



# HEALTH EDUCATION POLICY

## 1 Introduction

- 1.1 The Health Education programme at the RGS aims to provide the desired and statutory provision as outlined in the following documents: The 1986 Education Reform Act (No 2), The 1988 Education Reform Act (Section 1), The Education Act 1993, DfEE Circular 5/94, HMI 'Curriculum Matters' No. 6 'Health Education 5 - 16' 1986 and NCC 'Health Education' No. 5 1990. This policy was developed, and is reviewed, by the Assistant Head (Curriculum) and the Head of PSHME.

## 2 Context

- 2.1 The Health Education programme is to be seen as a part of the School's Spiritual, Moral, Social and Cultural Development Policy and should be read in conjunction with it and the other policies associated with it and referenced in it. Sexual health is specifically dealt with through the school's relationships and sex education programme.
- 2.2 The Health Education programme is based on the firm belief that prevention is better than cure and in this context, the twenty-first century has seen a significant shift away from infectious diseases as the major cause of mortality. Today, non-infectious diseases, fatal accidents and unhealthy patterns of behaviour are the key factors to a prematurely shortened lifespan. Much unnecessary illness, injury and premature death is caused by specific behaviour patterns such as the use of tobacco, alcohol and drugs, insufficient physical exercise, poor dietary habits and poor sleep.
- 2.3 It is believed that many of these patterns of behaviour are established during childhood and adolescence, and research has shown that health education can bring about positive changes which can result in responsible attitudes and behaviour.
- 2.4 The knowledge, understanding, skills and attitudes that have been acquired at a boy's previous school should be broadened and deepened throughout a student's time at the RGS so that by the age of 16 each student should have, as an entitlement:
- 2.4.1 A substantial **knowledge** of their growth and development, both physical and emotional, of how to pursue ways of life that promote mental and physical health, and an elementary knowledge of first aid.
- 2.4.2 Some **understanding** of the issues involved in controversial ethical questions and of the health and welfare services and how to use them.

- 2.4.3 The **skills** to distinguish between fact, promotion and polemic, to be able to analyse data and comment critically on health-related matters.
- 2.4.4 The **attitudes** which cultivate a respect for themselves, for others and of others' lifestyles, a consideration for the handicapped and an abhorrence for both physical and mental cruelty.

### 3 Aims

- 3.1 So as to develop in the students the knowledge, skills, responsible attitudes and behaviour regarding Health Education, the School aims to provide a worthwhile cross-curricular educational experience for all its students which will present opportunities for:
  - 3.1.1 Developing positive attitudes to health and of raising self-esteem amongst the students.
  - 3.1.2 The acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy manner.
  - 3.1.3 Reducing the risks encountered by students by encouraging them to be more aware of the health implications of these risks both for themselves and for others.
  - 3.1.4 Providing information which will counteract prejudice and ignorance.

### 4 Substance Use and Misuse

- 4.1 Rationale:
  - 4.1.1 Students should be given opportunities to consider the effects of substances such as, but not limited to, tobacco, alcohol, solvents, psychoactive substances and other drugs on themselves and others and to make informed and healthy decisions about the use of such substances.
  - 4.1.2 Smoking is a habit that creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the School and the staff.
  - 4.1.3 Alcohol is a depressant drug which can cause significant health problems, particularly when taken in large quantities and / or over a sustained period of time. If drunk in sensible amounts, alcohol may produce feelings of relaxation, and health risks are considerably reduced if drinkers keep below the recommended levels. Even at low levels, however, the potential for serious accidents arises.
  - 4.1.4 Drugs, Solvents and Psychoactive substances are dangerous if misused and account for a number of deaths amongst children and adolescents each year.
  - 4.1.5 Obtaining controlled drugs by any method other than by a doctor's prescription is illegal and drug-trafficking is a criminal offence.
  - 4.1.6 Vaping can be used as a means to deliver harmful substances into the body.
- 4.2 Objectives:
  - 4.2.1 To develop knowledge and understanding on the effects of harmful substances on the mind and body.

