



**Pontypridd High School**

# **Health and Fitness Policy**

*'Learning and achieving together'  
'Dysgu a chyflawni gyda'n gilydd'*

## Health and Fitness Policy

<b>Date of policy:</b>	April 2023
<b>Adopted:</b>	Wellbeing Committee Meeting, 29 <sup>th</sup> June 2023
<b>To be reviewed:</b>	Summer 2026
<b>Member of staff responsible:</b>	Head of Health and Wellbeing Faculty, Headteacher
<b>Committee Responsible:</b>	Wellbeing

## 1. Introduction

At Pontypridd High School we aim to promote the physical, emotional and social health and wellbeing of our students and staff. We understand the importance of student participation in areas of school life that affect health and wellbeing.

A key part of our mission 'learning and achieving together' is to improve the health of the school community by teaching young people and their families' ways to establish and maintain life-long healthy and environmentally sustainable habits based around the best-informed decisions.

This shall be accomplished through a consistent and whole school, cross-curricular approach to all aspects of health and fitness in our school. We are committed to the aims of the Healthy Schools Network and have been awarded Phase 6.

## 2. National Strategies

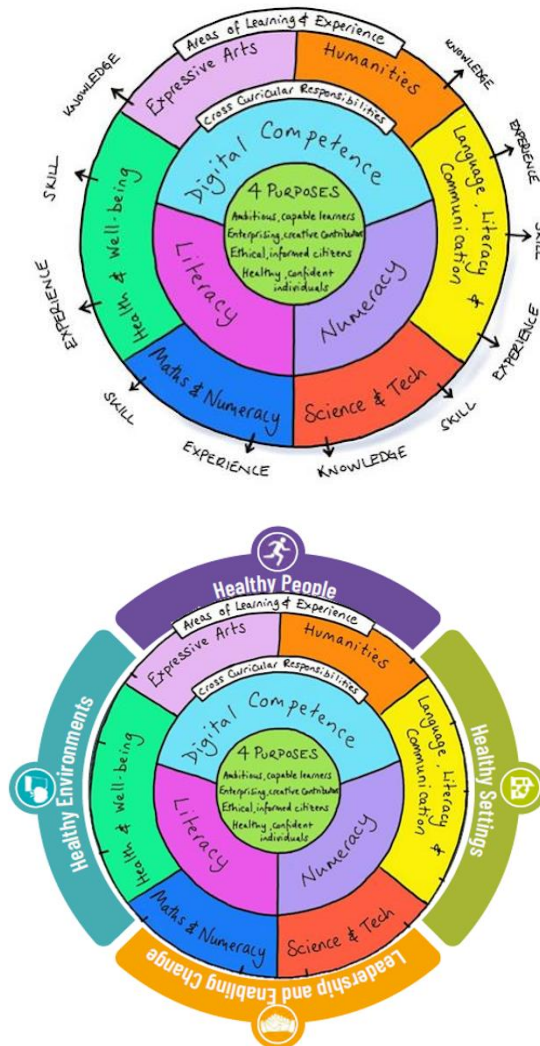
Our policy is written within a context of related Welsh Government strategies such as 'Healthy Weight, Healthy Wales' which aims to help, secure, maintain and improve the health of young people and the communities in which they live whatever their background or circumstance. The four aims of this strategy are shown in the diagram below and also their link to 7 aims of the 'Future Generations Act'



In response to these documents we at Pontypridd High school believe that the school setting is the ideal environment to convey positive messages on health and fitness. We believe that in taking forward this agenda we can make a difference to children's lives inside and outside school and as they grow older. A key aspect of our delivery model will be the new Curriculum model planned by the WG, in particular the new focus on Health and Wellbeing learning experiences.

All six areas of learning experiences alongside the three key cross-curricular skills are shown in the C for W diagram below. Following that is a second diagram which clearly identifies the close links between the Health Weight Healthy Wales strategy and the new C for W which provides a foundation for our approach to health and fitness in school. **It is our aim through this policy to make links between these different**

strategies and the opportunities for this can be seen in curriculum information presented as Appendix 1.



