St Lawrence CE Primary School

Wellbeing Policy

Context and Rationale:

At St Lawrence School PSHE (Personal, Social Health Education) and RSE (Relationships and Sex Education) are known as Wellbeing. The Wellbeing curriculum is a planned programme of learning through which the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. Wellbeing provides all the pupils with opportunities to:

- Develop confidence, resilience and build self-esteem in order to make the most of their abilities
- Develop empathy and prepare to play an active role as citizens
- Develop good physical and mental health habits and understanding
- Develop good relationships and respect the differences between people

Our Wellbeing curriculum has been developed by the Subject Leader in accordance with the Statutory guidance for Relationships and Health Education (DFE 2019) and through consultation with teaching staff, who contributed with key needs of the pupils in the age ranges they teach. The Wellbeing curriculum will be reviewed annually, through discussions with staff, pupils and parents, and it will be adjusted accordingly.

Our Vision

At St Lawrence School our over-arching values of Love, Compassion and Respect feed into the aims for our Wellbeing Curriculum. It is our intent that our broad and balanced Wellbeing curriculum assists children to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand and respect themselves and others and form and sustain healthy relationships.

Intended Outcomes

The aims and objectives of learning Wellbeing will naturally vary according to age and stage of development of the child. However, the intended Outcomes of our Wellbeing Curriculum are as follows:

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- Help children develop lively, enquiring minds, to acquire knowledge and to develop the skills of communication and information handling which equip them for life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- To help the children to develop a range of personal and social skills, which will then help them to develop self-awareness, to relate well to others and form stable relationships in their future lives.
- To enable the children to make decisions based on accurate knowledge and a sense of right and wrong
- To encourage the children to see themselves as active, valued members of the community, knowing their rights and with the ability to express these appropriately and responsibly.
- To teach the children the practical skills of keeping safe in a variety of different scenarios
- To teach the children that people have to take responsibility for their own actions, decisions and choices in life.

These outcomes will be achieved through a programme of study that is based on the PSHE Association question based scheme of work. We understand PSHE to be a subject which responds to the needs of our pupils and to this end we will add elements to the PSHE Association as needed.

The three core themes of our Wellbeing programme of study are: Relationships, Health and Wellbeing and Living in the Wider World.

These themes are repeated every year and at each encounter, the level of demand increases and learning is progressively deepened.

Teaching and Learning

Within each year, pupils will cover each of the core themes twice. Over the course of their time at St Lawrence they will cover the following areas of learning:

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Relationships:	Different types of families and people who care for me Gender stereotypes and individual identity Marriage and civil partnerships Respecting difference What constitutes a good friendship and the importance of friendship Healthy/unhealthy friendships online and in real life Strategies to resolve conflicts What is bullying, its impact and how to deal with it (including online) Peer influence Self-respect and respect for others; courteous behaviour
Living in the Wider World:	The environment and ways we can care for it Human rights and Rights of the Child Money (including what money is, how we get it and look after it, saving, spending and gambling) Careers, aspirations and role models Media literacy and online safety
Health and Wellbeing:	The importance of a healthy diet, regular exercise and good sleep Every day hygiene, medicines, vaccinations and immunisations Body parts and appropriate and inappropriate physical contact Puberty and the changing adolescent body, including menstrual wellbeing and the menstrual cycle Recognising and coping with different emotions, including change and loss Understanding mental health Stereotypes and discrimination (including racism and sexism) Drugs, alcohol and tobacco Dental health and sun safety Online safety including keeping information private, strategies for keeping safe online and managing online concerns Managing risks and hazards including road safety, household safety, first aid and the local environment; laws and rules

At the start of every year, classes will agree on clear 'ground rules' for Wellbeing sessions. It is essential to establish a safe learning environment, as PSHE learning works within the pupils' real life experiences.

Early Years

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning.

Planning is child led in order to reflect the interests and needs of the children. Children take part in circle times to discuss topics taken from the half-termly theme, as well as taking part in continuous

and enhanced provision carefully designed to further their development in PSED. This provision could be linked to the half-termly theme (such as the addition of empty containers of household products in the home corner as a prompt for Health an Wellbeing) or an ongoing area of PSED (such as a turn-taking game).

Key Stage 1 and 2

In Key Stage 1 and 2 Wellbeing lessons are more structured. They are taught by the class teacher, in discrete weekly lessons of 30 minutes. Elements of Wellbeing are also be covered through other core subjects such as Science, RE, Art and PE. Teachers also act responsively to situations that may arise within the class. The Wellbeing Subject Leader will respond to any wider issues which may require further Wellbeing sessions and will develop planning for the school as required.

Visitors and visits

For the majority of their lessons, pupils will be taught Wellbeing by a teacher who knows them well. However, there are some areas of learning within Wellbeing that are best taught by an expert, or that can be complemented by a visitor into school. In such cases, the class teacher will always be present and will inform the visitor of any particular needs or sensitivities of pupils in the class. Examples of visitors for Wellbeing lessons might include First Aid Training for all pupils, visits from the fire and police services and workshops from the NSPCC.

Equality of Opportunity

At St Lawrence School we promote the needs and interests of all pupils, irrespective of their gender, culture, ability, background or personal circumstance. Teachers take into account the age, ability, readiness and cultural background of the children in their care when teaching Wellbeing to ensure that all can fully access PSHE education provision. Pupils with SEND follow the same PSHE education programme as all other students. Teachers carefully consider differentiation. Pupils are not routinely withdrawn from Wellbeing sessions to catch up on other National Curriculum subjects.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete Wellbeing lessons, these values are embedded within our curriculum. We plan Collective Worships and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Confidentiality

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In the context of Wellbeing and citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others.

Right to Withdraw

As of September 2020, PSHE is a statutory subject and as such, parents do not have the right to withdraw their child from Relationships Education or Health Education. Parents do have the right to withdraw their child from Sex Education (Please see separate RSE policy for details).

Involving Parents and Carers

We believe that PSHE education is at its strongest when there is clear communication between home and school. Information on our Wellbeing Curriculum can be found on our website for parents to access.

Monitoring and Assessment

Assessment in Wellbeing is not about 'passing' or 'failing' or about behavioural attitudes. Teachers and pupils both need to know what has been learned and how learning and understanding has progressed.

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. As part of our planned programme for PSHE, teachers have clear expectations of what the pupils will know and understand at the end of each year and key stage.

Personal, social, emotional development (PSED) is a Prime area of learning in the EYFS. Pupil progress is tracked through observation of the children during child initiated times and teacher assessment of adult led activities. This informs the relevant profile scores achieved by the children at the end of the Foundation stage.

In Key Stage 1 and 2, pupils' ideas and discussions may be recorded on the class flip charts for future reference and teachers may also keep photographs of activities. It is expected that most outcomes for Wellbeing will be verbal, however pupils will also record some written or drawn responses on some occasions.

The Wellbeing Subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Date Policy Issued: September 2023 (3 Year review)

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Date to be reviewed: September 2026

Head Teachers Signature

(Fiona Micklefield)

Chair of Governors

(Paul Susans)

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