

# Student Health and Wellbeing at HBHS

<b>Policy reviewed by</b>	C. Scorer and S. Richford Head of PE/ PSHE	<b>Date of last review</b>	17.06.2022	<b>Date of next review</b>	06.2023	<b>Date of policy ratification by Governors</b>	July 2023
<b>Purpose of policy</b>							
HBHS's aim is to educate about, encourage and provide students with the opportunity to improve their health and wellbeing. This Health and Wellbeing approach provides a concise outline of the Herne Bay High School's commitment to doing so.							

This approach to Health and Wellbeing provides an outline to Herne Bay High School's commitment to developing Health and Wellbeing in students across the school.

## Physical Education

Herne Bay High School recognises that participating in physical activity can improve the quality of life for individuals and communities, promote social inclusion, improve health, counter anti-social behaviour, raise individual self-esteem and confidence, increase the ability to function better at school and home, and widen horizons.

Herne Bay High School will strive to increase physical activity levels and wellbeing by providing opportunities to participate in physical activity and it will encourage students and adults within the school and local community to take part in physical activity with a view to developing a lifelong positive attitude to physical activity.

### OBJECTIVES - WHAT WE WANT TO ACHIEVE?

- To establish at an early age the motivation and habit of being physically active
- To influence attitudes to regular exercise among children and their families by encouraging perceptions of exercise as enjoyable and fun
- To encourage the development of safe, locally based opportunities for all users of the school and community to enjoy physically active forms of play and recreation
- To educate staff, children, and young people about the benefits of physical activity
- To ensure pupils can influence and shape school physical activity plans
- To allow all children and young people in the school to receive high quality PE & Sport and create new opportunities for them to participate in sporting activity, through school, voluntary and community providers
- To work within a network of support including the Learning Community, School Sport/Games Partnership, former Sports College network and Advisory Service to support the development and delivery of physical activity
- To establish a volunteer support network incorporating staff, pupils, parents, and the local community to deliver physical activity to children and young people
- To provide personal and professional development opportunities for all staff engaged in the direct delivery of physical activity opportunities
- To develop and promote the pathways from school to local club/community activities
- To work towards the removal of barriers to accessing physical activity
- To link with Active Life, particularly the Bay Arena, to maximise opportunities for sporting activities within and beyond school time for students and other members of the community.

### CURRICULUM PHYSICAL EDUCATION PROGRAMME

#### KEY STAGE 3

In years 7 and 8 students have one double lesson of PE every week and one single lesson every other week. In year 9 students have one double lesson of PE per week. Each half a year group is divided into single sex groups, these are then further divided into groups by ability. Students access all areas of the National Curriculum over the key stage. Dance is taught separately within Performing Arts. Where possible year 7 students complete a unit of work in swimming off site.

#### KEY STAGE 4

All Year 10 & 11 students receive one double lesson every week and one single lesson every other week of physical education. They will cover a variety of NC activity areas. Students can opt for the Cambridge National in Sports Studies Award.

#### POST 16

Students in the 6<sup>th</sup> form can opt to study the Cambridge Technical Level 3 Extended Certificate or Extended Diploma in Sport and Physical Activity. Students can also take the Level 3 Higher Sports Leader Award. Students opting to be part of the football academy will have the opportunity to study the BTEC level 3 Extend Dip in Sport, VTCT Level 2 Diploma in Health, Exercise and Fitness and the VTCT Level 3 Diploma in Personal Training (Gym Based Exercise). Students opting to be part of the rugby academy will get several sessions of training per week, up to

20 fixtures throughout the year and will have the opportunity to choose 3 different pathways of study: A level and Level 3 courses; Level 2 Foundation year (Year 12) developing into a 2-year Level 3 course (year 13 and 14) and the Level 2 courses, Sports Leader training and vocational options as well as the VTCT Level 2 Diploma in Health and Exercise.

## **OUT OF HOURS LEARNING PROGRAMME**

### **Philosophy**

The PE department makes an extensive contribution to the schools out of hours learning programme with approximately 10 clubs running at lunchtimes and 15 after school in an average week. The whole philosophy of the programme is based upon enjoyment and participation which is reflected in the large number of students participating each week. Clubs are open to all students regardless of ability. The school also runs teams in a wide variety of sports providing a competitive element. Registers are kept and data is analysed in order that the lowest participant groups can be targeted to raise their activity levels.

### **The Programme**

A new programme of after school clubs is published each half term. Popular activities such as football and netball run throughout the season, but times may vary. Examples of activities run:

Football	Climbing
Netball	Dance
Basketball	Athletics
Table Tennis	Duke of Edinburgh's Award
Rugby	Gymnastics
Cricket	Kayaking & Canoeing
Badminton	Handball
Hockey	Cornerball
Trampolining	Dodgeball
Rounders	

### **Teams and Fixtures**

The department is a member of the local PE Association and enters all district events at each age group, namely football, netball, basketball, cross-country and athletics competitions. In addition, teams are run in rugby, basketball, rounders, and softball. The department actively encourages competition but expects high standards of behaviour and sportsmanship when representing the school. Currently the school also competes at a county level entering the Kent Cup at football. In addition to the tournaments mentioned the depart also takes part in School Games competitions in handball, futsal, indoor athletics, table tennis, trampolining and rowing.

