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Thongsley Fields Primary & Nursery School

Healthy Lifestyles Policy

Teaching & Learning

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Healthy Lifestyles Policy

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Healthy Lifestyles Policy

1. The context of our Healthy Living policy

Thongsley Fields Primary and Nursery School is committed to promoting the health and well-being of its pupils, staff and the wider school community.

We actively encourage children and staff to grow as kind, compassionate people who are confident and resilient, working to their potential and who are physically and mentally healthy.

We do this by recognising and celebrating difference; treating everyone equitably and with the same respect and care with which we would wish to be treated ourselves. We listen, aim to know everyone as well as we can and look after each other. As expectations are high, we also deliver tough messages that are not always easy to hear or to accept but a very necessary part of growing and developing into being the very best we can be.

This policy aims to combine other similar policies focused on eating, exercising, learning and living healthily into one holistic policy to develop and promote healthy living.

2. Overall aims

At Thongsley Fields we aim to serve our community by providing a full and rounded education of the highest quality that encompasses far more than academic excellence.

We recognise that our pupils' ability to make confident, informed choices both in and out of school, are fundamental to enabling them to thrive and excel in life. We will help them to develop the self-discipline, sense of responsibility and respect for others that they will need in order to grow as caring, successful members of society.

We expect high standards of work and behaviour and promote an active involvement in school life. We aim to ensure all aspects of healthy living and healthy lifestyles are included within our taught curriculum and embedded within the ethos of the school.

3. Drugs, alcohol and tobacco

We believe that drug education is a major component of preventing issues associated with the misuse of both legal and illegal drugs. We aim to provide pupils with the knowledge and skills necessary to make positive, healthy choices in their lives, in line with the wider values and ethos of our school and the law. We will take account of pupils' age, maturity and personal and family circumstances when deciding on the most appropriate curriculum content and teaching strategies employed.

Through our planned curriculum we aim to:

- develop pupils' knowledge and understanding and clarify misconceptions about:
 - the short and long-term effects and risks associated with taking drugs

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- the rules and laws relating to drugs and the misuse of drugs
 - the impact of drug misuse on individuals, families and communities
 - the complex moral, social, emotional and political issues surrounding the misuse of drugs
 - the risk associated with 'county lines' and gang-related issues associated with drug misuse.
- develop pupils' personal and social skills to make informed decisions to keep themselves safe and healthy, including:
 - promoting positive attitudes to healthy lifestyles
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures including from peers
 - finding and evaluating information, help and advice
 - devising problem-solving and coping strategies
 - developing and maintaining self-awareness and self-esteem in order to motivate them to value their welfare and conscientiously care of themselves.
 - enable pupils' to explore their own and other peoples' attitudes towards drugs, drug misuse and those who misuse drugs, including challenging stereotypes and exploring media and social influences.
 - ensure that pupils have access to and knowledge of up to date information as sources of knowledge and support.
 - This includes local and national helplines (including FRANK for drugs, NHS Smoking Services for tobacco and vaping; Drinkline for alcohol), alongside further external agencies such as the Life Bus and Community drug services.

3.1. Curriculum Links

The DfE publication: [Personal, social health and economic \(PSHE\) Education](#), updated September 2021, Personal, social, health and economic (PSHE) education

And the introduction of the DfE's statutory guidance on [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) from September 2020.

- the facts about legal and illegal, harmful substances and associated risks including smoking, alcohol use and drug-taking in relation to drugs, alcohol and tobacco
- the facts and science relating to allergies, immunisation and vaccination in relation to health and prevention.

In our school, this learning will take place predominately through PSHE lessons using resources and guidance in association with the Cambridgeshire PSHE Service, Primary Personal Development Programme. This is mapped on our school's Long Term Curriculum plan and available on our school's website.

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Alongside our planned PSHE curriculum, our Science curriculum also supports effective teaching of issues associated with drugs, alcohol and tobacco on the human body e.g.

Animals including humans

Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.

Further non-statutory elements and other subject areas include other opportunities to reinforce important messages and information across our curriculum. For example, our pupils learn how to keep their bodies healthy through PE and Sport, caring for others including pets and other animals, managing risks in Forest School, etc.

