



Wellbeing Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of the aspects of Creativity in the schools that form the Evolve Church Academy Trust



This document is a statement of the aims, principles and strategies for the teaching and learning of the aspects of wellbeing in the schools that form the Evolve Church Academy Trust.

The subjects included in this policy are PSHE (including RSE) and PE

Introduction and policy statement

This document is a statement of the aims, principles and strategies for the teaching and learning of wellbeing in the schools that form the Evolve Church Academy Trust. It has been written in response to the need to develop a shared understanding of how wellbeing is taught and learned and its value to the core development of the whole child. All staff have been involved in the development of this statement and it has the full agreement of the governing body.

The implementation of this policy and the quality of the teaching and learning of the subjects included in 'wellbeing' will be monitored by the class teacher, curriculum co-ordinators, and Head teacher.

This policy will be reviewed every other year.

Aims

Through the subjects included in the wellbeing area linking to the whole school topics, Evolve Schools aim to give children the experiences and opportunity to:

- Know what constitutes a healthy lifestyle and promote fitness.
- Know how to stay safe and what to do if their safety is compromised in everyday life and online
- Help pupils to identify and manage risks
- Develop confidence, resilience, self- esteem and independence to enable them to make the most of their abilities
- Prepare pupils to play an active role as citizens
- Encourage pupils to develop good relationships with children and adults.
- To promote British values

Objectives

All objectives are based on the need to ensure that the requirements of the National Curriculum for PSHE, RSE and PE are fully met in Evolve Schools.

To ensure that a **balanced** and **inspiring** programme of work is achieved, the following Attainment Targets from the National Curriculum are used:

PSHE:

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Relationships and Sex Education:

Relationship and Health Education Policy (RHE) 2019

Introduction

We believe in order to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop resilience and the capacity to make sound decisions when facing risks, challenges and complex contexts.

RHE will be taught through PSHE sessions and across all subject areas as appropriate. We aim to promote the Spiritual, Moral, Social, Cultural Mental and Physical development of all pupils across the school. The topics covered will be:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, however, in upper Key Stage 2 we deliver a curriculum that covers health, hygiene, physical and emotional maturity of the pupils.

We will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Parental consent will be sought.

This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. These objectives will be met by a graduated, age-appropriate programme of sex education where teaching takes in to account the developmental differences of children. We will ensure that teaching and materials are appropriate with regard to the age, religious backgrounds of the pupils and will take in to account the needs of any children who have special educational need or disabilities.

The school nurse helps to deliver some of the sex education content and is available to provide confidential support to parents and staff for any well-being issues.

The Well-being Team alongside the Headteacher and designated Governor will ensure that RHE is delivered regularly and is of good quality. In addition to this they will also keep abreast of developments, inform staff of any changes and ensure that these feed into the school development plan as appropriate.

Physical Education (PE)

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

KS1:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2:

Use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

1 Planning

The teaching of wellbeing at Evolve Church Academy Trust Schools is approached in a flexible way, particularly to allow for mixed age and key stage classes and to allow ownership of the topics for the class teachers.

Curriculum planning is in three phases (long-term, medium-term and short-term).

Each of the whole school topics in the Evolve 4 year plan have PSHE skills mapped out into strands to ensure coherent and appropriate coverage across the topics and key stages.

Medium-term plans give details of each unit of work for each term.

Wherever possible, the topics provide opportunities for the development of cross-curricular themes, dimensions and skills.

2 Class Organisation and Teaching Style

At Evolve, individual class teachers are responsible for their own class organisation and teaching style in relation to the wellbeing subject areas while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

Children are given the opportunity to work as a class, as part of a group or as individuals. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied and the resources being used. This applies to class based work and fieldwork activities.

A variety of teaching and learning styles is used in creativity subject lessons.

Recording, Reporting and Assessment

The class teacher assesses the progress and attainment of each child, throughout each subject unit, based on the learning outcomes identified in the planning. These records are used to inform parents and subsequent teachers.

Progress and attainment is communicated to parents in the annual written report which is sent to parents at the end of the spring term each year.

Resources

All children have the opportunity to use a wide range of school based resources which are being added to on a regular basis.

