

Ysgol Gynradd **Llanidloes** Primary School

Health and Wellbeing Curriculum Policy



This policy was adopted on 7 December 2022

Signed: _____ (Chair of the Governing Body)

Signed: _____ (Headteacher)

Reviewed: _____

This policy is a statement of aims and principles for the teaching of Health and Wellbeing at Ysgol Gynradd Llanidloes. It outlines our vision, as well as the organisation and implementation of Health and Wellbeing as an Area of Learning and Experience (AoLE) for the purpose of informing all learners, staff, parents/guardians, governors, and outside organisations. It is written according to the Curriculum for Wales (Welsh Government, 2022) and takes into account the Whole School Framework for Emotional Wellbeing and Mental Health, 2021. It also considers the Curriculum planning guidance (Welsh Government, 2020) and the Literacy and Numeracy Framework (Welsh Government, 2013).

Curriculum for Wales 2022

The Health and Wellbeing AoLE sets out a structure for understanding its different components: **physical health and development, mental health, and emotional and social wellbeing**. It supports learners in realising that these elements are interconnected and that they are fundamental in developing the capacity of learners to navigate life's opportunities and challenges. It supports the holistic nature of development in children and young people and emphasises that good health and wellbeing is crucial for enabling successful learning.

Our vision

Health and Wellbeing is at the heart of all learning. Our desire is that individuals will be confident, empathetic and aware of diversity, with an understanding that all emotions are normal and valued. They will develop the ability to express their thoughts, feelings, and emotions confidently and in an appropriate way, and have the courage to ask questions.

As individuals they will be ambitious, resilient problem solvers. They will understand the importance of physical health and that it is directly related to mental health and wellbeing. **A healthy body makes for a healthy mind.**

Curriculum Aims

Our aim is to provide engaging, diverse, and purposeful educational experiences that are inclusive of all learners. The intention is for Health and Wellbeing to be taught in a cross curricular and whole school approach allowing its principles to be reinforced in all aspects of school life. Engaging with Health and Wellbeing as part of other disciplines will make it more meaningful for children and relevant to their everyday lives and subsequent futures.

Planning for Health and Wellbeing will begin with the four core purposes at the centre ensuring support for our learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our school curriculum will cover all the ‘what matters statements’, providing engagement with their key concepts in a developmentally appropriate way. There are five what matters statements specific to the Health and Wellbeing AoLE and these will be used as guidance for planning a broad range of learning experiences. Alongside this, the five principles of progression will be used to support learners in revisiting and deepening their understanding of the concepts within the statements of what matters.

Principles of progression

1. Increasing effectiveness as a learner
2. Increasing breadth and depth of knowledge
3. Deepening understanding of the ideas and disciplines within areas
4. Refinement and growing sophistication in the use of application of skills
5. Making connections and transferring learning into new contexts

What matters statements

1. Developing physical health and wellbeing has lifelong benefits

- Learners will understand the factors that affect physical health and wellbeing including health promoting behaviours such as physical activity, balanced diet, personal care and hygiene, sleep, and protection from infection.
- Learners will be supported in developing an understanding of health harming behaviours as and when they are developmentally ready.
- Learners will be encouraged to build confidence, motivation, and physical competence.
- Learners will be supported in their growing knowledge and understanding of the importance of leading a healthy and active lifestyle.
- Learners will be supported in attaining good physical health and wellbeing.
- Learners will develop positive and informed behaviours that will ensure they can care for and respect themselves and others. It will support learners’ sense of self-worth, their mood and energy levels.

What it will look like at Ysgol Gynradd Llanidloes ...

- Regular engagement in discussions about developing sexual health and wellbeing as part of the Relationships and Sexuality Education (RSE) framework. Pupils will learn about

the human life cycle, how human bodies grow and develop, personal hygiene and self-care. Pupils will be given opportunities to engage in whole class discussions, small group work or on an individual basis. Topics will be approached sensitively and delivered at a developmentally appropriate level.

- Physical Education and games lessons for skill development. Allocated time of two hours of high-quality session time per week.
- Swimming lessons with Freedom Leisure.
- Taking part in the daily mile.
- Opportunities to join in with extra-curricular clubs for both individual and team sports, for example, netball, dance, football, hockey, tennis, running, and cycling.
- Opportunities to attend competitions with other schools across the cluster.
- Taking part in annual sports day.
- Engagement with 'Healthy Schools' scheme including developing an awareness of the importance of healthy eating and developing skills through cooking activities.
- Balance bike lessons for early years and cycling proficiency for Year 6.
- Opportunities for adventurous sport during residential trips for Years 5 and 6.

2. How we process and respond to our experiences affects our mental health and emotional wellbeing

- Learners will explore the connections between their experiences, mental health, and emotional wellbeing and will be given opportunities to explore the complexities of these connections.
- Learners will be supported in recognising that feelings and emotions are neither fixed nor consistent.
- Learners will be encouraged to develop an awareness of their own feelings and emotions as the foundation on which empathy can be developed.
- Learners will be supported in developing strategies to help them regulate their emotions and contribute towards good mental health and emotional wellbeing, allowing learners to recognise when, where and how to seek help and support.
- Learners will begin to understand mental health issues and learn how to advocate on behalf of others, creating a culture, where talking about mental health and emotional wellbeing is normalised.
- Addition of the sensory room and resources to the Wellbeing Centre to support our pupils who have ASD.