Pupils are encouraged to work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

4. Mental well-being

We understand how important mental health and emotional well-being is to our lives in just the same way as physical health is. We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. All children experience 'ups and downs' during their school career and some face significant life events.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues with pupils learning about what they can do to maintain positive mental health; what factors may affect their mental health; how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and/or support.

We aim to:

- develop the protective factors which build resilience to mental health difficulties
- ensure all children and adults are and feel valued
- ensure children have a sense of belonging and feel safe
- enable children to feel able to talk openly with trusted adults about their problems without feeling any stigma
- promote and value positive mental health
- confirm and demonstrate that bullying, in any form, is not tolerated
- support all children to feel confident in themselves
- support children to express a range of emotions appropriately
- enable children and staff to make and maintain positive relationships with others
- support children and staff in managing times of stress and be able to deal with change
- enable all to learn and achieve.

More information relating to our curriculum, monitoring and the support available in school is available on the school's website.

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5. Healthy eating

At Thongsley Fields, we recognise the important role that a healthy diet plays in ensuring our well-being and ability to learn effectively. We believe that the school, in partnership with parents and carers, can make a major contribution to improving children and young people's health by increasing community knowledge and understanding of food, helping everyone to make healthy food choices.

We aim to ensure that healthier food and drink is provided at all times of day, taking account of individual needs (e.g. cultural, ethical, medical), reflecting nutrition and healthy eating messages in the curriculum, and with the support of the whole school.

We aim to:

- ensure that all aspects of food and nutrition in our school promotes the health and well-being of children, families, staff and visitors
- encourage children to make healthy choices about what they eat and drink and to adopt healthy eating habits that will lead to lifelong health and well-being
- promote the key message to parents and staff that healthier children learn more effectively
- have a positive impact on health related issues such as childhood obesity.

We do this by:

- providing a consistent programme of cross-curricular nutrition education that enables pupils to make informed choices without guilt or anxiety
- providing a 'whole school' approach to nutrition including at lunch and snack times alongside the taught curriculum
- working in partnership with catering staff to ensure that high nutritional standards are implemented and meals are appropriate for our particular children
- ensuring a pleasant and sociable dining experience which enhances the social development of each pupil
- encouraging parents and carers to support the school in providing nutritionally balanced packed lunches
- encouraging pupils to choose a variety of foods to ensure a balanced diet in line with nationally recognised nutrition guides and standards
- encouraging the consumption of milk (for younger pupils) and plenty of fresh water
- discouraging sugary drinks and less healthy snacks between meals
- encouraging pupils to make healthy lifestyle choices.

5.1 Curriculum Links

Through explicit teaching about healthy eating, we aim to help our pupils make healthy and informed choices about their lives. Issues are addressed throughout the taught curriculum e.g. cooking and nutrition within Design Technology. Learning how to prepare food and ultimately cook for themselves is a crucial life skill that will enable pupils to feed themselves and others affordably and well, both now and in later life. We also recognise the important role children can play in guiding positive family choices about food.

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Healthy eating is also taught and further reinforced as part of the ***Animals including humans*** aspect of the Science curriculum and the statutory requirements of Health Education are taught through our PSHE curriculum. Further opportunities such as learning to grow raw ingredients and regular tasting events and activities occur throughout each academic year.

By the end of a pupil's time at Thongsley Fields they should know:

- *what constitutes a healthy diet (including understanding calories and other nutritional content).*
- *the principles of planning and preparing a range of healthy meals.*
- *the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*
- *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*
- *how and when to seek support including which adults to speak to in school if they are worried about their health.*

6. Physical activity and fitness

We recognise the important role that high quality physical activity plays in developing and maintaining a healthy body and mind and supporting future success and healthy lifestyles. We believe that the school, in partnership with parents and carers, can make a major contribution to improving children and young people's physical and mental health by developing understanding and providing opportunities to increase activity and fitness levels for all.

We aim to:

- develop pupils' and staff understanding of the importance of physical activity through the provision of information and development of appropriate skills and attitudes
- improve the self-esteem and confidence of our pupils through safe participation in high quality physical activities
- ensure pupils are aware of the link between physical activity and healthy eating in order to lead a healthy lifestyle
- promote the celebration of sporting events, participation and achievement
- promote inclusion within Physical Education (PE) and sporting activities
- improve the quality and breadth of PE and School Sport
- provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day
- increase the physical activity and fitness levels of our pupils.

