

Curriculum and Policies

There should be a named co-ordinator with recognised responsibility for a planned developmental Health Education programme

Criterion Two

| School | Please indicate progress to date and/or target area to be addressed |
|---|--|
| <p>1a. How well does your school manage learning opportunities for health education as an aspect of the curriculum? (1 – poorly; 2 – not very well; 3 – quite well; 4 – very well) Please attach evidence to support your views.</p> <p>1b. Has the Healthy Schools coordinator worked with the PSHE coordinator?</p> | <p>1 2 3 4</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>They are the same <input type="checkbox"/></p> |
| <p>2. What structures exist to assist the co-ordinator in making decisions about policy and curriculum planning relating to PSHE/Cit?</p> <p>School council</p> <p>Parent groups</p> <p>Outside agencies</p> <p>(Please expand)</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> |
| <p>3. How well does the school form cohesive links between the latest government initiatives such as SEBs, Behaviour and Attendance, Extended Schools etc) (1 – poorly; 2 – not very well; 3 – quite well; 4 – very well) Please attach evidence to support your views.</p> | <p>1 2 3 4</p> |

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| 4. How is Health Education supported by existing policies in your school? | | | | |
| a) Do you have explicit policies on: | | | | |
| Behaviour Management | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| | Implementation date | _____ | | |
| | Renew Date | _____ | | |
| Racial Equality | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| | Implementation date | _____ | | |
| | Renew date | _____ | | |
| Sex and Relationships Education | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| | Implementation date | _____ | | |
| | Renew date | _____ | | |
| Substance Use and Misuse Education and Incident Procedures | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| | Implementation date | _____ | | |
| | Renew date | _____ | | |
| Child protection policy which includes Domestic Violence | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| | Implementation date | _____ | | |
| | Renew date | _____ | | |
| Confidentiality issues that impact on staff, young people and parents | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| | Implementation date | _____ | | |
| | Renew date | _____ | | |
| b) Do any of these policies encourage young people to take responsibility for their own health? | | | | |
| | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| c) How well does the school understand the link between the policy and the impact on young people's health? | | | | |
| (1 – poorly; 4 – very well) | 1 | 2 | 3 | 4 |
| Please attach evidence to support your view | | | | |
| d) Do you have policies on staff welfare which include pastoral care? | | | | |
| | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

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| <p>5. What health-related training for staff, governors and parents has been provided (in the last two years) that you think supports the Healthy Schools process in relation to the following?</p> <p>Sex and Relationships Education</p> <p>Substance Use and Misuse</p> <p>PSHE/Citizenship</p> <p>Confidentiality</p> <p>Domestic Violence</p> <p>Child Protection</p> <p>Food Hygiene</p> <p>First aid</p> <p>Health and Safety</p> <p>Behaviour Management</p> <p>Circle Time</p> <p>Other</p> | |

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| 6a. How does the school assess the need for future in-service health-related training? | |
| 6b. What plans are there for providing this? Please attach relevant documentation. | |
| 7. What approach does the school take to implementing a programme of Health Education? | |
| Cross curricular | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Separately time-tabled subject | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Part of PSHE programme | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Part of pastoral/tutorial programme | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Part of Cit education | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Other (please specify) | |
| 8a. Has cross-curricular mapping taken place at various key stages (to link to other programmes of study, eg Physical Education, Science, Technology etc) to provide a basis for monitoring and evaluating the provision? | |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 8b. How does that inform the monitoring of and evaluation of the provision? Please attach relevant documentation. | |
| 9. When planning schemes of work for PSHE, are the following considered? | |
| Clear aims and objectives for each group concerning that link | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Key skills, values and attitudes | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Knowledge to be gained | Yes <input type="checkbox"/> No <input type="checkbox"/> |

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| <p>10. What systems are in place for monitoring, recording, evaluating and reviewing all aspects of Health Education?</p> <p>e.g.</p> <ul style="list-style-type: none"> Staff meetings Co-ordinators Governor's meetings Test papers Pupil's feedback Discussion Groups <p>i.e. Is there a formal framework for using the above to inform the future planning of health education?</p> | |
| <p>10. In what ways are pupils involved in the reviewing, monitoring and evaluation of Health Education and other activities and developments related to Health?</p> <p>i.e.</p> <ul style="list-style-type: none"> Plenary sessions School council Circle Time <p>i.e. Is there a formal framework for achieving young people's views in development of school improvement?</p> | |
| <p>12. FOR SECONDARY SCHOOLS ONLY</p> <p>Are young people allowed to leave school premises at lunch time to access health related services?</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> | |