

Roseberry Primary School

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Health & Wellbeing Education Policy

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Head Teacher:	Nerys Thornton

Health and Relationships Education (HRE)

At Roseberry, the Government's Statutory Guidance on Relationships Education, Relationships and Sex education (RSE) and Health Education has been used when developing our Health and Relationships Education which comprises of two separate progressive frameworks:

- **Relationships Education**
 - **Health and Wellbeing Education**
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Health and Wellbeing Education

What is Health and Wellbeing Education?

As outlined by Government Guidance for Physical Health and Wellbeing, *'The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.'*

Currently, the teaching of health and wellbeing is a statutory subject as part of the Health and Relationships Guidance.

Why is Health and Wellbeing Education Needed?

The Department for Education (DfE) recognises that: *"In order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy.'*

What are the aims of Health and Wellbeing Education?

At Roseberry Primary School, our aim is to promote positive mental health and wellbeing for our whole school community, including: pupils, staff, parents and carers. We recognise how important mental health and emotional wellbeing is in just the same way as physical health, and that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Through our whole school approach, we aim to further support pupils going through recent difficulties, including bereavement, and offer specialised, targeted approaches aimed at pupils with more complex or long-term difficulties.

Our whole school approach aims to lead to:

- Improved pupil wellbeing
- Improved staff wellbeing and retention

- Improved academic learning
- Strong link to improving school's overall effectiveness
- Development of social and emotional skills
- Prevention of Mental Health problems
- A reduction of bullying, exclusions and absence.

At Roseberry, pupils are provided with a nurturing and supportive environment that promotes and develops their self-esteem and provides positive experiences for overcoming difficulty and building resilience. As a school, we recognise that everyone experiences life challenges that can make them vulnerable. For some pupils, school is a place of respite; a place where they interact with positive role models and build positive relationships; it is this 'safe haven' and caring ethos which underpins and promotes the wellbeing of our pupils and helps engender a sense of belonging and community.

Anyone may need additional emotional support so at Roseberry, we take the view that positive mental health is everybody's responsibility and that we all have a role to play.

At Roseberry, we will:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they are valued
- encourage children to be confident, take risks and 'think outside the box'
- help children to develop emotional resilience and to manage setbacks

We will promote a mentally healthy environment through:

- Promoting our school values - using our bespoke Avatars – to encourage a sense of belonging and to provide children with role models in which to aspire to
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, and their community
- Providing opportunities to reflect and manage their feelings at an appropriate time
- Access to appropriate support and services to meet their needs

How will Health and Wellbeing Be Taught?

The skills, knowledge and understanding needed for pupils to understand how to keep themselves mentally healthy and safe are included as part of our progressive Health, Relationships and Wellbeing Framework. The specific content of lessons will be determined by the specific needs of each individual cohort and planned using the framework objectives to ensure that mental health and emotional wellbeing issues are built incrementally across the key stages in a safe and sensitive manner.

The Health, Relationships and Wellbeing Framework encourages and promotes the use of targeted support and targeted approaches - for individual pupils or groups of pupils – as necessary, including:

- circle time style activities
- additional planned mental health breaks and use of the outdoors
- managing feelings resources e.g. 'worry boxes'
- managing emotions resources such as feeling fans

- use of 'Mac the Alien' to allow children to distance themselves/avoid association
- referral to our school therapist
- therapeutic activities including art, Lego and relaxation and mindfulness techniques

Roseberry's Health and Wellbeing Progression Framework

There are six topics that shape the teaching of Physical Health and Wellbeing:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid
- Changing adolescent body

At Roseberry, the knowledge and skills of each theme are built incrementally over the year and then across key stages to ensure that children have secure foundations, are exposed to and use a consistent language and technical terms and draw upon their previous learning.

Teaching about health and wellbeing contributes to the safeguarding of pupils; it helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations.

How Will Pupil Needs be Identified? Are Staff Aware of Warning Signs (Safeguarding)

The staff at Roseberry, inline with their safeguarding training and experiences, may observe/become aware of warning signs which indicate that a pupil is experiencing mental health or emotional wellbeing issues. Any staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Lead (DSL) - Maggie Fearnley - or the Deputy DSL – Cathryn McCabe - as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships education.

Monitoring and Evaluation

Health and Wellbeing is monitored and evaluated by the Headteacher, and members of the Senior Leadership Team, as part of the school's development plan. As a result of this review process, changes will be made to the relationships education programmes as appropriate.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.