology and Design, Geography and Science.

Personal safety in the environment

Students should understand what is meant by a 'healthy environment' and their responsibility for maintaining and improving it. This includes:

- helping pupils to develop an understanding of, and practise principles of Road Safety
- students accepting responsibility for the safety of themselves and others
- making students aware of the safety regulations in practical subjects
- understanding that e safety and cyber bullying are areas in which the students must be particularly careful and understand strategies to keep themselves safe on line
- follow all aspects of the Behaviour for Learning and other Policies which have the care of the student at their heart

Organisation and Structure:

Health Education themes are delivered by Form Teachers during the weekly timetabled Personal Development lesson and in a cross-curricular approach through other subject areas. (Health Education shares content with the Programmes of Study for Science, Religious Education, Physical Education, Home Economics and English and LLW).

The Health Education Programme allows for the transfer and reinforcement of learning occurring in a range of contexts.

The expertise and skills of education and health professionals from statutory and voluntary organisations are regularly utilised.

Roles and Responsibilities:

Director of Pastoral Care

The Co-ordinator for Health Education ensures that a Healthy school environment exists. Changes will be made to provision based on need and recommendations.

The Coordinator will regularly:

- review the Health Education Policy to ensure it promotes health lifestyles
- co-ordinate, monitor and review Health Education initiatives and activities
- promote Health Education throughout the school by collaborating with a broad range of potential community based health agencies to develop resources and organise activities
- advise on training and professional development
- liaise with other staff, external agencies to enhance the programme
- review the implementation of the policy and advise the Principal and SLT on a regular basis
- liaise with Form Teachers, Year Heads and other staff to evaluate and change provision as necessary
- evaluate pupil's attitude towards health issues through use of 'Student Council forum and act on the student voice when appropriate

Form Teachers

Form Teachers will ensure:

- the effective delivery of Health Education themes within Personal Development lessons is the responsibility of individual Form Teachers;
- all students in their form class have equal access to the programme;
- lessons are adequately planned for with high quality delivery;
- students are encouraged to reflect on the knowledge and skills acquired during Personal Development classes
- create a Child Centred supportive learning environment where students feel comfortable to discuss their feelings and emotions;
- any concerns regarding the Health Education/Personal Development of individual students are reported to the HOY and if necessary the Designated Teacher for Child Protection

Heads of Year

- work collaboratively with the Director of Pastoral Care to ensure 'Healthy Schools' exist in the broadest sense
- contribute and amend the PD programme in keeping with statutory requirements as well as reacting to the need within the student body for extra support in a particular area

All Staff

All staff will actively support, contribute to and be involved in the promotion of good health.

Students

- students will participate in all aspects of the PD Programme across all key stages;
- students will be encouraged to participate in discussion concerning relevant health issues;
- students will be able to attend a range of seminars and talks on health issues;
- students will follow Health related school policies and will support all Health Initiatives

Parents

Parents are asked to support the school in the promotion of good health; particularly in encouraging children to participate in a '**water only policy**' and other initiatives as they become known.

Use of External/Support Agencies:

We acknowledge the importance of ensuring that any external agencies used to support the delivery of Health Education adhere to the values and ethos of our school. All external and support agencies will receive a copy of the Health Education policy before commencement of their work in the school.

Current external/support agencies include:

- Mood Matters
- Action for Children
- Smoking Cessation
- Young Enterprise NI
- Action Mental Health(AMH)
- PSNI-E Safety Education
- EA –Youth Service.
- South Eastern Health Trust
- School Nurse
- School Counsellors

Related School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Child Protection Policy
- Drugs Education Policy
- Anti-Bullying Policy
- Relationships and Sexuality Policy
- Behaviour for Learning Policy
- Acceptable Use Policy (to include the Mobile Phone Policy)

Review of the Policy

The Director of Pastoral Care will disseminate the policy and in collaboration with others will amend as necessary