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Wellness (PSHCE) Policy



'In order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy.' (The Department for Education, 2018)

Updated: September 2020 (C. Butcher)

To be reviewed: September 2023

Principal: Mrs A. Linney

INTRODUCTION

Why Wellness is important

At Oriel Academy, the planned provision for Wellness (formerly referred to at our school as PSHCE: Personal, Social, Health & Citizenship Education) does not sit separately from other aspects of the school. It is an integral part of a whole school approach that promotes the spiritual, moral, cultural, mental and physical development of the children in the school. It is our duty to ensure all of our pupils are safe, but also to teach them the ability to recognise the importance of developing resilience. Wellness has an impact upon the emotional well-being of both the individual and the wider community because we understand that healthier children do better in learning and in life.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (The Department for Education, DfE, 2019)

We encourage our pupils to make a positive contribution to the life of the school and the wider community, by developing and demonstrating skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. In doing so, we develop their sense of self worth. We teach them how society is organised and governed, ensuring that they experience the process of **democracy** in school through the school council (Aspiration Heroes). This also helps to promote pupils' awareness and understanding of their rights and responsibilities through the teaching of the **rule of law** and **individual liberty**. Through our inclusive PSHCE curriculum, our pupils learn to appreciate what it means to be a positive member of a diverse multi-cultural society, enabling them to show **mutual respect** and **tolerance of those with different faiths and beliefs**.

LINKS TO OTHER POLICIES

This policy should be read in conjunction with our Mental Health and Well-being Policy, our Relationships Education Policy and our Drug, Alcohol and Tobacco Education Policy.

AIMS & OBJECTIVES

The aims of the National Curriculum as laid out by The Department for Education are as follows:

'Personal, social, health and economic (PSHCE) education is an important and necessary part of all pupils' education. All schools should teach PSHCE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHCE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHCE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHCE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

(DfE, June, 2019)

Based on recent Government legislation released by The Department for Education in 2019, it states that Health Education will be made a mandatory part of the curriculum by 2020 to help tackle the rise in mental health issues with children.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

(DfE, 2019)

At Oriel Academy we aim to:

- Provide a Wellness curriculum which enables children to become healthy, independent and responsible members of society.
- Raise pupils' confidence and self esteem by reminding pupils and staff of the importance of respecting everyone as an individual and appreciating effort.
- Teach our pupils what makes healthy relationships and what they look like.

- Raise pupils' awareness of the importance of and how to keep themselves safe
- Offer an especially supportive climate for learning.
- Improve pupils' ability to reflect on and become responsible for their own learning.
- Provide a foundation for acquiring the skills to learn and grow up at ease with oneself.
- Increase pupils' motivation and deepen their understanding through providing opportunities for 'real-life' learning.
- Encourage pupils to have an increased involvement in the life of the school.
- Prepare pupils for responsibilities and experiences of adult life.
- Maintain our Bronze Star for Healthy Travel by promoting healthy lifestyles and choices with our pupils.
- Achieve or Silver Star for Healthy Travel.

ROLE OF PSHCE CORDINATOR

The role of the Wellness Coordinator is to:

- Formulate the Wellness Policy and Overview
- Identify areas for development within the School Improvement Plan
- Provide INSET in the light of local and national developments
- Advise teachers and support teachers in their planning and delivery of Wellness
- Evaluate and monitor the Wellness taught by reviewing the overview and planning
- Ensure the school's planning materials and guidance is up to date and in line with current Government legislation

PUPIL/PARENT/CARER INVOLVEMENT

We aim to ensure that our health curriculum is influenced by concerns raised by pupils, carers and staff through, for example, Pupil Voice, the School's Council (Aspiration Heroes) and both parent/carers and pupil surveys.

WELLNESS CURRICULUM PLANNING

At Oriel Academy, our Wellness Curriculum is broken down into three topics:

- Relationships
- Health and Well-being
- Living in the Wider World

The topics are laid out in our Whole School Overview (adapted from the PSHE Association Programme of Study, Barnet Schools Well-being Programme, Islington SoW and Drug Aware SoW), Appendix A, which breaks them down into focussed and progressive skills across the school. As well as the discreet lessons outlined in our Overview, we teach Wellness in a variety of ways across the curriculum. As there is a large overlap between the programme of study for Religious Education and the aims of Wellness, we teach part of the subject

through our religious education lessons too. Not all circle times are planned for, in order that there is time available to deal with issues specific to an individual class.

Our **Relationships** scheme of work encourages children to develop their social and emotional skills by planning and teaching lessons which will help to improve their confidence, resilience, as well as helping them to deal with their emotions better.

The **Health** aspect of the topic teaches children about leading a healthy lifestyle, staying safe, as well as how to deal with certain situations when difficulties arise. Additionally, the **Well-being** aspect of the curriculum promotes the importance of children reflecting on their own mental well-being. Every term, the children take part in a Well-being Day which encourages pupils' to understand their own and others' emotions and the development of healthy coping strategies. For the delivery of our Relationships and Drug, Alcohol and Tobacco Education we use both the the Islington and Drug Aware SoW (see relating policies). The Department for Education released new Statutory Guidance stating that from September 2020, 'Relationships and Health Education' will be compulsory in all Primary schools to help tackle the rise in mental health issues with children (see our Relationships and Drug, Alcohol and Tobacco Education Policies for more specific information on this).

