مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

GEMS EDUCATION

OOS WELL-BEING POLICY

Implemented : April 2014

Reviewed : May 2026

Next Review : May 2027

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Our Own English High School, Sharjah

Purpose

We are committed to ensuring that we nurture a positive atmosphere for the entire OOS community.

With regards to students in our care, we nurture their growth into healthy adults, by ensuring that they:

- Be healthy
- Stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic and mental health well-being

Promoting a healthy lifestyle is integral to our curriculum, we recognise our role in ensuring students are not only physically fit and make healthy eating choices but they also take steps that enable them to experience mental well-being as well. As a school, we know that food is fundamental to the quality of a child's life, not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other. And along with this, we are also cognizant of the fact that physical activity, sleep and learning to manage our time all contribute to a child's overall mental well-being.

Consequently, OOS promotes healthy lifestyles among students through a whole-school approach that ensures consistent messages and practices relating to physical and mental health. This approach aligns with the GEMS Education Beyond100 framework, recognising wellbeing as an integral part of students' development and supporting students in developing the knowledge, skills, and behaviours required to make informed and healthy lifestyle choices.

Adults should be good role models and support the students in understanding how balanced nutrition contributes to a person's health, happiness and general well-being.

Objectives

The aims and objectives of this policy are:

1. To help students know and understand the importance of food and drink in a healthy lifestyle.
2. To help students know and understand the importance of living an active lifestyle
3. To help students know and understand how they can take steps to improve their overall mental wellbeing.
4. To give students the skills they need to make the right choices.
5. To promote positive mental health, emotional resilience, and self-awareness among students.
6. To foster a safe, inclusive, and supportive school culture where all members feel valued, respected, and connected.

7. To give students the opportunity to experience success and the positive benefits of contributing to the school and wider community.
8. To promote the physical and emotional well-being of all our students.
9. To support lifelong wellbeing by developing healthy physical, emotional, social, and academic habits.
10. To improve the health of students, staff and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues, including what constitutes a healthy diet.
11. To ensure a safe, hygienic, learning environment for students.
12. To ensure students are well nourished at school and that every child has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
13. To ensure that food provision in the school acknowledges the ethical and medical requirements of staff and students e.g. religious, vegetarian, medical and allergenic needs.
14. To respect the dietary laws and customs of the host nation.
15. To ensure that students refrain from bringing nuts, nut products and chocolate into school as part of their snacks/lunches.
16. To introduce and promote practice within the school to reinforce these aims and to remove or discourage practice that negate them.
17. To promote and support the wellbeing of students, staff, parents, and the wider school community as an integral part of a healthy and thriving school environment.
18. To ensure a coordinated whole-school approach to wellbeing through clearly defined roles and responsibilities for staff and school leaders.

Strategies

PSHE Education Programme

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

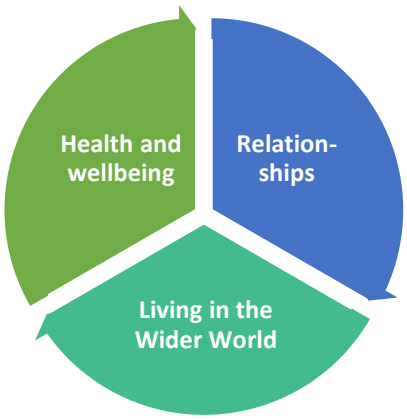
PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Subject Content



The three overlapping and linked 'Core Themes' (**Health and wellbeing, Relationships, Living in the Wider World**), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across **all grade levels** and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education **respects and takes** account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE **education is taught** through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills.

