



# KING'S STANLEY C OF E PRIMARY SCHOOL

WHERE WE CARE ABOUT LEARNING AND EACH  
OTHER

## King's Stanley C of E Primary School Wellbeing Curriculum Policy (inc RSHE and PSHE)

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## **Developing the Wellbeing Curriculum Policy**

This Wellbeing Curriculum policy has been written by the Wellbeing Curriculum lead at King's Stanley C of E Primary School, in consultation with the headteacher, the Wellbeing and Mental Health Lead, staff and governing body. Parents and teachers were also consulted before the policy was agreed and ratified. The children's and families' needs, in the context of local and national issues, were considered and the content of the policy and curriculum have been brought into line with the new DfE requirements for Primary Relationships Education, which became statutory in April 2021.

The policy will be available to read on our school's website and a hard copy will be available, on request, at the school office.

## **Links to Other Policies**

King's Stanley C of E Primary School will consider Wellbeing when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Complaints
- Confidentiality
- Data Protection
- Acceptable User
- Intimate Care
- Medical Needs
- Offsite visits
- Pupil Premium
- Relational policy
- Safeguarding
- Safer Recruitment
- Special Educational Needs and Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Wellbeing and Mental Health
- Whistleblowing

## **What is the Wellbeing Curriculum?**

In King's Stanley C of E Primary School, we have named our PSHE and RSHE Curriculum "Wellbeing". We made this decision for several reasons:

- Pupils and parents were confused over the acronyms of PSHE and RSHE
- By calling our PSHE/RSHE curriculum "Wellbeing", this can help pupils to make the direct link between lessons and their own wellbeing.
- As a school we promote the Five Ways to Wellbeing and we have Wellbeing Wednesdays, where we focus on each of the Five Ways to Wellbeing.

Our Wellbeing curriculum encompasses all of the Primary outcomes for both PSHE and RSHE.

Relationships, Health and Sex Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSHE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing

In line with the DfE 2019 Guidance, the focus of RSHE at King's Stanley C of E Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

- ▶ Families and people who care for me
- ▶ Caring friendships
- ▶ Respectful relationships
- ▶ Online relationships
- ▶ Being safe

*Please see Appendix A for further details of the end of Primary Education outcomes taken from the DFE Statutory framework.*

## **Why Wellbeing?**

The overall aim of the school is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSHE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships

and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2019 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our Wellbeing curriculum at King's Stanley C of E Primary School is key to this provision. This may include covering relevant issues through Relationships, Sex and Health Education (RSHE), through Personal, Social, Health and Economic education (PSHE) and through other subjects (e.g. benefits of exercise in PE and staying safe online in ICT). At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.

## **Statutory Requirements**

The Relationships and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020 (extended to April 2021 due to COVID19). Sex Education is not compulsory in primary schools, however, puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At King's Stanley, we link this work in science to our Wellbeing curriculum around health and relationships and respond to our children's questions in an age appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

## **Equal Opportunities**

The law now states that all pupils should have access to Relationships and Health Education that is relevant to their particular needs. To achieve this, King's Stanley C of E Primary School's approach to Wellbeing will take account of:

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **Varying home backgrounds**

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

### **Sexuality**

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ+). Pupils may also have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ+ people. Our approach to Wellbeing will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual.

### **Special educational needs**

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Wellbeing needs.

## **A Whole School Approach**

**Teaching staff** are all involved in the school's Wellbeing provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to Wellbeing and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

**Non-teaching staff** may be involved in a supportive role in some Wellbeing lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the Wellbeing programme and be supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the Wellbeing Curriculum provision and policy. There is a designated Wellbeing Curriculum Governor.

**Parents/carers** have a legal right to have information about the school's RSHE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or Wellbeing Curriculum subject leader would be willing to work with them at any point. However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated in section 3 above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

**Outside agencies and speakers** may be involved in contributing to Wellbeing lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

**Pupils** have an entitlement to RSHE and pastoral support appropriate to their age and circumstance. They will be consulted about their Wellbeing needs and their views will be central to developing the provision.