What it will look like at Ysgol Gynradd Llanidloes ...

- Regular engagement in discussions about developing sexual health and wellbeing as part of the RSE framework. Pupils will learn about self-care physically, emotionally, and mentally, positive mindset and self/body image, how to communicate their needs and where and how to seek help and support. Pupils will be given opportunities to engage in whole class discussions, small group work or on an individual basis. Topics will be approached sensitively and delivered at a developmentally appropriate level.

- An embedded whole school framework for mental health and emotional wellbeing.
- Restorative justice whole school behavioural approach.
- Three members of staff are fully ELSA trained to ensure that timetabled sessions of one-to-one and/or group support are available. Staff work with children to discuss their worries, emotions, and feelings. They support them in developing coping strategies, identifying triggers of challenging behaviour, and supporting them in building and sustaining healthy relationships.
- Access to the Wellbeing Centre for all children.
- Weekly 'Check in' and 'Check out' sessions for every year group.
- Growth mindset approaches used such as 'the power of yet!'.
- Mindfulness and yoga extra-curricular lunchtime clubs.
- Self-regulation displays and strategies encouraged in every class.
- 'Worry monsters' introduced to all children to access support when needed.
- Quiet zone developed on yard for playtimes and lunchtimes.
- Engagement with mental health and wellbeing awareness day or week across the academic year.
- We are a KiVa School with a focus on prevention, intervention, and monitoring as a means of anti-bullying.
- Strong school ethos of positive mindset, learner independence and respect of diversity.

3. *Our decision-making impacts on the quality of our lives and the lives of others*

- Learners will understand how decisions and actions impact on themselves, on others and on wider society.
- Learners will understand the factors that influence decision making, therefore placing them in a better position to make more informed and considered decisions.
- Learners will develop the critical thinking skills necessary to consider their decision making in terms of possible implications, including risks, for themselves and others.
- Learners will have opportunities to engage in collective decision-making and understand the importance of their contributions to this process.

What it will look like at Ysgol Gynradd Llanidloes ...

- Regular engagement in discussions about empowerment, safety, and respect as part of the RSE framework. Pupils will learn to understand social and emotional norms and pressures, be able to discuss topics such as personal boundaries, privacy, and consent and learn to advocate for themselves and others. Pupils will be given opportunities to engage in whole class discussions, small group work or on an individual basis. Topics will be approached sensitively and delivered at a developmentally appropriate level.
- Strong pupil leadership across the school with pupil leadership team, Eco committee, Sports Ambassadors, Criw Cymraeg, digital leaders and Children's Rights advocates.
- Strong pupil voice in each class with pupils collaborating with their teachers to plan the learning experiences, enterprise projects and genius hour tasks.

- Value placed on independent learning. Staff aim to ensure the provision of meaningful and real-world activities to encourage strong engagement from pupils.
- Regular visits across the academic year from community police team and the schools' police officer to discuss safety (for example, road safety, firework safety, stranger danger, online safety).
- Weekly forest school sessions promote outdoor, active, and sustainable living for developing future healthy lifestyles.
- Staff learning zone developed near reception area for pupils to witness staff collaborating, researching, and continuing their own learning as part of the school as a learning organisation (SLO).
- Pupils are regularly involved in enterprise projects where they plan and deliver business ideas considering finance, marketing, production of a product and sales. Pupils are supported in developing life and career skills for their futures.

4. How we engage with social influences shapes who we are and affects our health and wellbeing

- Learners will understand the important role of social influences on their lives in terms of social norms, attitudes and values that are created and reinforced by different social groups.
- Learners will understand that it is through interaction that we experience these influences that affect our identity, values, behaviours and health and wellbeing and this may happen without our being aware of it.
- Learners will need to engage critically with these social influences within their own culture, as well as those of others, to understand how norms and values develop.
- Learners will understand how their own behaviours, relationships and experiences are shaped.

What it will look like at Ysgol Gynradd Llanidloes ...

- Regular engagement in discussions about empowerment, safety, and respect as part of the RSE framework. Pupils will learn to recognise positive and negative behaviours, understand discrimination, fair treatment, and their rights to be safe and protected both offline and online. Pupils will be given opportunities to engage in whole class discussions, small group work or on an individual basis. Topics will be approached sensitively and delivered at a developmentally appropriate level.
- Diversity assemblies – children share their views and opinions with others, highlighting differences and breaking down social barriers.
- Pupils access sporting events and clubs which promote inclusion, for example, wheelchair rugby
- Whole school involvement in Internet Safety Week – series of developmentally appropriate sessions to promote safer online activity.
- Pupils are supported in learning about other cultures, for example, celebrating languages day. Investment has been made in resources to promote other cultures and languages.

- Pupils are supported in thinking more worldwide about social issues and in realising they can create and influence change, for example, donations to foodbanks, raising awareness of poverty when joining in with Children in Need, raising money for Ukrainian refugees and raising money for animals caught in Australian bush fires.
- Whole school approach to prompting pupils' sense of identity and belonging: Cynefin. