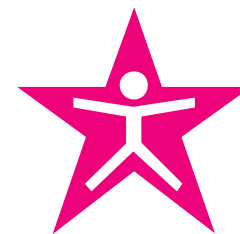


Holistic Health Education

Supporting the National Healthy School Standard



Life Education Centres

Helping children make healthy choices

"This paper demonstrates Life Education's flexibility and desire to work with schools to provide a tailor-made programme"

Becky Woollett, CPSHE Consultant (Primary), Gloucestershire Healthy Schools Partnership

The National Healthy School Standard is a key part of the government's focus on reducing health inequalities, promoting social inclusion and raising educational standards.

Its key aims are:

- to support children and young people in developing healthy behaviours
- to help raise pupil achievement
- to help reduce health inequalities
- to help promote social inclusion

It has four core themes:

1. Personal, Social and Health Education, including sex and relationship education and drug education (including alcohol, tobacco and volatile substance abuse)
2. Healthy eating
3. Physical activity
4. Emotional health and well-being

These themes, alongside the National Curriculum PSHE & Citizenship guidelines, emphasise the importance of key principles on which the Life Education programmes and their delivery are based. These include looking at health issues within a broad, holistic framework, as well as the need to create and support learning and teaching environments and incorporate ways of addressing children's preferred learning styles.

The Benefits of Being a 'Healthy School'

The publication [National Healthy School Status: a guide for schools](#) (DfES, 2005) states that:

"A Healthy School promotes the health and well-being of its pupils and staff through a well-planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices."

It also details links to other policies and programmes:

"Achieving national Healthy School status enables schools to demonstrate their contribution to the five national outcomes for children and supports the targets within the following national priorities:

- Improving behaviour and attendance [the NHSP is working closely with the Secondary Strategy; Social, Emotional and Behavioural Skills (SEBS) and Social and Emotional Aspects of Learning (SEAL)];
- Improving performance in national Standard Attainment Tests;
- Reducing and halting the increase in childhood obesity;

- Promoting positive sexual health and reducing teenage pregnancy; and
- Reducing young people's drug, alcohol and tobacco use."

Life Education's work has also been mapped against the five outcomes of the Every Child Matters framework to show how programmes support schools in meeting these outcomes (see Life Education Centre's [PSHE & Citizenship including Drug Education: Support for Schools](#), Edition 5, 2006).

Schools are required to adopt a whole-school approach, involving the entire school community, including consulting and encouraging participation of all within the school community. Involving the community is one of the strengths of Life Education's work.

The following table details how Life Education programmes for schools and parents/carers can help support schools in achieving the National Healthy Schools Status.



The NHSS Criteria: Supporting the Four Core Themes

This section shows the criteria within the four core themes and how our work supports schools in meeting these.

To become a Healthy School, individual schools have to provide evidence of how they meet the criteria. They are also required to show evidence of how the whole-school approach has been used in the process.

The numbered sections on the left hand side of the table below are the Healthy Schools' criteria that Life Education programmes specifically support. The right hand column describes how our programmes do this.

Schools must demonstrate they have met the criteria for all sections. They also need to show evidence of the impact of the work they've done.

1. Personal Social and Health Education, including sex and relationship education and drug education (including alcohol, tobacco and volatile substance abuse) **PSHE provides pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.**

A Healthy School:

How Life Education programmes support schools in meeting the criteria:

1.1 uses the PSHE framework to deliver a planned programme of PSHE in line with DfES/QCA guidance;

Our programmes deliver a spiral curriculum that supports and enhances schools' existing PSHE provision. Programmes were developed within a curriculum framework that follows QCA and DfES good practice guidance. See pages 15-31 of our booklet: [PSHE & Citizenship including Drug Education: Support for Schools](#) (5th Edition) for details of how our programme learning objectives link with those of the National Curriculum guidelines for PSHE.

1.3 assesses pupils' progress and achievement in line with QCA guidance;

Teachers are encouraged to assess and record changes in children's knowledge, understanding, attitudes and skills during their observations of their class during the programme.

1.5 has up-to-date policies in place – developed through wide consultation, implemented, and monitored and evaluated for impact – covering sex and relationship education, drug education and incidents, child protection and confidentiality;

Our curriculum can be used to support schools in developing their drug education curriculum. Educators can provide information, advice and guidance about other support agencies and resources that can help in their development and implementation of effective teaching and learning strategies.

1.7 involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge: such as a school nurse, sexual health outreach workers and drug education advisors;

A visit from us can provide evidence of a school's ability to involve and integrate appropriate external agencies. We follow DfES guidance in relation to effective integration of our programmes within schools' existing PSHE provision.

1.9 uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infection and drug/alcohol misuse.

Educators are trained to have up-to-date knowledge of health-related issues, including trends in drug use, in their local area.