Links to other policies

The teaching and delivery of Creativity subject areas will take full account of the requirements laid out in the following policy documents and guidelines:

- ICT
- Special Needs
- Health and Safety
- Equal Opportunities

This policy is also one of the many policies in school designed to keep children and adults safe. It should be read alongside other policies, for example:-

- Children Protection and Safeguarding
- Behaviour Management
- Emergency plan/critical incident
- Anti-bullying
- Restraint
- Special Educational Needs
- Educational Visits
- Whistle Blowing
- Allegations against members of staff/Volunteers
- Induction

Cross curricular links

At Evolve Church Academy Trust, our aim is to make the whole curriculum as creative and inspirational as possible. A creative curriculum is one where purpose and value are met in an original imaginative way.

Our curriculum units are chosen to provide the purpose and value, looking for links between subjects, but are then interpreted with originality and imagination to make learning experiences meaningful, motivating and memorable for the children.

To do this we listen to children's ideas, we encourage them to ask their own questions and to explore their own ideas. Creativity is an area that often links to other core subjects, to provide rich cross curricular learning opportunities for children. Sometimes it may be taught as a discrete subject, if more appropriate.

Appendix 1.

Evolve 4 year topic plan.



Year	Autumn	Spring	Summer
Year 1 (2019/20) * begin spring 2020	Reach for the Stars Science/history/PSHE(heroes) Space/heroes	Africa is not a Country Geography/Arts *each class choose a country (avoid rainforests!)	Sushi for Beginners/Olympics (Japan this year) Geography - Japan/History – Greeks/science humans, health
Year 2 (2020/21)	Me and My World Link to religions/india Environment/RE/PSHE/Geog	One Moment in Time* 80s/Victorians/ Romans/Ancient Egypt/Stone Age/dinosaurs Hist/art	Sail away Seasides/coasts/pirates/rivers/oceans Science: habitats, living things/ Geog
Year 3 (2021/22)	Lest We Forget (WW1 or WW2) History/PSHE *EYFS – people who help us	Roaming in the Rainforest Geog/science: habitats/ living things	Love our Local Area Geog/Tech/History London link then more local area Fire of London/Civil War
Year 4 (2022/23)	Peasants are Revolting! History/ RE(Christianity) Robin Hood/Tudors/Anglo Saxons/Vikings/William Conqueror	Frozen Lands Science; living things/habitats/Geog/History	Mystery Box* (secret garden/woods/bees) Science; plants/environment

*Choose own topic using the subject focus.

Appendix 2.

St Loys PSHE Curriculum Plan Overview



PSHCE Curriculum Plan Overview

Autumn 2020 – Summer 2021

- *Relationships,*
- *Health and Well Being,*
- *Living in the Wider World*

<i>Term</i>	<i>Theme</i>	<i>Strand</i>
Autumn 1	<ul style="list-style-type: none">• All about Me• Feelings and Emotions	Health and Well-being
Autumn 2	<ul style="list-style-type: none">• Friendships and Relationships• Bullying & Discrimination - Anti-bullying (1 week)• Making Choices & Resolving Conflict	Relationships
Spring 3	<ul style="list-style-type: none">• Citizenship and Global Issues	Living in the Wider World
Spring 4	<ul style="list-style-type: none">• Health and Safety	Health and Well-being
Summer 5	<ul style="list-style-type: none">• Changes and Beginnings	Health and Well-being
Summer 6	<ul style="list-style-type: none">• Growing up	Relationships

Key Stage Overview of Strands and Themes

Strand	Themes
Relationships	Friendships & Relationships Growing up Making Choices & Resolving Conflict Bullying & Discrimination
Health and Well-being	All about Me Feelings and Emotions Safety (KS2) Health & Safety Well-being Changes & Beginnings Healthy Living Values and Ideals (KS2) Disability
Living in the Wider World	British Values Citizenship & Global Issues Financial Education P4C The Environment The World of Work (KS2) Government & Politics

Appendix 3. - 3.6 End of Primary School Key Outcomes (DfE, 2020: RE, RSE & HE)

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Appendix 3.1

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
<p>¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>	
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.

Appendix 3.2

Being safe	Pupils should know
	<ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.

Appendix 3.3

Physical health and mental wellbeing: Primary

90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

92. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

93. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

94. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

96. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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Appendix 3.4

	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Appendix 3.5

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none">• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Appendix 3.6

Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.
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