### 3. Objectives

- To ensure that health and fitness become integral to the overall ethos of the school demonstrating consistency throughout the curriculum, the school environment and community links
- To improve the health of the whole school community by equipping students with the knowledge and skills necessary to establish and maintain life long active lifestyles and healthy eating habits
- To actively participate in the National Healthy Schools programme
- To continue working towards achieving the National Quality Award
- To ensure provision for health and fitness in school reflects the cultural and medical needs of all students
- To increase physical activity levels of students as appropriate to ability and needs
- To involve the whole school community, governors, students, staff, school nurse, and wider school community in promoting health, fitness and nutrition.

## **4. Aims of the policy**

- To improve the health and fitness of the whole school by equipping students with ways to establish and maintain healthy eating habits and lifestyles, including what constitutes a healthy and environmentally sustainable diet, and hygienic food preparation and storage methods.
- To increase student' knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.
- To ensure that every student has access to safe, appealing and nutritious food and a safe, and available water supply during the school day.
- To promote nutrition education within the taught curriculum, and whole school provision and practices
- To provide a safe and enjoyable environment in which food is served and consumed.
- To ensure that health and fitness provision in the school reflects the ethical and medical requirements of staff and students e.g. religious, ethnic, vegetarian, medical, and allergenic needs.
- To promote a positive attitude to physical activity and healthy eating and encourage students to enjoy keeping fit and managing a healthy balanced diet

## **5. Environment**

We will deploy all available resources in support of this policy so that:

- Our school is committed to promoting a healthy environment which is both stimulating and inviting. We will ensure that children feel safe, secure and supported in all areas of the school.
- We provide fresh drinking water throughout the school.
- There is access to different catering service areas to ensure students are able to make different health choices about food and drink and that queuing is kept to a minimum to allow all students sufficient time to eat and socialise.
- We provide sufficient litter, recycling and waste bins and ensure they are emptied regularly.
- Parents/carers are provided with information regarding free school meals at parents/open evenings.
- Branded high fat, sugar and salt foods and drink products are not advertised or promoted on equipment, books or in areas of the school
- The dining hall is warm, clean, not overcrowded or excessively noisy and promotes healthy eating messages through advertising and menu choices.
- No students are allowed off site during the school day.
- We actively encourage the uptake of free school meals by keeping parents well informed.

## **6. Curriculum**

Through this policy we will review and monitor the delivery of the curriculum and provide opportunities for health and fitness to be taught through a cross-curricular approach. This includes learning experiences through Health and Wellbeing / Technology / Science and Humanities lessons as a part of the Curriculum for Wales (Appendix 1).

## Health and Wellbeing

- Engage with health-related exercise and to use all opportunities to promote cross-curricular relationships between food and nutrition and physical activity.
- Increased curriculum time for Health and Wellbeing which includes physical activity time and classroom-based learning.
- Opportunities of developing outdoor and adventurous education with a physical component are actively promoted such as orienteering, problem solving
- Different contexts for learning are driven by physical activity such as using sporting role models, national and international events, national focus days
- A bank of resources which reflect current guidelines will be available for all teachers to use/refer to ensure consistent messages in relation to diet, oral health and physical activity are delivered.
- SHRN data is used to develop and adapt schemes of learning in health and wellbeing lessons
- To maximise opportunities for students to take part in physical activity and healthy eating through informal experiences which complement the curriculum
- The school actively promotes oral health messages through the curriculum
- When discussing healthy eating with students, The Eatwell Guide is utilised.

## Food Technology

- be given practical and enjoyable cooking skills and have an understanding of food hygiene and its importance.
- be given opportunities to review current advertising, marketing and labelling and make informed health and fitness choices from these.
- gain an understanding that different food types and drinks come from all over the world and this impacts on choices and on the environment.

## Science

- Opportunity to learn about the growing and farming of food and its impact on the environment (food miles, CO2, carbon foot print, reuse, recycle, compost and waste).

