



Brentwood School

PREPARATORY

WELLBEING POLICY (PSHE)

This policy is applicable to all Preparatory pupils including those in the EYFS.

1. Aims and Objectives

- 1.1 We believe that Wellbeing, (or Personal, social, health and economic education (PSHE)), should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. These values are linked to our whole ethos of 'Virtue, Learning and Manners'. In so doing, we aim for pupils to recognise their own worth through self-esteem; work well with others; and, become increasingly responsible for their own learning. It is our intention that pupils will reflect upon their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up, and developing their well-being. We teach them how society is organised and governed, and introduce them to financial literacy. We ensure that the children experience the process of democracy through participation in the School Council. We teach children about both their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. We encourage respect for common humanity, diversity and differences, so that pupils may go on to form effective fulfilling relationships that are an essential part of everyday life and learning.

2. Knowledge, skills and understanding

- 2.1 Specifically, we aim to develop the following knowledge, skills and understanding throughout the Prep School:
- Know and understand a healthy lifestyle; Be aware of safety issues (within Physical Development EYFS)
 - Have respect for others; Understand what makes for good relationships with others; Develop good relationships with other members of the community (within Emotional Development EYFS)
 - Be independent and responsible members of a community such as school; Be positive and active members of a democratic society (within Social Development EYFS)
 - Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues (within Dispositions and Attitudes Development in EYFS)

As an IB World School, the attributes and values advocated by the *IB Learner Profile* are integral to this development (please refer to our Curriculum Policy). Programmes of Study and Schemes of Work for each year group expand on the above.

3. Teaching and Learning Style

- 3.1 We use a range of teaching and learning styles and emphasise active learning by including the children in discussions, investigations and problem-solving activities, such as Brain Awareness week in KS1/EYFS or Enrichment week in KS2. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity

fundraising, the planning of special school events, such as talks in KS2 House assemblies, or involvement in helping other individuals or groups. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. The school has implemented the Golden Rules and all staff are involved in this process. The school has also implemented the IB Learner Profile with its ten attributes representing the IB's vision of an international student and the values that we wish our children to develop. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy to talk about their role in creating a positive and supportive local community.

4. WELLBEING Curriculum Planning

- 4.1 We teach Wellbeing in a variety of ways. In KS1/EYFS, it plays a central part of whole school curriculum planning and development, and is taught in a cross-curricular fashion. Circle time and assemblies are also used to deliver Wellbeing.
- 4.2 In KS2, each class has one 35 minute lesson a week where they follow a series of topics, each of which lasts four weeks and rotate and repeat over the four years of the key stage. These are reflected in the Scheme of Work. We also introduce Wellbeing topics through other subjects. For example, in Science we teach healthy eating, exercise and a balanced diet. Pupils have the opportunity to find out the effects and repercussions of smoking. Assemblies provide a chance for bullying, manners and friendship to be discussed as well as outside agencies to come into school. We deliver a considerable amount of the Wellbeing curriculum through our religious education lessons.
- 4.3 We also develop Wellbeing through various activities and whole school events. For example, the School Council representatives from each form meet regularly to discuss school matters. We offer residential visits in KS2 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work. This is echoed in a Field Day in the Trinity Term for all year groups throughout the Prep.

5. Time Allocation

- 5.1 It is difficult to identify the exact time allocation for Wellbeing as it is implicit in our day to day teaching and ethos of the school, especially in KS1/EYFS. Reading periods, form periods and assembly times are used for developing the subject throughout the Prep. In KS2, one thirty-five minute lesson per week is also allocated to the teaching of Wellbeing. The teaching is usually undertaken in form rooms.

6. Teaching WELLBEING

- 6.1 We teach Wellbeing to all children, regardless of ability. Teachers provide learning opportunities matched to the individual needs of those with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching Wellbeing, teachers take into account the targets set for the children in their IEPs.
- 6.2 For Able and Talented pupils, teachers provide additional opportunities to take responsibility; develop leadership skills; think creatively; and, use their talents. Further details can be found in our Able and Talented and Special Educational Needs policies.
- 6.3 When Sex Education units are taught (once a year in each year group) parents will be informed of the age appropriate content by letter in advance and will be able to discuss this in advance and ask any questions that they may have. Sex Education lessons in Y5 and

Y6 will be taught separately to girls and boys so that they can both be taught by a member of staff of the same gender.

7. WELLBEING and ICT

- 7.1 ICT makes a contribution to teaching of Wellbeing as children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and e-mail. We aim to develop a set of safe and discriminating behaviours for pupils to adopt when using such technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and the misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

8. Assessment for Learning

- 8.1 Our teachers assess children's work in Wellbeing both informally, as they observe them during lessons, and more formally through assessment of their written work.
- 8.2 We do not set formal examinations in Wellbeing. The assessments made of pupil achievement are positive and record achievement in its widest sense.
- 8.3 The teaching is undertaken by the form teacher in EYFS/KS1 and by the Wellbeing coordinator in KS2. No formal homework is set, although sometimes children are asked to research or finish tasks started in class.

9. Resources

- 9.1 We keep resources for Wellbeing for each unit of work. Our current curriculum for Wellbeing is provided by an external specialist Wellbeing organisation and is updated biennially and contains within the scheme its own resources and a host of links to current age appropriate websites and web resources. We have additional resources in the library in Middleton Hall. In KS1/EYFS, various circle-time resources are available in individual classrooms and in the staff common room. Our Wellbeing co-ordinator holds a selection of reference materials for teaching sensitive issues in KS2.

10. Monitoring and Review

- 10.1 There is a co-ordinator for KS1/EYFS and one for KS2. Our Wellbeing co-ordinators in each phase are responsible for monitoring the standards of children's work and the quality of teaching. Our co-ordinators support colleagues in their teaching by giving them information about current developments in the subject and by providing strategic leadership and direction for the subject in the school. Our co-ordinators are also responsible for following the self-assessment procedures outlined in the Curriculum Management Matrix, evaluating strengths and weaknesses of Wellbeing, and writing an annual and three year development plan.
- 10.2 The Senior Management Team carries out a regular review schedule, which involves lesson observations and support via the Curriculum Management Matrix. Department meetings are held every year because there are new staff teaching the subject and to examine and review teaching styles and topics. New literature is discussed and the possibility of courses is monitored.
- 10.3 This policy will be reviewed annually.