## **The Taught Wellbeing Programme**

At King's Stanley C of E Primary School, we follow the SCARF RSHE programme which is a graduated, progressive and age-appropriate programme. The school also uses a range of other resources alongside SCARF, such as GHLL resources, NSPCC Speak Out to Stay Safe and School Beat Officers. Some further elements of Wellbeing are taught through other areas such as through Wellbeing Wednesdays, national celebration days/weeks (e.g Anti-bullying Week), through our School values and some through science, PE and ICT.

The planning document in Appendix B outlines the content of the Wellbeing Curriculum that will be taught in each year group. As a school, King's Stanley have adapted some of the suggested planning units from SCARF and moved them to different year groups based on the needs of our children. The terms that these units are taught will be adapted based on the year group's topics but this table shows the coverage for the whole year for every year group. As well as teaching our planned Wellbeing Curriculum, teachers will also adapt their planning based on the needs of their cohort. For example, if there has been an issue raised by parents regarding internet safety, the class teacher will ensure their curriculum reacts to this and addresses the issues raised.

As a school we have decided to formally teach the labelling of external reproductive body parts in Year 3. However, if the need arises to talk about these body parts in the Infants (for example when talking about breast feeding as part of the 'How I have changed since I was baby' unit), the correct vocabulary (breasts, penis and vulva) will be used. By using the correct body part names, it can take away the stigmatism and silliness around using these terms and also can help us to safeguard children as they are able to use the correct vocabulary.

**The main RSHE/PSHE programme** will be taught through Wellbeing lessons. In addition, certain biological aspects will be taught through science lessons and further elements of RSHE will arise in other areas of the curriculum (e.g PE or ICT). Should a teacher be absent, the biological aspects of RSHE and Science would not be taught by a short-term supply teacher. When the biological elements of RSHE and Science are being taught, parents will be advised of this beforehand and invited to come and see the resources that will be used in class.

**Ground rules** Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Wellbeing. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. At King's Stanley each class creates their own Ground Rules in their first Wellbeing lesson of the academic year and these are then shared at the beginning of every Wellbeing lesson. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

**Answering difficult questions** When delivering the RSHE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. We will always consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At King's Stanley C of E Primary School we believe that individual teachers must use their skill and discretion in these situations and could refer to the Wellbeing Curriculum subject leader.

### **Dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting (referring to the class ground rules)
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

## **Monitoring and Evaluation**

The Wellbeing programme and policy are regularly evaluated and reviewed by the Wellbeing Curriculum subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

## **Confidentiality and Safeguarding**

Teachers conduct Wellbeing lessons in a sensitive manner and in confidence.

Good RSHE/PSHE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies should be referred to.

## **Support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice. In addition, the school offers nurture provision (through day to day support, Thrive and The Lighthouse) and the Wellbeing lead and SENCo/Assistant Head both have had Mental Health First Aid training. The Senco/Assistant Head has also completed her Mental Health Lead Training. The school employs a Family Support Worker who can provide extra support for pupils and parents. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies such as TIC. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

## **Policy Review and Development Plan**

This policy will be reviewed regularly, and any revisions will be brought to the Governors for their approval.



## By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• 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.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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## Appendix B - King's Stanley C of E Primary School RHE planning


 PSHE and wellbeing long-term plan - including DfE statutory requirements for Relationships Education and Health Education

Year	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Body changes during puberty Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Menstruation Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour.	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

## Ground Rules for RSE



*No one will be expected to answer a personal question*



*No one will be forced to take part in a discussion; everyone has the right to opt out*



*Only the correct names for body parts will be used*



*The meanings of words will be explained in a sensible and factual way*



*Everyone will listen and respect each other*



*Other people's secrets are not ours to share*