We do this by:

- providing a high-quality Physical Education curriculum led by suitably experienced and qualified members of staff, PE specialist teachers and coaches
- providing year-round swimming tuition

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- developing cross-curricular links to exploit opportunities to layer and 'over-learn' knowledge and understanding e.g. through our Early Years Foundation Stage programme, PE, PSHE and Science curriculum
- providing extra-curricular clubs and regular opportunities to develop fitness such as The Daily Mile
- Daily lunchtime activities led by specialist teachers and coaches in addition to equipment designed to promote physical activity, sport and fitness.

6.1 Curriculum Links

All pupils within our school including those with Special Educational Needs and Disabilities are entitled to and participate within a comprehensive programme of physical education which fulfils the statutory National Curriculum requirements and takes into account pupils' individual needs and interests. We also encourage all pupils to participate in extra-curricular activities both in school or beyond.

At Thongsley Fields, pupils have a wide range of activities in which they can participate: competitive, non-competitive, structured and unstructured including non-sport related physical activity such as drama, gardening and parachute games.

Physical activity provision within our school is developmentally appropriate and a variety of teaching and learning approaches are adopted to ensure that:

- tasks and activities are matched to pupils differing needs and interests by balancing challenge with success
- all pupils can achieve regardless of their varying starting points.

7. Safety and resilience

In order for our children to be successful both in school and in their future lives, they will need to develop the resilience to overcome setbacks, failure, negative influences and other potential barriers. At Thongsley Fields, we believe in creating a supportive, cohesive environment to help all our pupils, staff and wider community overcome difficulties and promote happy, healthy lives.

We aim to:

- increase meaningful achievement of all
- provide safe opportunities to fail and the support to try again
- support children through transitions
- encourage healthy behaviours for life and learning
- promote healthy interpersonal relationships
- support and promote community cohesion and inclusion
- protect against risky behaviours.

We do this by:

- ensuring that safeguarding practises are strong and effective

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- identifying potential risk factors and risky behaviours
- providing pupils and staff with strategies so that they have the capability and capacity to respond to issues with an increasing level of resilience
- including resilience and risk management throughout the school curriculum from Nursery to Year 6
- targeting intervention and support towards vulnerable pupils and vulnerable elements within our school and wider community
- working in partnership with other schools, our local community, voluntary sector and local authority commissioned services and programmes.

7.1 Curriculum Links

Thongsley Fields ensures that safety and resilience teaching and learning is comprehensively included in the school's taught curriculum. We are also continually developing and adapting our whole school approach to promoting the social and emotional skills that underpin effective learning; positive behaviour; regular, punctual attendance; and the emotional health and well-being of all who learn and work in our school. This occurs through opportunities to come together as a whole school community e.g. in assemblies as well as during more intimate class or individual discussions and work.

We also make strong links with external agencies and draw upon that support to strengthen the planned safety and resilience learning opportunities within our curriculum.

8. Relationships

This section should be read in conjunction with our school's wider policy on Relationships Education available on the school's website. Relationships Education is a statutory element of our PSHE curriculum.

We believe a crucial part of developing a healthy lifestyle is learning about the emotional and social aspects of growing up and about ourselves and our relationships with others. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and offline.

We aim to:

- develop positive interpersonal and communication skills
- develop positive personal values and a moral framework that will guide decisions and behaviour for the good of all
- help pupils and adults develop a healthy respect for themselves and others, their views, backgrounds, cultures and experiences
- help pupils and adults develop respectful, caring relationships based on mutuality, reciprocation and trust
- develop pupils' ability to keep themselves and others safe, physically and emotionally, both on and off line

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- develop their understanding of a variety of family structures and how families are central to the well-being of children
- teach pupils and adults how to recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to pupils' ages and stages of development
- develop pupil's value, care and respect for their bodies
- build pupils' and adults' confidence in accessing additional advice and support for themselves and others.

