

THE PARK SCHOOL YEOVIL

PSHE policy

JUNIOR DEPARTMENT POLICY

AIMS

Fundamental Aim: Promotion of good health through:

1. Developing perceptions of self-esteem
2. Promoting positive attitudes towards health
3. Promoting a sense of responsibility for themselves, family, community & future generations.
4. Developing skills such as: making the right choices, handling stressful situations, resisting peer pressure, knowing right from wrong, acceptable and non-acceptable behaviour.
5. Developing a knowledge of physical and emotional development for the onset of puberty.

A Whole School Approach to Health Education

Health education in schools does not begin and end in the classroom. The subtle messages that pupils receive about health from the daily life of a school are as important as those given during lessons. The messages thus conveyed should be consistent.

In NCC's Curriculum Guidance 3: The Whole Curriculum, reference is made to the importance of the spirit and ethos of a school. The aims, attitudes, values and procedures of a school are fundamental to the success of any health education programme.

The relationships between staff and pupils and those among staff themselves are important elements of health education. Standards, attitudes and patterns of behaviour can convey powerful messages and their significance is often underestimated. Lessons which promote courtesy, concern, respect and acceptance of responsibility for self and others will be more effective if these qualities are valued consistently in every aspect of school life. Health messages will have a more significant impact if they are supported by opportunities to exercise skills learnt in the classroom through, for example, appropriate systems of reward and punishment.

Those who are happy with their image are able to take increasing control of their lives, including decisions relating to healthy lifestyles. The organisation and management structures of a school can do much to encourage the development of self-confidence and self-esteem. For example, open communication can make an individual feel wanted and valued; a strong pastoral system can support personal development as well as being a mechanism for responding to crises or misdemeanours.

The quality of relationships between a school and the local community is also important. Responsibility for health education is a shared one and, in addition to sound links with parents, association with local health services is an advantage. Local health promotion units, for example, can provide planning and teaching resources and can contribute to training sessions and workshops.

The physical environment of a school can do much to promote effective health education. While some environments have insurmountable structural problems, it is usually possible to create classrooms, corridors and staffrooms which are pleasant, stimulating places to be in. This encourages high work levels, healthy functioning of the body and promotes self-esteem. It helps to reduce stress and alleviate tension. It encourages the development of positive working and social relationships.

KEY STAGE 1

Substance use and misuse

- know that all medicines are drugs but not all drugs are medicines;
- know that all substances can be harmful if not used properly;
- know about different types of medicine and that some people need them to live a normal life;
- know and understand simple safety rules about medicines, tablets, solvents, household substances.

Sex education

- know that humans develop at different rates and that human babies have special needs;
- be able to name parts of the body including the reproductive system and understand the concept of male and female;

- know about personal safety, eg know that individuals have rights over their own bodies and that there are differences between good and bad touches;
- begin to develop simple skills and practices which will help maintain personal safety; appreciate ways in which people learn to live and work together: listening, discussing, sharing.

Family life education

- know that there are different types of family and be able to describe the roles of individuals within the family;
- know about rituals associated with birth, marriage and death and be able to talk about the emotions involved;
- understand the idea of growing from young to old;
- acquire the skills of caring for young animals for a limited time, under supervision.

Safety

- know the potential dangers in different environments, eg road, water, home;
- develop and be able to practise simple ways of keeping safe and finding help.

Health-related exercise

- know that people feel better when they take regular exercise;
- know that exercise uses energy which comes from food.

Food and nutrition

- know that there is a wide variety of foods to choose from and that choice is based on needs and/or culture;
- know that food is needed for bodily health and growth and that some foods are better than others.

Personal hygiene

- understand the need for and be able to practise simple personal routines, eg washing hands, cleaning teeth, using a handkerchief;
- begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used.

Environmental aspects of health education

- know that there is a range of environments, eg home, school, work, natural, built, urban, rural;
- know that individuals are part of these environments and have some responsibility for their care; develop an understanding of how and why rules are made concerning the school and other environments;
- know about some common illnesses and understand simple preventive health tasks that they should undertake each day.

Psychological aspects of health education

- understand the importance of valuing oneself and others;
- begin to recognise the range of human emotions and ways to deal with these;
- begin to be able to co-operate with others in work and play.

KEY STAGE 2

Substance use and misuse

- know that all medicines are drugs but not all drugs are medicines;
- know that there are over-the-counter, prescribed, legal and illegal substances and have some understanding of their effects;
- know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others;
- know the important and beneficial part which drugs have played in society.

Sex education

- begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty;
- know the basic biology of human reproduction and understand some of the skills necessary for parenting;
- know that there are many different patterns of friendship; be able to talk about friends with important adults.

Family life education

- understand what is meant by "relationships" within families, between friends and in the community;
- know how children develop from birth to 5+ and be aware that there are different patterns of child-rearing; understand the importance of -food parenting;
- know about the needs of the old/ill and understand what happens with death;
- know about helping agencies which can support families and individuals in different circumstances.

Safety

- be able to keep safe and use basic safety procedures;
- be able to accept responsibility for the safety of themselves and others;
- acquire a knowledge of and be able to practise basic First aid.

Health-related exercise

- know that exercise strengthens bones, muscles and organs and keeps the body supple;
- know that if energy intake is greater than expenditure of energy~ the body stores the excess as fat.

Food and nutrition

- know that a diet is a combination of foods, each with a different nutrient content;
- know that different nutrients have different effects on the body, and the amounts in the diet, and balance between them, can influence health, eg sugar and dental health;
- know how to handle foods safely and recognise the importance of additives in food safety.

Personal hygiene

- understand the needs and, where allowed to, accept responsibility for personal cleanliness; know about different cultural practices in personal hygiene and food handling;
- know and understand how changes at puberty affect the body in relation to hygiene;
- know about the factors which bring about dental decay and practise good dental hygiene.

Environmental aspects of health education

- know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment;
- recognise some environmental hazards and identify some ways in which these may be reduced, eg passive smoking.

Psychological aspects of health education

- recognise that individuals belong to many groups in which they still have different roles;
- understand that individual responses to events will vary and respect other people's emotions and feelings; understand that actions have consequences for oneself and others;
- understand the meaning of friendship and loyalty and begin to develop skills needed to form