## Extra-curricular

- A diverse range of physical activities are offered for all students to participate in during lunch and after school as extra-curricular activities
- Sporting competitions and fixtures take place regularly and are actively promoted for all students
- Clubs on offer are determined by student choice
- Clubs on offer are also in partnership with YEPS

In addition, learning experiences will include:

- Whole school, year group and classroom assemblies which have a focus on health and fitness issues to encourage consistent messages.
- Assemblies, wellbeing check-ins and thought for the week are opportunities for students to consider their own health and emotional wellbeing during registration.
- Enhancing the transition process through physical activity where appropriate

- Cake sales will be kept to a minimum and all monies raised will benefit chosen charities.
- All teaching and learning resources reflect current, local and national guidance

## **7. Improving health and fitness by working in partnership**

- Pontypridd High School proactively works with key community and health agencies to promote the school's health and fitness policy
- The school will provide a diverse extra-curricular programme working with YEPs
- The school will provide information for parents and carers regarding free school meal entitlement
- We will work with different health providers, including the local UHB, Cwm Taf Morgannwg to inform and quality assure our different provisions. See Appendix 2.

### **The Welsh Network of Healthy Schools Schemes**

Our school participates in the Welsh Network of Healthy School Schemes and as participants in this scheme we aim to actively promote and protect the physical, mental and social wellbeing of our school community.

We do this through positive action such as school policy and strategic planning. Our staff professional learning programme identifies learning experiences through the curriculum, our ethos, the physical environment and community relations.

## **8. Inclusion**

Educating children about being health and fitness forms part of our school policy to provide a broad and balanced education for all children:

- Teachers will provide learning opportunities that will be matched to the individual needs of the students with learning difficulties.
- All students will have the opportunity to develop their knowledge and understanding of being healthy, regardless of race, gender, culture or disability.

## **9. Health and Safety**

Students will be

- encouraged to develop safe and neat work practices through Food Technology lessons and in extra-curricular clubs.
- Taught about personal and food hygiene and how to use equipment safely and accurately.
- Made aware of potentially hazardous materials and tools in Technology and Science in order to understand the importance of their correct use and storage.
- Informed and instructed of how to use different equipment in physical education and safe procedures for health related learning
- Visitors, outside agencies and volunteers used to support our curriculum will be subject to LEA guidelines and safeguarding checks. They will also be made aware of all relevant policies.

## **10. The Role of our Head of Health and Wellbeing Faculty**

This Health and Fitness Policy will be facilitated by the Faculty lead for Health and Wellbeing. This role will:

- Update the policy when necessary.
- Reviewing curriculum ideas related to health and fitness.
- Providing support to staff to enable them to deliver the aims and objectives of the school Health and Fitness policy.
- Deliver learning and projects that successfully engage with national health strategies such as WG policy and Healthy schools programme
- Deliver a provision and learning experiences that engage with the Local UHB (Cwm Taf Morganwng)

## **11. Monitoring**

The Head of Health and Wellbeing working with the Headteacher will:

- continually monitor the coverage of Health and Fitness in the curriculum and in other aspects of our work and with the local community.
- monitor, review and amend the policy if necessary
- report to the student council, senior leadership team and school governors as appropriate, actively engaging with school evaluation and improvement planning



## Appendix 1

### Curriculum for Wales

**What matters Statements** – 27 statements spread over 6 AoLEs. All of these statements should feature in our curriculum provision.

<b>'What Matters'</b>	<b>Area of Learning Experience : Expressive Arts</b>
<b>EA 1</b>	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
<b>EA 2</b>	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
<b>EA 3</b>	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
	<b>Area of Learning Experience : Health and Wellbeing</b>
<b>HaW 1</b>	Developing physical health and well-being has lifelong benefits.
<b>HaW 2</b>	How we process and respond to our experiences affects our mental health and emotional well-being.
<b>HaW 3</b>	Our decision-making impacts on the quality of our lives and the lives of others.
<b>HaW4</b>	How we engage with social influences shapes who we are and affects our health and well-being.
<b>HaW 5</b>	Healthy relationships are fundamental to our well-being.
	<b>Area of Learning Experience : Humanities</b>
<b>H1</b>	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<b>H2</b>	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
<b>H3</b>	Our natural world is diverse and dynamic, influenced by processes and human actions.
<b>H4</b>	Human societies are complex and diverse, and shaped by human actions and beliefs.
<b>H5</b>	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
	<b>Area of Learning Experience : Languages, Literacy and Communication</b>
<b>LLC 1</b>	Languages connect us.
<b>LLC 2</b>	Understanding languages is key to understanding the world around us.
<b>LLC 3</b>	Expressing ourselves through languages is key to communication.
<b>LLC 4</b>	Literature fires imagination and inspires creativity.
	<b>Area of Learning Experience : Mathematics and Numeracy</b>
<b>MaN 1</b>	The number system is used to represent and compare relationships between numbers and quantities.
<b>MaN 2</b>	Algebra uses symbol systems to express the structure of mathematical relationships.
<b>MaN 3</b>	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<b>MaN 4</b>	Statistics represent data, probability models chance, and both support informed inferences and decisions.
	<b>Area of Learning Experience : Science and Technology</b>
<b>SaT 1</b>	Being curious and searching for answers is essential to understanding and predicting phenomena.
<b>SaT 2</b>	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
<b>SaT 3</b>	The world around us is full of living things which depend on each other for survival.