Lastly, the **Living in the Wider World** topic teaches children the importance of diversity in society and helps to prepare children for adulthood. Throughout the year, children will regularly have the opportunity to talk openly with their peers during circle time sessions, this is something that is supported by all staff members. Any issues that may arise, can be placed in the pupil voice box, which is allocated in every classroom, this helps encourage to the children to talk openly amongst their peers in a safe place whilst remaining anonymous.

The content of the lessons are determined by the needs of the cohort, but it enables pupils to develop the skills, knowledge, understanding, awareness and resilience that are needed for their own well-being but also preparing them for the future. Guidelines from the PSHE association ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner. All staff members take safeguarding very seriously and have a duty of care to our students, If there are any concerns, staff members should report their concern to the Designated Safeguard Lead (Mrs Gusterson) or the Deputy Designated Safeguard Lead (Mrs Livesey).

In the Early Years and Foundation Stage (EYFS) we teach personal, social and emotional development (PSD) as an integral part of all areas of learning across the curriculum. We relate the PSD aspects of our planning and teaching to the objectives set out in Development Matters. See [Appendix B](#) for the statements which depict what a child attaining a good level of personal, social and emotional development (GLD) at the end of the phase should be.

TEACHING & LEARNING STYLE

Wellness is taught through a combination of:

- Discrete curriculum time
- Teaching through and in other subjects/curriculum areas
- Wellness activities and school events

We use a range of teaching styles and place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches, whom we invite into school to talk about their role in creating a positive and supportive local community. Many aspects of the non-statutory guidelines are taught through other curriculum areas – see the suggested scheme of work for the current provision in each year group.

In addition to the timetabled provision, there are other opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. Examples of such activities and events include;

- The School Council (Aspiration Heroes)
- Buddy classes
- Buddying up EAL new starters with children who speak the same language
- Friendship Week
- Termly Well-being foci (Autumn Term: 'My Health', Spring Term: 'My Mind', Summer Term: 'My Life')
- Fund raising for charities
- Residential journeys
- Taking part in assemblies
- Going out into the wider community

We also aim to promote healthy lifestyles through the school culture and environment including, for example, our school dinners, monitoring healthy packed lunches and encouraging walking and cycling to school.

INCLUSION

All children, irrespective of ability, disability, race and gender, are equally encouraged to take part in all that the Wellness scheme of work has to offer. By its very nature, Wellness is overtly concerned with the personal and social development of each child. Therefore, each lesson takes the child's ability as their starting point and will build upon the knowledge, understanding, ideas, views, perceptions, interests, background, concerns, values and attitudes of each individual child, promoting equality of opportunity so that all pupils can thrive together. When possible, children with the same home language as

newcomers to the school are encouraged to become 'translators'. Through the PSHCE curriculum, we encourage tolerance through the understanding that differences make people unique. This includes ensuring through our policies and practice, that we tackle homophobic and racist bullying, the use of offensive stereo types and insults.

RESOURCES

The resources are reviewed regularly in order to ensure that they present positive images and reflect the values that Oriel Academy wishes to promote. They are up-to-date and are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability. The PSHCE Coordinator shares online planning ideas and guidance with staff in both KS1 & KS2, taken from the Barnet Schools Well-being Programme, which links to our Whole School Overview themes. Folders containing the Islington SoW planning materials needed for our Summer Term PSHCE (Drug, Tobacco & Alcohol Education and Relationships Education) are handed out to staff during Spring Term, to give them time to familiarise themselves with the content and seek support/guidance on the delivery of such topics if needed. Parent sessions are held annually and led by the PSHCE Coordinator to similarly give parents the opportunity to learn about and familiarise themselves with the content of the topics, ahead of their children receiving the lessons. The PSHCE resources are housed in the Year 4 Resource Room.

USE OF ICT

The Computing Policy contains guidelines for responsible use of the internet and children are taught these as part of their computing lessons, with 'E-safety' being a regularly used catch phrase in everyday life at Oriel Academy. The internet provides a useful tool, additional to the more traditional resources, to find out information about any number of topics related to the PSHCE curriculum and so our children are encouraged to make use of this, in a safe and responsible way.

ASSESSMENT

When addressing assessment for PSHCE (in particular Health Education and Relationships Education) in the most recent government legislation, The Department for Education states that:

'Whilst there is no formal examined assessment for these subjects... a strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed...to identify where pupils need extra support or intervention.' (DfE, 2019)

At Oriel Academy, we do not set formal assessments in PSHCE (including the teaching of Relationships and Sex Education and Drug, Tobacco and Alcohol Education). The assessments that we make of pupils' achievements are part of the planned programme where teachers have identified clear learning outcomes in terms of knowledge, skills, values and attitudes. Challenge and engagement are always at the forefront of every lesson taught across the curriculum, pushing our most and supporting our least able pupils all of the time. Teacher's comments are noted and used to inform parents of children's progress verbally and at the end of each year through formal written reports.

APPENDIX A

Oriel Academy Whole School Overview – see following document.

APPENDIX B

Personal, Social and Emotional Development in Early Years and Foundations stage:

Development Matters outlines what children attaining a good level of development (GLD) in PSD should be able to do by the end of the phase. Our teachers plan and teach using these below statements, to allow for this.

PSED: Making Relationships

Children can play cooperatively taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PSED: self confidence and self awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. They say when they do or don't need help.

PSED: managing feelings and behaviour

Children talk about how they and others share feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class to understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