2. Healthy Eating **Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day.**

A Healthy School:

How Life Education programmes support schools in meeting the criteria:

2.4 involves pupils and parents in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback;

The Key Stage 1 Assembly Programme workshop with parents/carers has a strong focus on promoting healthy eating habits. It provides schools with a starting point for beginning a consultation process with parents/carers by developing their confidence and increasing their understanding of food choices, nutrition and how to encourage healthy eating choices in their children.

2.9 ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet, understanding the need to avoid the consumption of food high in salt, sugar and fat and increase the consumption of fruit and vegetables.

Our programmes are based on a holistic approach to drug education which includes the importance of eating a balanced diet. This is a strong focus in our early programmes and, if required, can be given a stronger emphasis in others. Please discuss your needs with your Educator.

3. Physical Activity **Pupils are provided with a range of opportunities to be physically active. They understand how physical activity can help to be more healthy and how physical activity can improve and be a part of their everyday life.**

A Healthy School:

How Life Education programmes support schools in meeting the criteria:

3.4 provides opportunities for all pupils to participate in a broad range of extracurricular activities that promote physical activity;

The importance and benefits of physical activity – including its impact on emotional health and well-being – are discussed in our programmes. This can be given a stronger emphasis in your chosen programmes, if required. Please discuss your needs with your Educator. Pupils participate in physical activities in some programmes in order to reinforce the positive aspects discussed.

3.8 gives parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and helps them to understand the benefits of physical activity for themselves and their children.

The workshop for parents/carers, which is a key component of our Key Stage 1 Assembly Programme, can be used to raise awareness and understanding of the benefits of physical activity. Please discuss this with your Educator if you are using this programme.



4. Emotional Health and Well-Being **Promoting positive emotional health and well-being to help pupils understand and express their feelings, and build their confidence and emotional resilience and, therefore, their capacity to learn.**

A Healthy School:

How Life Education programmes support schools in meeting the criteria:

4.1 identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families;

There is a strong theme throughout all our programmes about developing pupils' assertiveness skills and emotional resilience.

The transition from primary to secondary school presents many challenges for children. The Life Education Transition Assembly Programme provides support for children and their parents/carers and specifically addresses issues that children and parents have identified as important for them at this time. These include: bullying, self-esteem and drugs. Please ask your Educator for information about the Transition Assembly Programme.

4.2 provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in school – including the management of the behaviour and rewards policies;

Educators model good practice in positive behaviour management techniques and effective teaching and learning strategies. The specific techniques have been developed in close consultation with a range of expert educational practitioners [see page 8 of our booklet [PSHE & Citizenship including Drug Education: Support for Schools](#) (5th Edition) for details of this].

Our Staff Inset session offers opportunities to learn more about these strategies and the rationale behind their development. We can also provide observation sheets for teachers to use whilst participating in the programme with their class. These can help focus teachers' observations on particular techniques and strategies of positive learning and teaching styles and behaviour management.

4.3 has clear, planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles;

Recognising and managing feelings is a strong theme that runs through our programmes. See pages 15-31 of our booklet [PSHE & Citizenship including Drug Education: Support for Schools](#) (5th Edition) for details of specific programme objectives that relate to this.

4.5 has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination;

Educators are trained in techniques that enable them to deliver programmes which are inclusive and positively challenge stigma and discrimination, and celebrate diversity and individuality. Educators explicitly create a positive and safe learning environment where sensitive issues can be raised and explored safely within the group.



A Healthy School:	How Life Education programmes support schools in meeting the criteria:
<p>4.6 has a clear policy on bullying, which is owned, understood and implemented by the whole school community;</p>	<p>Programmes develop in children and their teachers an awareness of peer dynamics and strategies for operating effectively within the peer group. Pupils have the opportunity to build on and practise skills in relation to these issues.</p> <p>Educators can provide information, advice and guidance about other support agencies and resources that can help in the development and implementation of policy in relation to this.</p> <p>Some Educators offer anti-bullying Inset. This looks at the research that informed the bullying behaviours and developing assertiveness elements of our programmes. It also gives staff an opportunity to explore how these themes relate to their particular context. Please ask your Educator for details of this.</p> <p>In the Transition Assembly Programme workshop for parents/carers we explore the issue of bullying behaviour. This is within the context of developing children's self-confidence and assertiveness skills. Please ask your Educator for details of this programme.</p>
<p>4.8 provides opportunities for pupils to participate in school activities and responsibilities to build their confidence and self-esteem.</p>	<p>The development of pupils' confidence and self-esteem is one of the central aims of our work. This is reflected in both the content of our programmes and the positive learning and teaching techniques that are used to deliver them.</p> <p>Educators are specifically trained to use a range of positive techniques that promote individual pupils' self-confidence and self-esteem.</p> <p>Educators have also been trained to deliver Inset for schools that explore these techniques, including how they were developed and their impact on children's abilities to learn effectively.</p>

