



WELLBEING POLICY

Aims

Wellbeing is central to promoting our pupils' personal development and is embedded in every aspect of school life. In addition to Wellbeing lessons, there are many other areas of school life that contribute to Wellbeing (including our strong pastoral care system, our Core Values, Assemblies, Religious Studies and the co-curricular programme).

We hope to lay the foundations for the future so that the boys grow into kind, considerate responsible members of society who have the skills and the confidence to lead healthy, happy, independent lives. We aim to make the pupils good citizens of our school, our local community, this country and the world.

Wellbeing is often called 'PSHE' in other schools, but we feel that the term "**Wellbeing**" better promotes and reflects the provision that the pupils here receive and the impact that it has.

Objectives

- To provide an environment where pupils feel secure and confident, and so can voice opinions or concerns freely in the knowledge that they will be heard and supported.
- To help the pupils understand and manage their feelings and emotions.
- To help the pupils understand the cause and consequences and of the actions and so to manage their behaviour.
- To promote consideration, kindness, tolerance and respect towards others, and to promote equality and inclusion.
- To encourage moral responsibility.
- To give the pupils strategies to help them cope with difficult situations or with difficult feelings, including social pressures.
- To teach the pupils about the importance of personal safety and a healthy lifestyle and to help the pupils make choices about their lives.
- To start preparing the pupils for the physical and emotional changes puberty will bring.
- To give the pupils a basic understanding of the necessity for rules and laws in a community or society and to give the pupils some understanding of democracy and our parliamentary system.

- To give the pupils a concern for their environment and an understanding of why we need to take care of it.
- To consider issues facing the school, local or global community, and to take direct action to address them.
- To encourage pupils to apply the principles learned in Wellbeing lessons to their lives both within and outside school.

Teaching Wellbeing is important because:

- It gives the pupils the opportunity to develop personally, and as part of society.
- It provides opportunities for the pupils to explore and articulate their feelings in a calm and protected environment.
- It gives the pupils the opportunity to listen to others' points of view and so develop tolerance and understanding.
- It helps the pupils to build positive personal relationships with their peers.
- It gives the pupils the opportunity to consider many issues, both in their own lives and in the world around them.
- It gives pupils confidence so that they know they are not alone in the world and that other pupils share similar emotions and experiences.
- It raises self-awareness and helps to foster self-esteem and resilience
- It develops a moral compass in each pupil to help him make the right choices/ do the right thing
- It helps to inform them so that they know how to stay safe online

Timetabling

Forms in Years 3, 4 and 5 have one 55 minute lesson of Wellbeing each week. Forms in Year 6 have two 25 minute lessons each week. All Wellbeing lessons are taught by the Form Tutor.

Curriculum

The Junior School approach to Wellbeing is based on The Family Links Nurturing Programme. This is a whole-school approach which emphasises the importance of praise and the language of choice and consequence. This is reflected in our whole-school reward and sanction system, and in our Kindness Tree, which is displayed prominently in the Junior School Hall and celebrated weekly. The language of the Family Links programme is useful when discussing any pastoral issues that arise in the classroom or in the playground.

Each year group covers the ten core sessions at least once throughout the year at a level appropriate for their age.

1. Why are we here
2. Praise and Criticism
3. Personal Power & Self Esteem
4. The Power to Choose
5. Understanding Feelings
6. Managing difficult feelings
7. Nurturing Ourselves
8. Peer Power
9. Celebrating Differences
10. Saying Goodbye

The PSHE Association's programme of study is based on three core themes – Health and Wellbeing, Relationships and Living in the Wider World. Aspects not covered directly by the Family Links Programme are taught following the PSHE Association's learning objectives, making use of their quality-assured resources. In addition, each year group works together to undertake a community project where their actions have a direct impact on others either by raising awareness, raising money, or making links with local groups. These are based on the we.org campaigns and are supported by our We Schools Liaison Officer and Team London.

All years receive Internet Safety lessons as part of the Computing curriculum. Each year group also celebrates Safer Internet Day in February each year.

All year groups celebrate Anti-bullying week, which is promoted during assemblies as well as being used as a basis for the Wellbeing lesson. Occasionally this is celebrated in a different week to the national campaign in order to fit into the calendar.

The first part of the sex education and relationships programme at the College is delivered to Y5 and Y6 in preparation for puberty. Y5 focus on the changes of puberty and Y6 on healthy relationships and reproduction (see the SRE policy).

Strategies for effective teaching of Wellbeing, PSHE and Citizenship

Planning

- Schemes of work for Wellbeing have been developed by the Wellbeing team with advice from external trainers from the Nurturing Programme and the PSHE Association. The schemes have been implemented in collaboration with the whole staff, and approved by the Deputy Head Academic.
- The short term plans are discussed at weekly year group planning meetings.
- Teachers are encouraged to raise and discuss problems and topical issues when they occur and for this reason there is some flexibility in timing and delivery of the curriculum.
- The Wellbeing coordinator is available to support Form Tutors in the planning or delivery of Wellbeing lessons.