Essential Skills

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Intrapersonal skills	Interpersonal skills	Skills of enquiry
• **Critical, constructive self-reflection** (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) • **Learning from experience** to seek out and make use of constructive feedback • **Setting challenging personal goals** (including developing strategies to achieve them and knowing when to change them) • **Making decisions** (including knowing when to be flexible) • **Recognising** some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)	• **Active listening** • **Empathy** • **Communication** (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • **Team working** (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) • **Negotiation** (including flexibility, self-advocacy and compromise) • **Recognising and utilising** strategies for managing	• **Formulating questions** • **Gathering and using data** (including assessing the validity and reliability of sources of data and using a variety of sources) • **Analysis** (including separating fact from opinion) • **Planning and deciding** • **Recalling and applying knowledge** creatively and in novel situations • **Drawing and defending conclusions** using evidence and not just assertion • **Identification,** assessment (including prediction) and management of risk • **Evaluating social norms** • **Reviewing progress against objectives**

• **Resilience** (including self-motivation, adaptability, constructively managing change including setbacks and stress) • **Self-regulation** (including managing strong emotions e.g. negativity and impulse) • **Recognising and managing** the need for peer approval • **Self-organisation (including time management)**	pressure, persuasion and coercion • **Responding** to the need for positive affirmation for self and others	

Programme

Early years is a great place to start exploring the foundations of PSHE education as the core curriculum is woven around areas of Personal, Social and Emotional development, and the knowledge and understanding the world. Learning and development opportunities for these areas, as well as communication and language, are linked within the pupils' experience through daily play-based activities.

Phase 1 & 2 (KG and Grades 1 to 5), learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Core Theme 1: Health and wellbeing	**Core Theme 2: Relationships**	**Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**
Pupils should be taught: • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing	***Pupils should be taught:*** • how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships	***Pupils should be taught:*** • about respect for self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other

• how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • how to use digital devices safely and in a balanced way, including understanding screen time and its effects on health and wellbeing. • about managing change, including puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • how to identify different influences on health and wellbeing	• how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help. • how to stay safe online, treat others respectfully in digital interactions, and recognise when to ask for help if something online makes them feel unsafe or uncomfortable. • how to respect equality and diversity in relationships.	groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about simple rules for responsible use of technology and how to behave safely and respectfully online. • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives • a basic understanding of enterprise.

Phase 3(Grades 6, 7 and 8), pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

Phase 4(Grades 9 to 12), pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding **acquired in Phase 3**. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. **By Phase 4 increasing numbers of pupils gain direct experience of issues taught through PSHE education.**

Core Theme 1: Health and wellbeing	**Core Theme 2: Relationships**	**Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**
Pupils should be taught: • how to manage transition • how to maintain physical, mental and emotional health and wellbeing including sexual health • how to assess and manage risks to health and to stay, and keep others, safe • how to identify and access help, advice and support • how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional **health, personal hygiene, and wellbeing.** • how to respond in an emergency including administering first aid • the role and influence of the media on lifestyle. • how to make informed decisions, manage risk, and respond to change across different stages of life, including transition and adolescence. • how to recognise and respond to the influence of media and digital content on health, lifestyle and wellbeing choices	***Pupils should be taught:*** • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills • how to recognise and manage emotions within a range of relationships • how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, **and negative online encounters.** • about managing loss including bereavement, separation and divorce • to respect equality and be a productive member of a diverse community. • how to identify and access appropriate advice and support. • how to recognise, understand and manage emotional responses within different types of relationships, including during loss and change. • how to identify unsafe, unhealthy or exploitative	***Pupils should be taught:*** • about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy • how to make informed choices and be enterprising and ambitious • how to develop employability, team working and leadership skills and develop flexibility and resilience • about the economic and business environment • how personal financial choices can affect oneself and others and about rights and responsibilities as consumers. • how to develop skills for employability and lifelong learning, including leadership, teamwork, resilience, adaptability and initiative • how to understand the interconnected nature of civic responsibility and economic participation as active members of society • how to make informed financial decisions,

	relationships, including online risks such as cyberbullying, grooming and coercion. • how to seek and access appropriate help, advice and support when relationships become unsafe or challenging (reinforcing help-seeking as a universal skill).	including understanding consumer rights, budgeting and responsible spending

Our School Clinic

Our team of School Doctors and Nurses work to produce educational campaigns on a range of health related topics. These include campaigns on personal hygiene, germs, healthy eating, obesity, breast cancer awareness, etc.

Our clinic staff conduct checks of eyes, weight and height and monitor the obesity percentages in each phase. Checks are also conducted for lice. In addition, our clinic staff ensure all students are up to date on the required vaccinations as mandated by the Health Authorities.

