



# The Sutton Academy

## Health Education Policy

Status	<b>Statutory</b>
Responsible Governors' Committee	<b>ALT</b>
Date last approved by GB	<b>Not Applicable</b>
Responsible Person	<b>Ms G Medare</b>
To Review Date	<b>April 2027</b>
Last Amended Date	<b>April 2025</b>

## **Contents**

1. Vision & Objectives.....	3
2. Legal Requirements .....	3
3. Curriculum Content .....	5
4. Supporting Vulnerable Students .....	5
5. Supporting Staff .....	5
6. Organisation and Delivery .....	5
7. Working with Parents .....	6
8. Monitoring and Evaluation .....	6
9. Linked Policies.....	6

## Vision & Objectives

### Vision

At The Sutton Academy we believe that our high quality and current Health Education (HE) will give our students the knowledge and skills they need to make informed choices about their physical and mental health and lifestyle choices, now and throughout their adult life. Our curriculum empowers our students to understand their bodies and the effects their lifestyle choices can have upon their health and well-being.

### Objectives

- To make health an asset valued by the community
- To increase knowledge of the factors that affect health, especially those relevant to the local area.
- To encourage behaviour which promotes and maintains health.
- To work in association with the Food Technology and PE Departments.

### 1. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding HE and make it available to parents on request.

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

### Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### Mental wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.

- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

By the end of secondary school, students will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse, or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

By the end of secondary school, students will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ, and stem cell donation.

### **Healthy eating**

By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol, and tobacco**

By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

## **Health and prevention**

By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.

## **Basic first aid**

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Basic life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

## **Changing adolescent body**

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

## **2. Curriculum Content**

Our PSHE curriculum is available on the Academy website and is updated accordingly

## **3. Supporting Vulnerable Students**

Pastoral staff will be contacted regularly (as well as before specific, sensitive topics are taught) and asked to highlight any students who may struggle. Parents/ guardian are then contacted to discuss case by case. Appropriate support will be offered.

Some lessons will also 'warn' students of content and an alternative venue can be provided. Students with persistent absenteeism will be sent PSHE packs, covering statutory content.

## **4. Supporting Staff**

Training will be provided for staff when appropriate. There will also be help notes in power points and other support materials in files when available.

## **5. Organisation and Delivery**

1. Health Education is taught through PSHE lessons in years 7-11.
2. All students within the school have equal access to Health Education.
3. Topics are carefully sequenced and revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.

4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
5. We will work with external specialist organisations, consultants, and healthcare professionals, when suitable to ensure our curriculum reflects current best practice.

## **6. Working with Parents**

1. Parental support is integral to the success of our PSHE.
2. Parents are provided with a PSHE specific e mail address, so that they can contact us with any issues or questions.
3. Parents will be contacted annually, to ensure the information they have is up to date.
4. Our HE programme is outlined on our website and examples of work provided.
5. A year group specific newsletter will be emailed to parents on a half-termly basis, outlining what lessons will be covered during that period. It will also include links to helpful websites and information to support the curriculum content.
6. Lesson resources can be provided at parental request.

## **7. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually through the normal quality assurance procedure which apply to all curriculum areas

## **8. Linked Policies**

RSE Policy

PSHE Policy