- 4.2.2 To promote the individual student's self-confidence, self-esteem and self-worth.
- 4.2.3 To practice the personal and social skills and strategies needed to deal with situations involving the presence of harmful substances.
- 4.2.4 To educate students as to the dangers of alcohol consumption, smoking, alcohol, vaping, the use of psychoactive substances and drugs.
- 4.2.5 To create an environment where non-smoking is the norm and where students are not exposed to adult smoking or vaping.
- 4.2.6 To reduce the opportunities to smoke or vape at school and elsewhere.
- 4.2.7 To encourage those students who use harmful substances of any kind to break free from the habit.
- 4.2.8 To inform the students that drinking alcohol, vaping or smoking, or being in possession of alcohol, cigarettes or tobacco or vapes is prohibited:
  - 4.2.8.1 In school building or grounds, including Bradstone Brook (except alcohol in formal occasions sanctioned by the School).
  - 4.2.8.2 In public houses and other licensed premises whilst in school uniform and whenever prohibited by law.
  - 4.2.8.3 Whilst in school uniform in a public place or on public transport.
  - 4.2.8.4 Whilst on school outings and trips (except alcohol on formal occasions sanctioned by The School).
- 4.2.9 To explain the law and penalties with regard to the possession, use and misuse of drugs, and their supply.
- 4.2.10 To educate students as to the specific health problems related to drug use and to offer a range of approaches and, with reference to the School's Substance Use and Misuse Policy, to provide support for students and their families where this is needed, including a referral to external agencies where appropriate.
- 4.2.11 To inform students that any student involved in using or supplying illegal drugs on school premises can expect to be sanctioned, which could include suspension or exclusion from the school and informing the police.

## **5 Family Life Education**

- 5.1 Rationale: It is considered important for students to understand and value the central role of the family as an institution given the important part it has to play in the development of attachment, love and concern, whilst also educating boys in the significance of other stable, loving, relationships.
- 5.2 Objectives:
  - 5.2.1 To enable the students to recognise the changing nature of relationships within the family, e.g. children gaining independence.

- 5.2.2 To develop an understanding of the problems which can occur in family life, e.g. domestic violence, abuse, bereavement, unemployment, divorce, illness, and to raise awareness of the effects of such problems on family life and to recognise that some individuals have special needs.
- 5.2.3 To provide information regarding help agencies which can support families and individuals during difficult circumstances.
- 5.2.4 To develop an awareness of the complexity of parenting.

## **6 Safety**

- 6.1 Rationale: The acquisition of knowledge and understanding of safety in different environments, together with the development of associated skills and strategies, helps students to maintain their personal safety and that of others.
- 6.2 Objectives:
  - 6.2.1 To enable students to develop and practice simple ways of keeping safe and finding help.
  - 6.2.2 To enable students to accept safety for themselves and for others.
  - 6.2.3 To make students aware of the rules and legislation relating to Health and Safety.
  - 6.2.4 To promote a knowledge and understanding of the effects of medicines, tobacco, alcohol, drugs, fatigue and stress in relation to accidents (see earlier).

## **7 Health Related Exercise**

- 7.1 Rationale: A recognition of the role of exercise in promoting and maintaining good health encourages students to make positive choices about their own activities.
- 7.2 Objectives:
  - 7.2.1 To impart the knowledge that exercise uses energy which comes from food.
  - 7.2.2 To help students understand that exercise strengthens bones, muscles and organs and keeps the body supple.
  - 7.2.3 To help students appreciate that regular exercise can help alleviate stress and anxiety.
  - 7.2.4 To assist students to understand that regular exercise promotes well-being and improves bodily health.
  - 7.2.5 To inform the students that regular exercise influences body shape and allows daily activities to be performed more easily.

