



# **Flixton Girls School**

## **Healthy Learning Journey**

### **Introduction**

At FGS we want to provide a rich and diverse curriculum which empowers young people to enhance their own lives and the lives of others through our 5 health and wellbeing pathways. The Healthy Learning Journey develops our students into being more effective learners and citizens, preparing them well for their future and transition to adulthood.

### **Core Purpose**

The purpose of the Healthy Learning Journey is to articulate our 5 pathways of health and wellbeing so this can be embedded within the curriculum intent and implementation offer. The Healthy Learning Journey delivers the knowledge, skills and understanding in a manner designed to optimise student health across academic, physical, nutritional, social and moral and emotional pathways. The structure also takes account of teacher health and wellbeing, workload and aims to provide an environment for success. In addition the Healthy Learning Journey supports and complements our Passport to Scholarship programme.

### **Roles and Responsibilities**

All staff are expected to share responsibility for the implementation of the Healthy Learning Journey. Teachers & curriculum leaders are responsible for embedding aspects into their curriculum planning and for ensuring suitable resources are being used and developed. The senior leadership team will provide additional support for their link departments, and ensure a consistent effective approach is implemented across departments through auditing and evaluation. Wider school staff will have an awareness and expected to contribute to ensure there is a whole school approach.

## Pathways:

## Implementation examples:

**Academic health:** At FGS we believe that academic health is not only the educational outcomes of attainment but also encompasses the cognitive and affective skills acquired to prepare students for their next stage of learning.

FGS provides experiences that meet the goals of each individual student while promoting a desire to be successful. Combined with excellent guidance on the best methods for learning and a diverse curriculum this leads to optimum **ACADEMIC HEALTH.**

**PHYSICAL HEALTH:** Human beings are 'designed to move' and we know that healthy physical activity releases positive hormones into our bodies improving our mental/emotional health as well as preventing illness and disease; good physical activity habits developed early lead to better health throughout our lives.

At FGS, physical activity is an integral part of school life, a vast array of opportunities are provided that allow for positive social interaction, developing experience and skills in leadership and teamwork through coaching and reflection. Such activities also help to develop resilience, determination and a positive mind-set.

**NUTRITIONAL HEALTH:** "We are what we eat!" At FGS we understand that human performance is at its best through good nutrition. Educating our young people to make healthy choices, to be empowered to prepare nutritious meals and to develop healthy eating habits leads to a sense of well-being, self-confidence and high levels of concentration.

Through our curriculum we ensure that students understand the nature of good nutrition. We also consider the wider social and ethical issues around food production in a local and global context

**SOCIAL & MORAL HEALTH:** "FGS students of today are the leaders of tomorrow." Not only is it vital for good emotional health to engage in positive social activity, but also for the health of our future society. Great social skills alongside a strong moral compass will guide our students' future decisions and actions protecting and empowering themselves, their families and their communities.

At FGS we celebrate diversity, encourage understanding of difference and the right to express ourselves responsibly and respectfully.

At FGS we believe the emotional health of students, staff and the wider community is paramount. An emotional healthy school is where leadership supports and champions Emotional Literacy and sustains their efforts in promoting a students positive mental health.

Beyond this we have a dedicated team of professionals and strong partnerships with external agencies supporting our students through a compassionate and empathetic approach enabling our students to maintain a focus on their academic studies through the many challenges they will face on their journey into adulthood.

- The curriculum is coherently sequenced so literacy and numeracy are covered across the curriculum as well as opportunities outside the classroom.
  - The curriculum extends beyond the academic, it provides for students' broader development enabling them to develop and discover their interests and support independent learning.
  - Embed creativity, innovation, risk-taking & problem solving in all subject areas.
  - There is a clear and coherent plan for developing strategies for student engagement across the curriculum which impacts on student outcomes.
  - The curriculum provides opportunities for independent learning, enquiry and research.
  - The curriculum is planned to provide sufficient skills and specialist knowledge to support students in their career pathways.
  - Quality continued professional development programmes produce positive responses from staff and impact on improving pupil outcomes.
- Students are taught about physical activity and how to embed this as part of an active lifestyle so they have healthy habits for life.
  - Within different curriculum areas, students are taught about how the body works and the positive effects of physical activity.
  - Teachers in all subject areas seek and provide time for students to be physically active and embed this into their planning.
  - High quality PE provides opportunities for pupils to become physically confident in a way that supports their health and fitness, meeting the recommended guidance of 2 hours per week.
  - Opportunities to compete in regional and national sports programmes are available to students.
  - One to one or group support is available to students to meet their physical goals, thus promoting body confidence.
  - There is a culture of increased physical activity for all, promoting good physical health and mental wellbeing across the school and wider community.
- Nutritious food is provided that meets School Food Standards, to support healthy brain function.
  - Cooking and food preparation is covered within the core curriculum; there are wider opportunities to study nutrition through enrichment activities.
  - Farming, manufacturing, ethics and sustainability are built into different areas of the curriculum not just limited to Food lessons. This demonstrates a thematic approach to learning across the curriculum.
  - Students are taught about healthy eating in line with government guidance and are encouraged to develop healthy eating habits for life.
  - There are opportunities for students to be involved with the planning and evaluation of the school food service.
  - One to one or group support is available to students who want to improve their nutrition and body confidence.
  - Parental engagement is part of the strategic plan to develop nutritional knowledge and education across the school.
- Careers information, advice and guidance and work-related learning/ experience is embedded across all year groups.
  - The school promotes a deeper understanding of international, national and local issues affecting the local community.
  - A high quality Citizenship education helps to provide students with knowledge, skills and understanding, to prepare them to play a full and active part in society.
  - The School has embedded a Distributed Leadership Model to support wider school initiatives.
  - A high quality evidenced based and age appropriate teaching of Relationship & Sex Education helps prepare students with the opportunities, responsibilities and experiences for adult life.
  - There are opportunities for students to engage in local charity and community work.
  - Supporting students to develop and practice problem solving and resilience approaches within the curriculum and in the school environment.
  - High quality schemes of work with a broad curriculum with enrichment opportunities such as work experience and trips and visits.
- Students are taught about empathy, friendship, kindness & respect through collaborative learning & teamwork.
  - Opportunities for students to develop, self-belief and self-confidence through the curriculum and wider activities.
  - Emotional literacy is explored and developed within parts of the curriculum to help students to manage their feelings.
  - The school provides opportunities for students to have the tools and resources to self regulate and look after their own emotional health.
  - Students have the opportunity to explore and express aspirations
  - The school will provide targeted support and appropriate referral where necessary.
  - There is a coherent plan in place for staff development in supporting their own wellbeing and that of students.