Our clinics coordinate with the School Counsellors to identify students who may require additional support and, where appropriate, facilitate access to counselling services for students and their parents.

Our clinics ensure that relevant teaching staff are appropriately informed of students' medical conditions and any necessary health-related requirements, while maintaining confidentiality and following established information-sharing protocols.

The implementation of clinic, health and safety policies is monitored systematically to ensure compliance with applicable Sharjah Health Authority (SHA) requirements and other relevant UAE health regulations and guidelines. Health records, referrals, follow-up actions and related documentation are maintained in accordance with the applicable requirements. Policies and procedures are reviewed and updated as necessary to reflect current health authority guidance and to support the health and wellbeing of students and staff.

The School Environment

We ensure that our school environment promotes healthy eating. Students are encouraged to eat fruit as part of their daily break time. Primary Teachers conduct healthy lunch box checks and send home communication to parents in regards to any unhealthy items found within a student's lunchbox.

All students are encouraged to bring in a water bottle so they can have access to water throughout the day. Water dispensers are also provided in the school for additional access to drinking water.

Chewing gum and fizzy drinks are not permitted on the school premises or while the students are representing the school.

The school is aware of the possibility of food allergies within the school population, particularly nut allergies. Parents of students who are on special diets for medical or religious reasons, or who have allergies, are asked to provide as much information as possible about which foods are suitable or foods which must be avoided.

School Canteen

We only serve healthy food and drink in our school canteen. Food is prepared by caterers who have made a commitment to provide healthy food.

Parents of students who bring packed lunches are informed of the school's healthy eating policy and provided with guidance on preparing healthy packed lunches. Students are taught not to share food, and parents are advised not to include nuts or nut products in packed lunches.

Role of Parents and Guardians

We work closely with parents to ensure that the messages we give in school about food and drink are reinforced and supported at home.

In addition, the school communicates with parents regarding emerging trends in student behaviour that may require attention, as well as potential risks and harmful trends identified on social media and other digital platforms.

We also offer parental workshops throughout the school year that address not only academic subject areas but also our students' mental and emotional well-being. Topics are wide-ranging from sleep, to university guidance, to raising awareness of the importance of volunteering etc.

Inclusion Team

Our team is on hand to provide counselling and intervention. If and when there is a concern about a student, a parent or any member of staff may fill out a 'Referral Form' form and submit to the School Counsellor, who will conduct an initial observation. After which, an observation report will be written up with recommendations for next steps. They are able to work with teachers to address behavioural concerns and write up behaviour reports for teachers and students to follow as well as developing action plans for students referred to the Wellbeing Committee.

School Counselor Roles & Responsibilities:

Open and maintain a file for any student referred to her.

- Conduct observations.
- Write up observation reports.
- Maintain a case log detailing reason for referral and details of each counselling session with next steps noted.
- Document and report child protection cases to the HOS and DSL and to maintain records of all child protection cases.
- Refer cases if needed to the SENCOs to determine if there are concerns about specific barriers to learning.
- Providing crisis management services.
- Provide counselling for SOD students to develop their social and emotional skills.
- Attend meetings of the Student Wellbeing Committee.
- Identify trends in the behavior that are a concern within the school.
- Raise awareness of the role of the school counselor within the school.
- Advocating for student services and students' best interests.
- Providing case management services including, but not limited to, referrals to community resources, collaboration with other professionals.
- Coordinating with supervisors to run the anti-bullying campaign (Stand Up Speak out) within the school.
- Devise Leadership Gemstone programs, policies, etc, to curb negative behavior and promote positive behavior.
- Place students on a behavioral report and conduct follow up with teachers to determine if a student has met his/her targets.
- Raise awareness of mental wellness among students and parents.
- Support the development of student leadership and peer support initiatives such as mentoring and buddy systems.
- Create student leadership opportunities in the form of training students to be mentors, playground buddies or helping students to take on a school community project or external volunteering project.

Monitoring and Review

The SLT in liaison with the Inclusion Department, School Doctors and Head of Physical Education will monitor this policy to ensure that our students are taught the importance of living and maintain a healthy lifestyle. It will be reviewed on a regular basis, and at least once every year.