## **8 Food and Nutrition**

- 8.1 Rationale: Education about nutrition covers the relationships between diet and health, the nutritional quality of different foods and food safety, so encouraging students to make healthy choices.
- 8.2 Objectives:

- 8.2.1 To inform the students of how to handle foods safely and to recognise the importance of additives in food safety.
- 8.2.2 To impart some understanding of malnutrition (anorexia) and the relationships between diet, health, fitness and circulatory disorders.
- 8.2.3 To enable students to analyse and evaluate a diet and recognise suitable adjustments which take account of a range of factors such as the availability of food social, cultural and financial influences.
- 8.2.4 To help students distinguish between fact, propaganda and folklore in dietary matters.
- 8.2.5 To assist students to understand basic food microbiology, food production and processing techniques.

## **9 Personal Hygiene**

- 9.1 Rationale: The acquisition of knowledge and practices needed to promote personal cleanliness helps to reduce personal ill-health and the transmission of communicable diseases, it also encourages a pride in body maintenance.
- 9.2 Objectives:
  - 9.2.1 To enable students to understand the need to accept responsibility for personal cleanliness.
  - 9.2.2 To inform the students of the methods of transmission, the symptoms, treatment and methods of prevention of various common diseases.
  - 9.2.3 To enable students to appreciate the importance of valuing and taking care of oneself.
  - 9.2.4 To inform the students of how gender stereotyping can affect behaviour in relation to personal hygiene.
  - 9.2.5 to inform the students about the provision of dental services and to get them to appreciate the importance of regular attendance.

## **10 Sleep**

- 10.1 Rationale: It is increasingly being recognised that sleep duration and quality are essential in allowing for the chemical process required to store memory and to restore physiological balance to the body.
- 10.2 Objectives:
  - 10.2.1 To inform students of the benefits of a good sleep hygiene routine.
  - 10.2.2 To inform students of the barriers to a good sleep hygiene routine.
  - 10.2.3 To enable students to understand the need to accept responsibility for personal sleep hygiene.
  - 10.2.4 To enable students to appreciate the importance of valuing and taking care of oneself.

## **11 Environmental Aspects of Health Education**

- 11.1 Rationale: An understanding of environmental aspects of health education, including social, physical and economic factors which contribute to health and illness, helps to raise awareness of environmental health issues, avoid unnecessary risks and promote good health.
- 11.2 Objectives:
  - 11.2.1 To develop in the students a commitment to the care and improvement of their own and other people's health, community and environment.
  - 11.2.2 To enable students to recognise some environmental hazards and identify some ways in which these may be reduced (e.g. sunshine and skin cancer).
  - 11.2.3 To give the students some understanding of the impact of the media and advertising on attitudes towards health.
  - 11.2.4 To ensure that the students are made aware of how food shortages and surpluses occur and the health effects of malnutrition and over-consumption.

## **12 Psychological Aspects of Health Education**

- 12.1 Rationale: The acquisition of knowledge and an understanding of the factors which affect mental health, emotional well-being and stress, and the development of self-awareness, skills and attitudes necessary to act on this knowledge.
- 12.2 Objectives:
  - 12.2.1 To enable students to recognise that individuals belong to many groups in which they will have different roles.
  - 12.2.2 To help students appreciate how labelling and stereotyping can have a negative effect on mental health.
  - 12.2.3 To assist students to understand the factors which influence the process of decision-making, including choosing between alternatives and considering long and short term consequences of decisions for oneself and others.
  - 12.2.4 To enable students to appreciate ways in which they can control aspects of their own behaviour and resist peer group pressure.
  - 12.2.5 To enable students to carry out honest self-assessment regarding their personal beliefs and prejudices about mental illness.

## **13 Teaching**

- 13.1 Health Education at the RGS is taught through a number of subject areas. These include Integrated Science, Biology, Religious Education and Physical Education. In addition, the PSHME curriculum, together with visits to Tutor Groups by the School Nurse, and a range of outside speakers and presentations in Assembly and off-timetable opportunities contribute to the teaching of this material.

**Reviewed by: Assistant Head (Curriculum) and Head of PSHME**  
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