Each year we hold a 'Sports Awards' evening to celebrate the success of those students who represent the school.

### **Out of school involvement**

Students are also encouraged to pursue sporting activities outside school in the local community. Details of all local clubs and contacts are displayed on notice boards and the school has extensive links with the local clubs some of which are based at the school (e.g., Greenhill Gymnastics Club).

### **Staffing**

Although PE staff run most PE clubs the school actively encourages the involvement of other teaching staff, sixth formers, qualified sports leaders, and parents. We value these volunteers highly and therefore support them by providing opportunities to gain governing body awards in their chosen activity.

### **Differentiation**

All students at Herne Bay High School will be given the opportunity to develop skills to the very best of their ability. Wherever possible, all students will be able to participate in and through the whole PE curriculum on offer. For students with physical disabilities, some modification may need to be made. This will happen in consultation with key support staff and other relevant adults such as the student's physiotherapist. Tasks are matched to students of different abilities, needs and interests by balancing challenge with the likelihood of success. Students at different starting points will all make progress.

### **Inclusion of those with specific disabilities and/or health conditions**

All students are encouraged to take part in all physical activities. Where needs arise, differentiation of the activity takes place. Schemes of work include differentiation strategies that may need to be implemented for those with specific disabilities and health conditions

## Personal Social Health Education

### THE PSHE APPROACH AT HERNE BAY HIGH SCHOOL AIMS TO:

- Encourage students to integrate smoothly into the school community on transition from primary school.
- Promote healthy and active lifestyles.
- Equip students with the skills to live healthy, safe, productive, capable, responsible, and balanced lives.
- Encourage students to build their confidence, resilience, and self-esteem.
- Reduce barriers to learning and promote student's ability to achieve and access opportunity.
- Be innovative and reflect the rapidly changing world that young people live in.
- Provide a spiralling curriculum scaffolding Personal, Social and Health elements into the PSHE programme.

### OVERARCHING CONCEPTS DEVELOPED THROUGH PSHE:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally, and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability, and economic understanding)

### ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH PSHE AT HBHS:

1. **Personal Effectiveness** – Self-Improvement, resilience, self-regulation, self-organisation, identifying & accessing help/ support, clarifying own values and developing a healthy self-concept.
2. **Interpersonal and Social Effectiveness** – Empathy/ compassion, respect for others, enterprise skills, valuing & respecting diversity and using all of these skills to build and maintain healthy relationships.
3. **Managing Risk and Decision-Making** – Assessment of risks, asking questions, assessing information, and making decisions based on these skills.

### STUDENTS WILL DEVELOP THE ABOVE WHILST COVERING THREE CORE THEMES:

1. **Health and Wellbeing** – Managing Transition to Secondary School, building resilience skills, considering the use of drugs & alcohol and mental health education.
2. **Relationships** – building friendships, considering future romantic and physical relationships and the social and moral issues surrounding these relationships.
3. **Living in the Wider World** – Reflecting on the media and how it can affect decision-making in all manner of social contexts. Considering their future education pathways, careers, and lifestyles. Building techniques to revise and self-organise to be successful academically.

## Mentoring

Every student has a mentor within the school whom they meet with as a group in the morning and afternoon. The mentor is responsible for monitoring the pastoral development of students. As well as being an approachable member of staff whom the students can rely on for guidance and support, a close relationship can be developed with the mentor, so they are able to monitor the students ongoing wellbeing. Activities within mentor time can include structural routines and discussion starters to help students develop their sense of wellbeing, coping strategies and ability to ask for help. The mentor programmes are overseen by the Head of Upper and Lower School who are also responsible alongside Deputy Heads of School for writing, monitoring and quality assuring the mentor programmes aside from PSHE for the school.

### CURRICULUM PSHE PROGRAMME

With the above in mind - students have two PSHE sessions per week which form part of the mentor structure. This means that the mentor has a holistic view of those in their mentor group and are able to identify safeguarding issues more easily, create a safe and personalised learning environment and allow students to feel more comfortable to contribute to discussion.

### DISSEMINATION AND PROFESSIONAL DEVELOPMENT

Specific CPD training is set into the driving improvement plan allowing all staff training to take place on a regular basis. This is not just subject related training but also covers guidance on teaching and assessment. Some staff across the school in both teaching and support roles have been externally trained in; careers, mental health, RSE, resilience, drugs, alcohol, and media education.