<b>SaT 4</b>	Matter and the way it behaves defines our universe and shapes our lives.
<b>SaT 5</b>	Forces and energy provide a foundation for understanding our universe.
<b>SaT 6</b>	Computation is the foundation for our digital world.

## **Principles of progression for Health and Wellbeing**

### **Increasing breadth and depth of knowledge**

Progression within the Area is a continuum of increased sophistication over a period of time whereby existing knowledge is revisited but at a deeper level. Knowledge moves from the concrete to abstract and from merely understanding to understanding consequences. This includes conceptual shifts in knowledge and understanding as well as personal behaviour within physical, emotional and mental well-being, and in relationships and social contexts.

### **Deepening understanding of the ideas and disciplines within Areas**

Progression in each of the statements of what matters are connected and interdependent. Together, they focus on progressively developing learners' appreciation and understanding of the significance of making informed decisions regarding their physical, emotional and mental health and well-being. Thus there is a growing understanding of how the statements of what matters interlink in ensuring a clear pathway for where the learner is going and how to get there.

### **Refinement and growing sophistication in the use and application of skills**

Progression is demonstrated within the Area as developing confidence, motivation and competence as well as a wider range of skills with increasing accuracy and proficiency. It recognises that physical, emotional, psychological and social skills within and across the domains are to an extent reliant on but not constrained by developmental milestones. This is particularly evident as the initial progression step focuses on recognition and awareness of personal physical, emotional and social skills and then progressively moves towards more accuracy and mastery of these skills.

### **Making connections and transferring learning into new contexts**

The transfer of skills and knowledge within the Area is considered as progression within the domain of becoming more socially responsible. As learners become more socially responsible, they progress from primarily considering oneself to considering the impact of their own actions on others at a local, national and global level. Learners will progress from feelings of caring and respecting others to the capacity of advocacy on behalf of others.

As learners progress through the curriculum their understanding of the links across and beyond the school with all aspects of health and well-being will become more sophisticated, and they will be able to identify and balance, with increasing effectiveness, some of the tensions that may exist.

### **Increasing effectiveness as a learner**

Progression is exemplified within some aspects of the Area as a journey from developing a skill or a concept with support from others (peers or adults) to gradually becoming more competent and independent, including an increasingly capacity to identify and seek help and support when needed. Experiences focusing on making, justifying and evaluating considered and informed decisions support growth in metacognition as well as exemplifying how learners become more independent. Over time, learners are able to demonstrate increased self-regulation, with a growing sense of agency and responsibility for their overall health and well-being.

### **Health and Wellbeing ‘What Matters and descriptions of learning’**

#### **HaW 1 : Developing physical health and well-being has lifelong benefits.**

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners’ sense of self-worth, their overall mood and energy levels.

Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

<b>What matters</b>	<b>Progression Step 2 (Age 8) ‘Description of Learning’</b>	<b>Progression Step 3 (Age 11) ‘Description of Learning’</b>	<b>Progression Step 4 (Age 14) ‘Description of Learning’</b>	<b>Progression Step 5 (Age 16) ‘Description of Learning’</b>
<b>HaW 1.1</b>	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a	I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space	I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety

