



# HOLY FAMILY PRIMARY AND NURSERY SCHOOL

## HEALTH EDUCATION POLICY

We at Holy Family Primary and Nursery School believe that Health Education is a very important part of the school's curriculum. It provides a social environment relating to the preparation of the child for personal, social and family responsibilities. It gives a basic knowledge and understanding of health matters (physical, mental, etc.), as it affects themselves and others. This should enable children to make well-informed choices in their daily lives.

Health Education provides opportunities for the investigation of safety, hygiene, exercise, diet and leisure. It also supports the school health service in its contribution to the overall health of the pupils.

### AIMS

1. To promote positive attitudes towards a healthy lifestyle.
2. To develop the appropriate knowledge, skills and understanding among pupils so that they are in a position to make informed decisions regarding health issues.
3. To develop and strengthen pupils' self esteem so that they are able to view themselves and all their relationships in a positive manner.
4. To provide practical experiences for pupils to make informed decisions regarding health issues and to support and guide the pupils making such decisions.
5. To create a healthy working environment for the entire school community and to raise awareness among pupils that the maintenance of such an environment is the responsibility of the entire school community.

### THE REVISED CURRICULUM

Within the Northern Ireland Revised Curriculum, Health Education is a cross curricular theme which is taught through areas of study in the school, e.g. English, World Around Us, R.E., P.E., etc.

The delivery of this theme will continue through the areas of study. However, when appropriate, there will be occasions when it may be delivered as a separate unit.

### ORGANISATION AND DELIVERY

An integral part of the ethos of our school is "Every child matters." This is as important as any formal content of teaching. In our school therefore, we try to promote a quality of relationship between teachers and pupils which will play a significant part towards the achievement of the aims of our Health Education policy.



All staff contribute to the teaching of the Health Education programme which embraces the following areas:

1. Medicines and Drugs - (alcohol, smoking, drugs, harmful substances).
2. Growing Up - (stages of growth and development, boys and girls - relationships, peers, taking on responsibilities, co-operating with others).
3. Families - (relationships, caring and sharing, respect, love, happiness, responsibilities, co-operation).
4. Being Safe - (on the road, at home, on the farm, at school, at play, in the water, saying "No" to strangers).
5. Exercising - (value of regular exercise, fresh air, rest, sleep).
6. Healthy Eating - (well-balanced diet, making choices, responsibility for eating healthy food).
7. Hygiene - (personal care and hygiene, taking responsibility for - hair, feet, teeth, ears, hands, eyes).
8. The Environment - (care and protection of, responsibility towards, contribution to a healthy environment).
9. Self esteem - (self esteem, contribution to self esteem of others, happy, fit, healthy, balance of 5 and 6, positive attitudes).

The delivery of our Health Education programme will centre on the content outlined above and will be implemented through the various areas of study.

Accordingly, areas of Health Education will be delivered in each year group commencing in our nursery unit and culminating in primary seven. The level of content, skills or understanding to be developed will be consistent with the maturity level of pupils.

### TEACHING STYLES AND METHODS

The Health Education topics are integrated into the teaching of other subjects in a variety of ways. This could involve teaching the class as a whole, group work or individual teaching.

The method of delivery will be consistent with the needs of the pupils, the nature of the content, the resources available and the location of delivery. Staff are always encouraged to utilise a range of teaching styles and methods in order to cater as fully as possible for all pupils.

### THE ROLE OF OUTSIDE AGENCIES

To extend the work of the school we will utilise the services of the following agencies as appropriate:

- a. Visiting Priest.
- b. Nurse.
- c. School Doctor.
- d. Dental Officer
- e. Educational Agencies eg EWO, Psychologists etc.
- f. Police - Road Safety.
- g. Library Services.
- h. Fire Service.
- i. Other external agencies eg Roy Warke - Drug Awareness, Yes Project etc.



## ROLE OF PARENTS

The involvement of parents forms a very important part of our Health Education programme. (N.B. Parents are the first educators of our children).

Parents are made aware of our programme of Health Education -

- through the annual school prospectus,
- at parents' meetings,
- by the display of work and work taken home,
- by assignments relating to Health Education e.g. Smoke Busters,
- by canteen displays and healthy eating projects e.g. Smart Snacks, Health Promotion Award,
- by letters sent out regarding snacks for breaks and contents of lunch boxes. (e.g. monthly newsletter).

Parents are encouraged to provide support for the programme and the promotion of good health practices at home and at school.

The school will endeavour to ensure that parents are well informed regarding the school's Health Education programme and are supportive of it.

## MONITORING AND EVALUATION

The effective implementation of this policy will be ensured via regular and systematic monitoring of the curriculum delivered to pupils and appropriate evaluation. The overall responsibility for this monitoring and evaluation will rest with the Health Education co-ordinator. However, all staff are responsible for the delivery and evaluation of the Health Education programme delivered to their year group.

## ROLE OF THE CO-ORDINATOR

The Health Education co-ordinator is responsible for the implementation of this policy and the relevant curricular content. The co-ordinator will monitor and evaluate the implementation of the Health Education curriculum, lead Inset development within this area and maintain a current knowledge of good practice within this cross curricular theme.

The co-ordinator will be supported in his efforts by the school management team.

## HEALTH ISSUES

There are certain illnesses and/or infections which can affect school communities from time to time (e.g. head lice, impetigo, etc.) The school management team will operate in line with Western Health and Social Services policy or under the relevant medical authority. The school will inform parents as appropriate in relation to such issues and in line with the appropriate policy.



## RESOURCES FOR HEALTH EDUCATION

Because of its cross-curricular nature, a wide range of resources stem from other subject areas e.g. R.E., English, World Around Us, P.E., etc. The most recently adopted text for Health Education is Health Education Blueprints N.C. (Stanley Thornes) - Key Stage 1 and Key Stage 2, Jimmy Along the Road to Super Health, The Kidscape Programme.

## REVIEW

This policy will be reviewed on a regular basis. The responsibility for its review rests with the Health Education co-ordinator and the Health Education cluster group.

The date of the next review is January 2009.