Content

- Lessons will vary but may include discussion, games, listening and responding to stories, sorting, and role play.
- Circle time is at the core of our Wellbeing scheme and is used extensively to ensure the sessions are positive, inclusive and help pupils develop empathy. Circle time may not be used in every Wellbeing lesson and may be used at other times to address whole-class concerns or issues at the discretion of the Form Tutor.
- Circle time rules are established by the class during their first session to ensure all feel secure and confident in sharing their feelings within a supportive environment. Useful guidelines are published by the PSHE Association in 'Classroom Ground Rules when Teaching about Mental Health Issues'.
- Circle time may be broken up by 'workbreaks' such as described in the Family Links programme as this allows children to sit and concentrate for longer periods more successfully.
- Circle time may be broken up, bookended or replaced by sorting or ordering tasks, smaller discussion groups, written activities such as reflective responses, research or advice letters, dramatic activities such as role play or freeze-framing, artistic tasks such as comic strips or leaflets.
- Written activities may be used to encourage children to reflect on their feelings, their learning or their progress but may not be used in the majority of lessons.
- Spring and summer terms begin with reflection and goal setting. This may be completed within Wellbeing lessons or in the first morning's form time, if time allows.
- A record of lessons will be kept in Wellbeing books to promote reflection and retention of previous topics. This will be brief and may include photographs of activities, a sample story, a written reflection or an illustration. Written work will be marked when appropriate.

- A range of activities will be used to assess progress, such as described in Appendix 1 of the PSHE Association's Primary Toolkit.
- Visits and visiting speakers are arranged whenever possible, including representatives from charities, local community leaders and experts.

Monitoring

- The Wellbeing and Citizenship coordinator and SMT undertake lesson observations and talk to pupils about the impact of the programme, their own Wellbeing and that of others.

Resources

- Teacher handbooks and The Teaching Puzzle, for the Family Links Nurturing Programme.
- PSHE programme of study and quality-assured resources from the PSHE Association.
- We.org lesson planning packs for community campaigns
- Personal, Social and Health Education Answers by John Foster (published by Collins).
- L.C.P. (PSHE and Citizenship Resources Files File A and B)
- Short films and IWB activities are used to support the delivery of the curriculum.

Safeguarding

Due to the nature of discussion in Wellbeing lessons, and the reflective content of written work, it is possible that a disclosure may be made during a lesson. In the event of a pupil making a disclosure, the teacher should record what was said and speak to one of the Deputy Designated Safeguarding Leads in the Junior School (Hazel Knight or Toby Griffiths) or the College's Designated Safeguarding Lead (Fiona Angel, Deputy Master Pastoral), following the procedure set out in the College's Safeguarding Policy.

Pupils with Special Educational Needs (SEN)

Pupils with SEN may be supported if necessary as detailed on their Learning profile, in consultation with the Learning Support Coordinator.

Pupils for whom English is an additional language (EAL)

EAL pupils will be given help with language-based activities, where necessary. This could include extra adult input for any specific areas of difficulty such as understanding instructions.

Gifted and Talented pupils

Gifted and Talented pupils may be offered challenges through our excellence and enrichment programme (see policy) and P4C activities where relevant or appropriate but our general principle is that extension and enrichment provision is open to all the pupils.

Pupils who are particularly able academically may still find emotional or social skills more challenging and this must be remembered when planning for the most able.

Assessment

There is no formal assessment in this subject but AFL strategies are incorporated into the teaching and learning using activities such as suggested by the PSHE Association. Teachers are continuously monitoring pupils' awareness and understanding of the issues/themes discussed through discussion and observation.

Strategies to ensure effective teaching, learning and progression

- Everyone works from the new long and medium term plans (from September 2018) to ensure every aspect of the provision is covered.
- Year groups meet each week to plan together, and share ideas and resources.
- All staff are expected to use some assessment strategies as detailed in the PSHE Association to monitor whether pupils have understood the concepts and can apply their knowledge effectively.
- The SMT undertake Lesson Observations and Work Scrutiny in every year group during 2018-2019 to monitor the effectiveness of the delivery of the new plans.
- Further INSET will be delivered from 2018-2019 where need is identified.

Reporting to Parents

Information about the topics that are covered in each year are included in the Curriculum Handbook. Parents of pupils in Years 5 and 6 receive a letter before the Sex and Relationships topic is started. Where a pupil seems unduly affected by an issue that arises in a wellbeing lesson parents may be contacted to discuss this further and support could be put in place.

Health and Safety

- There are no particular health and safety issues in the teaching of Wellbeing but safe working practices need to be followed at all times.
- All Junior School staff have undertaken the necessary health and safety training.
- All visitors are risk assessed and all safeguarding procedures are followed in accordance with College policy.

- All trips are risk assessed according to College policy.

Reporting to parents

Parents do not receive a written report in this subject. A letter is sent home to the parents of pupils in Year 5 and 6, prior to the unit covering sex and relationships education. Parents are also informed about trips and visiting speakers.

If a pupil is experiencing difficulties with one of the themes the Form Tutor may discuss the problems with the pupil on an individual basis. In these circumstances the pupils' parents may occasionally be contacted and the College Counsellor's advice could be sought.

Wellbeing Co-Ordinator

The role of the Wellbeing Co-ordinator is to:

- Keep abreast of any changes in the curriculum and attend courses and meetings to keep up to date with new initiatives.
- Write, review and update schemes of work.
- Liaise with the Wellbeing and Pastoral teams and support Form Tutors in the planning and delivery of Wellbeing lessons
- Take the lead in the subject development.
- Write a subject development plan each year.
- Purchase resources.
- Review and revise the subject policy and plans every two years.
- Liaise with the Deputy Head Academic on major curriculum changes and subject development.

Reviewed: October 2018

Next Review: October 2020