# Wellbeing Policy

| Date approved | Committee responsible for review of policy | Next review date | Policy on website | Statutory policy |
|---|---|---|---|---|
| September 2025 | FGB | September 2027 | No | No |

Headteacher: Mrs Fiona Micklefield

## 1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

## 2. Subject vision

At St Lawrence CE Primary School, PSHE is an integral part of our school life. We believe that the personal, emotional and social development of all pupils is paramount. We provide a high-quality, broad and balanced PSHE curriculum. We aim to adapt and modify the PSHE curriculum to tailor it to individual cohorts' needs. We use our Wellbeing lessons to help our children have high aspirations, a belief in themselves and an understanding of who they are and what the world they live in is like.  Lessons will develop pupils' knowledge, skills and attributes so that they can make informed decisions about their safety, wellbeing, health and relationships, both now and in their future. Lessons provide opportunities for critical thinking and resilience so that pupils make sound decisions when facing risks, challenges or new or more complex situations.

## 3. Aims and outcomes

The aims of Wellbeing in St Lawrence School are that:

pupils are provided with the knowledge, understanding, skills and attitudes to make informed decisions about their lives

in an increasingly complex world, both on and offline, children and young people know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way

## 4. Teaching and learning

At St Lawrence CE Primary School, teachers use the PSHE Association question-based model to guide their lessons, but also take account of the context of their individual children when teaching and adapt their lessons as appropriate. The programme of study for KS1 and KS2 is

split into 3 core themes: Living in the Wider World, Health and Well-being and Relationships (covering statutory Relationships Education guidance). These themes have been used to craft a Wellbeing programme of study for Early Years as well. Themes are revisited twice per year to allow for links to be made across different topics within themes. Pupils are taught using a range of strategies, including opportunities to 'pre-empt' situations they may find themselves in, in the future, to enable them to assess risk and plan actions in a safe environment. Pupils are given details of people and organisations that can help them, such as Childline. In order to develop confident, active and informed citizens, talk is placed at the heart of PSHE lessons with pupils appropriately sharing their opinions and reflections during whole class debates and discussions. Opportunities for PSHE -linked visits and visitors are built into our curriculum to enrich children's learning. These include First Aid Training for KS1 and KS2, visits from the Fire Service and Water Safety sessions. Cross curricular links are made where it is appropriate and beneficial to do so, such as e-safety in Computing and Healthy Eating in Science. Throughout the school, children are taught relationships and health education in line with the Curriculum and the Science Programme of Study. Pupils in upper KS2 are also taught additional, age-appropriate sex education, guided by the Teaching SRE resource.

Teaching approaches are varied, but might include:

- Small group discussions and debates
- Whole Class teaching
- Reading stories
- Watching film clips
- Listening to songs and music
- Looking at photographs
- Drama such as role play
- Field trips
- External speakers

## 5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

### 5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

## 6. Cross-curricular links

In Wellbeing there are many opportunities for cross curricular links. This may include:

- English: development of literacy skills through reading and writing
- Science: keeping healthy, puberty, lifecycles
- Maths: understanding money, budgeting,
- RE: deeper understanding of different religions and their influence
- ICT: online safety, use of social media, exploration of 'fake news'
- Geography: awareness of global and local changes
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues
- PE: the importance of exercise for physical and mental health
- DT: the importance of nutritionally balanced meals, designing and making dishes

## 7. Assessment and recording

### 7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

**Formative assessment**
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

**Summative assessment**
Summative assessment is recorded at the end of each unit of work.

**Feedback**

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

### 7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

## 8. Resources

### 8.1 Educational equipment

In Wellbeing, teachers may use some of the following resources to support learning:

PSHE Association | Charity and membership body for PSHE education

Childline | Childline

Childline | Childline

NSPCC | The UK children's charity | NSPCC

Teaching SRE scheme of work

Picture books

### 8.2 External speakers, local museums, trips

Trips and visitors enrich our PSHE curriculum by providing pupils with real-life experiences and diverse perspectives that support their personal, social, and emotional development. Whether through workshops, community visits, or guest speakers, these opportunities help children explore important themes such as relationships, health, safety, and citizenship in engaging and meaningful ways. They also encourage empathy, confidence, and a broader understanding of the world around them.

Trips and visist include: Alton Fire Station, Runways End, Year 6 Residential, Bikeability, Phil Bagge (online safety), First Aid workshops, NSPCC speak out stay safe, Police and Fire Service Visits

## 9. Roles and responsibilities

### 9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

### 9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

### 9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

### 9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Sign the home school agreement

## 10. Inclusion

Teachers set high expectations for all pupils in History They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

## 12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)