	<p>imaginative and creative ways.</p> <p>I have the confidence and motivation to persevere when faced with physical challenges.</p>	<p>variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>	<p>creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.</p>	<p>of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise</p>
<b>HaW 1.2</b>	<p>I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</p>	<p>I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.</p>	<p>I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being. I can plan and prepare a variety of nutritious meals.</p>	<p>I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals</p>
<b>HaW 1.3</b>	<p>I can describe the way in which physical and emotional changes are connected in different contexts.</p>	<p>I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.</p>	<p>I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.</p>	<p>I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.</p>
<b>HaW 1.4</b>	<p>I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to</p>	<p>I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively</p>	<p>I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to</p>	<p>I can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep myself and others safe. I can safely intervene, using learnt</p>

	respond and get help in a safe way.	reduce the risk of harm to myself.	and/or manage these in order to actively reduce the risk of harm to myself and to others.	techniques, when others' physical health is at risk.
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## **HaW 2 : How we process and respond to our experiences affects our mental health and emotional well-being.**

This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

<b>What matters</b>	<b>Progression Step 2 (Age 8) 'Description of Learning'</b>	<b>Progression Step 3 (Age 11) 'Description of Learning'</b>	<b>Progression Step 4 (Age 14) 'Description of Learning'</b>	<b>Progression Step 5 (Age 16) 'Description of Learning'</b>
<b>HaW 2.1</b>	I can, with support, focus attention on my perceptions and thoughts.  I can understand how and why my thoughts, feelings and actions change in response to different experiences.	I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.  I can self-regulate my emotions in a healthy way using strategies that I have developed	I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.  I can identify different strategies to self-regulate my emotions in	I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy way and to connect with others.

			response to a range of experiences.	
<b>HaW 2.2</b>	<p>I can notice and communicate my feelings.</p> <p>I am beginning to notice when I need help to manage my feelings</p>	<p>I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>I can ask for help when I need it from people I trust</p>	<p>I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>I can identify people and groups who can help me with my mental health and emotional well-being.</p>	<p>I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.</p> <p>I can identify when to seek help based on a good understanding of my mental health and emotional well-being.</p>
<b>HaW 2.3</b>	I can reflect on my experiences.	<p>I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p> <p>I can anticipate how future events may make me and others feel</p>	I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences
<b>HaW 2.4</b>	I can pay attention to the feelings of others and I am learning to think about why they may feel that way.	<p>I can empathise with others.</p> <p>I can understand how and why experiences affect me and others.</p>	I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind	I can empathise with others which helps me to be compassionate and kind towards myself and other

**HaW 3 : Our decision-making impacts on the quality of our lives and the lives of others.**

This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions.

Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process. A key decision that affects learners for life is around their career pathways.

<b>What matters</b>	<b>Progression Step 2 (Age 8) ‘Description of Learning’</b>	<b>Progression Step 3 (Age 11) ‘Description of Learning’</b>	<b>Progression Step 4 (Age 14) ‘Description of Learning’</b>	<b>Progression Step 5 (Age 16) ‘Description of Learning’</b>
<b>HaW 3.1</b>	I can make decisions based on what I know	I can make considered decisions, taking into account available information, including past experiences.  I can set appropriate goals	I can research, examine and evaluate a range of evidence to make considered and informed decisions.  I can set appropriate goals and plan a course of action to achieve them	I can set appropriate goals, plan a course of action and overcome challenges to achieve them.
<b>HaW 3.2</b>	I can recognise that my decisions can impact on me and others, both now and in the future.  I can take part in group decisions and I understand why some decisions need to be made as a group.	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.  I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors	I can consider relevant factors and implications when making decisions individually and collectively	I can critically evaluate factors and implications, including risks, when making decisions individually and collectively

<b>HaW 3.3</b>	I can identify and assess risks.	I can identify and assess risks, and I can take steps to reduce them	I can anticipate, assess and manage risks.	I can critically evaluate factors and implications, including risks, when making decisions individually and collectively
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#### **HaW 4 : How we engage with social influences shapes who we are and affects our health and well-being.**

This Area can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, values, behaviours and health and well-being, and often do so without our being aware of it.

