

Wellbeing Policy

Policy Context & Rationale

This policy sets out Denstone College's approach to Wellbeing Education & Curriculum delivery. It was produced through the following channels:

- Wellbeing departmental review & feedback;
- Wellbeing departmental training (e. g. through the School's membership to the PSHE Association);
- Ongoing feedback from pastoral teams, such as the Senior Pastoral Team, Heads of House, Heads of School & Tutors;
- Pupil voice, e. g. through the School Council, Wellbeing Ambassadors Group, Prep Pupil Parliament.

We believe that consultation and involvement of pupils in Wellbeing is crucial if teaching is to meet their needs and address the issues they are facing.

Policy Availability

The policy is available through the school website and on request. If you require this policy in a different format, please contact Mr Chris Farman, Assistant Head (Partnerships & Wellbeing), by email: cfarman@denstonecollege.net.

Policy Aims & Objectives

Wellbeing Education provides a significant contribution to the schools' responsibility to promote children and young people's wellbeing, achieve the whole curriculum aims, promote community cohesion, provide careers education, and provide relationships and sex education (see RSE Policy, this can be found through the school website).

The policy is informed and underpinned by the School's values of honesty, endeavour and kindness.

The Wellbeing Programme aims to develop:

- Successful learners who enjoy learning, making progress and achieving;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

Pupils are also taught about British Values, which are defined as:

- Democracy & the rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

Creating a Safe & Supportive Learning Environment

Because Wellbeing Education works within pupils' real-life experiences, we believe it is essential to establish a safe learning environment. Wellbeing (including RSE) often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering Wellbeing will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy. The School's Safeguarding Policy can be found the school website.

Entitlement & Equality of Opportunity

Our classroom practice and pedagogy take into account pupils' ability, age, readiness and cultural backgrounds, and is adjusted to enable all pupils to access the learning. Full Wellbeing Education provision should be accessible to every pupil, although parents have the right to withdraw their children from parts of RSE (see RSE Policy, this can be found through the school website). Our Equal Opportunities Policy provides further information.

We will use Wellbeing and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and surveys. Wellbeing and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

As far as is appropriate, pupils with special educational needs should follow the same Wellbeing Education programme as all other pupils. Careful consideration should be given concerning the level of differentiation needed, and in some cases, the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate.

Intended Outcomes

Active engagement in learning, rather than passively receiving information, is most effective in teaching Wellbeing Education. Pupils are provided with opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills. Pupils are provided with a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

As a result of our Wellbeing Programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future;
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers;
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions;
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn;
- Focus on the importance of building healthy and positive relationships;
- Develop skills such as teamwork, communication and resilience;
- Be encouraged to make positive contributions to their families, schools and communities;
- Explore differences and learn to value diversity in all its forms;
- Reflect on their own individual values and attitudes;
- Identify and articulate feelings and emotions and manage difficult situations positively;
- Learn about the world of work;
- Learn to manage their money and finances effectively.

Teaching & Learning

Principles & Methodology

Wellbeing Education at Denstone considers pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through Wellbeing Education. Often this prior learning is more complex than we might assume. Where possible, any new topic in Wellbeing Education will begin by determining pupils' prior knowledge.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed backfire by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important.

It is important that pupils are helped to make connections between the learning they receive in Wellbeing Education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in Wellbeing Education.

Planning

Reception to Year 6 (Primary)

The following three core themes are covered by each year group annually, and are taught through a question-based approach:

- 1. Health and Wellbeing**
 - a. Healthy lifestyles
 - b. Keeping safe
 - c. Growing and changing
- 2. Relationships**
 - a. Healthy relationships
 - b. Feelings and emotions
 - c. Valuing difference
- 3. Living in the Wider World**
 - a. Rights and responsibilities
 - b. Taking care of the environment
 - c. Money matters

1st Form to 5th Form (Secondary)

Our Programme of Study focuses specifically on the development of competencies, where our pupils are provided with the necessary factual information, but are also provided with opportunities to discuss decision-making and appropriate strategies for a variety of situations.

Our Wellbeing Programme of Study, which identifies the key themes and concepts, can be found in Appendix 1 of this policy.

Timetabling

Reception to Year 6 (Primary)

The curriculum will be delivered as follows:

- Weekly timetabled lessons
- During topics.
- In RE lessons.
- Through planned aspects of science e. g. teeth.
- Assemblies addressing a range of PSHE issues, e. g. diversity.
- Within story time and group/form time.
- Through trained visitors delivering a scheme of work.
- Through general involvement in life at The Prep and the wider College community.
- Through the pastoral care systems at The Prep.

1st Form to 5th Form (Secondary)

The curriculum will be delivered as follows:

- The 1st – 4th Form have timetabled Wellbeing lessons;
- 1st Form – 5th Form also receive Wellbeing content through Tutorials;
- Assemblies and Chapel services addressing a range of Wellbeing issues;
- Planned drop down days and visiting speakers;
- Through involvement in life of the College and the wider community;
- Through the pastoral care systems of the College.

Assessment

Pupils' knowledge and understanding develops through classroom discussion and formative assessment activities. Teachers collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations. It is important that teachers assess learning which is specific to Wellbeing, and not other areas of the curriculum. Application of knowledge and skills is further reviewed through observations of wider school participation, resolving conflict, making decisions and forming positive relationships.

Confidentiality & Handling Disclosures

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information will be disclosed to a member of the Safeguarding Team. Pupils are made aware of counselling and information services both in and out of school and offered appropriate support. All external contributors are clear about the confidentiality expectations, and that whilst working in the classroom, they are bound by Denstone College's confidentiality policy, not their own.

Responding to Pupils' Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to

questions. If necessary, teachers need to be able to ask a pupil to wait for an answer to give them time to consult with the School's management team, if appropriate, or if the question raises potential safeguarding concerns. Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

Involving Parents & Carers

We continue to involve parents and carers in the planning of our Wellbeing Curriculum. We involve parents and carers in the following ways:

- Visiting speaker talks;
- Communication through the weekly Head's newsletter.

Review Date

The Wellbeing Policy is reviewed every year to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

PSHE Curriculum (The Prep at Denstone Outline)

The following PSHE outline is only a guide as the teacher will assess the needs of the group:

LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Wellbeing Curriculum (Denstone College Outline)

	Michaelmas 1 Independence & Aspirations	Michaelmas 2 Autonomy & Advocacy	Lent 1 Choices & Influences	Lent 2 Independence & Aspirations	Summer 1 Autonomy & Advocacy	Summer 2 Choices & Influences
1 st Form	<p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school 	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online 	<p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid
2 nd Form	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> Managing online presence Digital and media literacy 	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences 	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work 	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity
3 rd Form	<p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability 	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies 	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt 	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid
4 th Form	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment 	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> Preparation for, and reflection on, work experience

5th Form Topics

Inappropriate Behaviours; Fertility & Routes to Parenthood; Pregnancy Outcomes; Abortion; Gangs; Criminal Exploitation; Hate Crime