

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

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<b>4. How is Health Education supported by existing policies in your school?</b>	
<b>a) Do you have explicit policies on:</b>	
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>b) Do any of these policies encourage young people to take responsibility for their own health?</b>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>c) How well does the school understand the link between the policy and the impact on young people's health?</b>	
(1 – poorly; 4 – very well)	
Please attach evidence to support your view	1                      2                      3                      4
<b>d) Do you have policies on staff welfare which include pastoral care?</b>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	

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<b>e) When developing policies which impact on the health of pupils and staff, who do you consult with?</b>				
Pupils	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Parents	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Staff	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Governors	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
LEA Advisors	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Outside agencies/other relevant agencies, including Health Promotion Specialists/Advisors (please specify)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>f) How well do the policies reflect the school's ethos in an explicit way? (1 – poorly; 4 – very well)</b>				
Please explain.	1	2	3	4
i.e. That the Anti-Bullying policy is reflected by the expected behaviour of all staff and pupils				
<b>g) Where a policy might impact on a pupil's future, are pupils made aware of this, e.g. the policy to exclude a pupil permanently if they are violent towards a member of staff.</b>				
	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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