Learners will need to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

<b>What matters</b>	<b>Progression Step 2 (Age 8) ‘Description of Learning’</b>	<b>Progression Step 3 (Age 11) ‘Description of Learning’</b>	<b>Progression Step 4 (Age 14) ‘Description of Learning’</b>	<b>Progression Step 5 (Age 16) ‘Description of Learning’</b>
<b>HaW 4.1</b>	<p>I can recognise and follow the rules and norms of different groups and situations in which I take part.</p> <p>I can change how I interact and behave in different situations with support.</p> <p>I can recognise that there are similarities and differences between people’s values and attitudes</p>	<p>I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p> <p>I can interact pro-socially in different groups and situations.</p> <p>I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences</p>	<p>I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.</p> <p>I can interact pro-socially in different groups and situations, adapting my behaviours accordingly.</p> <p>I can evaluate how my values, attitudes and</p>	<p>I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.</p> <p>I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.</p> <p>I can recognise and understand how</p>



			identity are shaped by the groups and social influences with which I interact.	people's values, attitudes and identity are shaped by different groups and influences.  I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.
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### **HaW 5 : Healthy relationships are fundamental to our well-being.**

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

<b>What matters</b>	<b>Progression Step 2 (Age 8) 'Description of Learning'</b>	<b>Progression Step 3 (Age 11) 'Description of Learning'</b>	<b>Progression Step 4 (Age 14) 'Description of Learning'</b>	<b>Progression Step 5 (Age 16) 'Description of Learning'</b>
<b>HaW 5.1</b>	I can recognise that there are different types of relationships beyond my family and friends	I can understand that there are differences within types of relationships and that relationships change over time.	I can show a developing awareness of the complex nature of relationships.	I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors

<b>HaW 5.2</b>	I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.	I can communicate my needs and feelings, and respond to those of others.	I can communicate my needs and feelings, and respect those of others	I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts
<b>HaW 5.3</b>	I can make friends and try to resolve disagreements, seeking support when needed	I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.	I can form and maintain healthy relationships with a wider circle of people. I can respect other people's points of view and use this to help resolve conflict.	<p>I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.</p> <p>I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed</p>
<b>HaW 5.4</b>	I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.	I can reflect on the characteristics of safe relationships and I can seek support when needed.	I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this.	I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed
<b>HaW 5.5</b>	I can understand that everyone has rights and, with support, I can respect those rights	I can respect the rights of others and I understand how these impact on myself and others	I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.	I can advocate the rights of myself and others.

## Appendix 2

### Provision in schools and delivery styles

Pontypridd High School has led the education learning programme in Wales as part of the Moondance Cancer Initiative. In 2022/23 this will mean PHS is leading an aspect of Health and Fitness provision in over 30 schools across 5 LA areas and 4 UHB regions. The outcomes of our collaborative work across the education and health sectors is informing provision models and evidence shows positive impacts on health and fitness for students and more broadly for those in our local community. This includes a 73% uptake in returns of bowel screening tests in the areas around participating schools in Spring, 2022.

Evaluations from work already undertaken in partnership with schools and UHB colleagues include:

- Intervention strategies that involve students carrying out practical activities appear to be more effective than those involving didactic learning. This included lessons using actual screening kits, the V Fairs online conference event and opportunities to meet with health professionals in school or at the WIMAT in Cardiff.
- This was only achieved in a very few instances but where possible peer learning, in which peers design or deliver (or both) the intervention, appears to be an effective strategy. With greater understanding and with the confidence of staff in this approach, students had a sense of leadership and this helps to empower them to change their lifestyle.

Evaluations also showed how different groups of learners, in particular more vulnerable or socio-disadvantaged children can benefit from:

- Adopting a range of interventions, in particular, involving a parents and carers as they play a vital role in the lifestyle behaviours of their children. For example, engagement with more healthy eating and dietary behaviours is less likely to happen where there is a lack of support from their parents or carers. Most success was achieved where children perceived their parents or carers to be leading a healthy lifestyle and as such they were more likely to also partake in healthy behaviours.
- This proves the importance of a 'parallel' programme of learning for children in school and families at home. Families want to learn about programmes via word of mouth, or through a leaflet that is accompanied by a conversation with a trusted professional. They want to be invited onto a programme, they don't want to be sent.