We do this by:

- reflecting a range of lifestyles and family structures within our curriculum and teaching so that all children have opportunities to 'see' themselves
- ensuring that the law, in relation to marriage, online behaviours, sexuality, gender and violence, is explained in age-appropriate ways
- share and provide opportunities to explore a range of different cultural or religious views about family, relationships and behaviours
- accepting and celebrating difference rather than seeking to gain consensus
- teaching in mixed groups wherever possible and suitable in order to ensure that children of all genders and identification have access to and can understand multiple viewpoints
- encouraging respect and discourages abusive and exploitative relationships.

8.1 Curriculum Links

Our Relationships Education curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects the best practice described by the Sex Education Forum and PSHE Association.

We consider Relationships Education to be a continuous process of learning which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group within a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our PSHE topic structure does not separate the delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including the development of knowledge, skills and attitudes in an integrated way.

The topics where Relationships Education is a significant driver are:

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- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education
- Working Together
- Beginning and Belonging
- Rights, Rules and Responsibilities

Relationships Education is taught in:

- PSHE through addressing statutory content in designated lessons, circle time, focused events and themed weeks
- other curriculum areas such as Science, English, RE, PE and Computing
- enrichment activities, e.g. our assembly programme, growth mind set approaches, visits from the Life Education Centre, social skills groups, involvement in educational trips and visits and activities carried out as part of our development as a healthy school.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

9. Economic well-being and citizenship

At Thongsley Fields, we understand the importance of recognising the value of economic well-being for young people's lives, both now and in the future. Opportunities to learn about enterprise challenges for example allows pupils to rehearse the skills needed for the world of work and provide engaging ways to learn about budgeting and financial choices. We believe pupils should also be encouraged to fundraise for causes that matter to them, making their learning about economic wellbeing inspired by their wider interests and linked to other elements of leading healthy lives.

We aim to:

- Work in partnership with parents, carers and members of the wider school community
- promote high aspirations and the value of work
- develop pupils' skills and attitudes for lifelong learning and economic independence
- enable all learners to play a successful and active role in their future lives
- ensure economic well-being is a strong part of our PSHE education.

We do this by:

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- ensuring there are high-quality planned learning opportunities within our PSHE curriculum
- ensure quality cross curricular links and themes are embedded and exploited
- engage with and develop high quality links with partners in our local community, businesses and other organisations
- developing a cohesive whole school plan inc. assemblies and themed learning in response to community and/or world needs and responsible citizenship.

Additional opportunities to promote economic issues, skills and understanding are including in the work of the School Council and Eco- Council and other fundraising opportunities for educational trips and visits.

10. Staff roles and responsibilities, including leadership

All staff within the school, have responsibility to promote healthy lifestyles as part of their professional roles within school. Subject leads and members of the school's Leadership Team have more specific roles in relation to curriculum planning, monitoring and evaluation of specific areas of this combined policy.

11. Engaging with parents and carers

We recognise the important role parents and carers have in promoting and supporting the health and well-being of their children, and in particular supporting children to make sustained healthy lifestyle choices. Through parent consultations, newsletters, drop-ins, regularly sharing current themes, teaching and learning with parents, we aim to communicate expectations for promoting healthy lifestyles.

12. External agencies

We work with a number of external agencies to support our work including but not limited to:

- Cambridgeshire PSHE Service
- Cambridgeshire Acorn project
- PECT/ Food Smart services
- Living Sport – Daily Mile
- Cambridgeshire and Peterborough Healthy Schools Service
- Cambridgeshire and Peterborough Police service
- Cambridgeshire Fire and Rescue service
- Road Safety Officers – Cambridgeshire County Council
- Outspoken Bikeability
- Coram Education -Life Bus
- Local community groups and services
- Early Intervention Family Workers
- Centre for Education and Finance Support
- Education Support Partnership
- Huntingdon District Council

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- Artscapers

13. Links to other policies

- Relationships, Health and Sex Education policy
- Anti-bullying policy
- Behaviour policy
- Safeguarding policy
- Supporting medical conditions policy

14. Monitoring and evaluation

Monitoring, review and evaluation of this policy is the responsibility of the PSHE leader in conjunction with the Headteacher and Leadership Team. The policy will be comprehensively reviewed with engagement from representatives from across the school community every three years, or sooner if an issue or incident occurs which warrants it.