In 2012/16 Pontypridd HS worked closely with the Cwm Taf HB to introduce 'fitness reports' for all students in Years 7 to 11. This was innovative and pioneering work and the experiences are helpful in supporting the outcomes of the MCI bowel cancer programme and how it informs practice for the future. The CWM Taf report from 2014 already referenced above recognised the following challenges:

Report recognised the following challenges	For consideration
Time constraints and competing school demands	This approach was innovative and based on the fact that the information was available. Reports were acknowledged but not always acted upon.
Pupils bussed into school, restrictions with structure of school day	
Targeting improvements	
Motivating the often hard to reach, really low fitness level pupils to engage in physical activity	Evaluations centred on the difficulty of engaging with some families to model good habits but there were no obvious staff roles. In addition there was a need for all aspects of the school system to support the need for improved health such as in the school canteen.
Lack of local opportunities, especially during the holiday period	
The cost of attending sports venues, participating in local clubs and transport issues	
Encouraging a whole family approach to being physically active	
Pupils self esteem, peer influence perceptions of others	
Making the consequences of an unhealthy lifestyle relevant to young people	

## The importance of Health Literacy

Partnership work with schools and health board professionals has shown the importance of being 'health literate'. This is the ability to find, understand, and use health information and services. Teaching health literacy skills is part of the process of caring for and educating children and young people but it must extend to adults also. All students should graduate with skills that will help them lead healthier lives. A health literate young person will be a young person who:

- has a diverse set of skills.
- can make some complex decisions under pressure.
- can work to their own strengths to do those things.

Our partnership work commits clearly to taking a health literacy approach because it is necessary in the present and it requires us to think about what young people might need in the future. Therefore, it's strongly linked to some of the issues or life events that are going on for them right now. They will also need to apply these skills contextually and to question them in terms of developing their health literacy skills into the future.

For many young people today the notions of health literacy may not go far beyond a focus on drugs and alcohol and other mental health issues. As important as these are it needs to extend further to the local services that are available and for what purpose. In addition to think about how a young person understands their body, their bodily functions, the way the bodily systems work, the way they respond to exercise, and how they gain health benefits from movement. If young people understand how movement affects their bodies in positive ways, we can provide them with the tools to become healthy.

### **Example of Obesity as an overarching provision**

Childhood obesity is a complex and increasing public health problem globally, nationally, and locally here in Cwm Taf (2014). Alarming for the future, 60% of children who are overweight before puberty will be overweight in early adulthood, reducing the average age at which diseases such as type 2 diabetes become apparent.

Although 71.6% of our reception aged children are a healthy weight, 28.4% are either overweight or obese. Our rates for overweight and obesity are above the Welsh average of 26.5% and comparably worse than all of the other Health Board areas in Wales.

What is consistent in all reports and other literature is that the foundation for lifelong good health is laid in childhood and outside of home life, nothing provides more of an immersive experience for children than the time they spend in school. This means schools have a rich opportunity to improve youth health and tackle obesity at the ideal point in time-before problems take hold.

A more knowledgeable, literate and skilled population can enable people to take better control over their own health and wellbeing . Obesity can affect the productivity and resourcefulness of a community at all ages resulting in:

- Experience health problems such as: asthma, sleep apnoea, joint pain
- Become ill more often
- Require more medical care
- Be stigmatised, bullied and excluded from opportunities for social interaction

- Experience mental health problems caused by low self esteem and confidence
- Have poor school attendance and lower educational attainment
- Have poor employment prospects
- Develop 'adult health conditions' earlier: type 2 diabetes, high blood pressure, high cholesterol

Where there has been success in schools in dealing with obesity, there has been a focus on behavioural change, a commitment to support a consistent, family based approach. Under such circumstances evidence shows that:

- Schools should not only pass on healthy eating messages but they should deliver and implement change by creating an environment in which it is easy to be healthy; for example, the only snack allowed at morning break is fruit, the only drinks allowed in school are water and milk
- Nutrition and physical activity lessons are integrated into the curriculum and after-school programs to teach skills that help students choose and maintain healthy lifestyles. In addition to teaching evidence-based nutrition and activity messages, school physical education should focus on getting students engaged in high-quality and regular activity.
- Where treats are allowed, there is a clear policy on what events/festivals/celebrations are acceptable and these are agreed with parents/carers and the students themselves.

This work is supported by consultation with communities and changes are made as appropriate and manageable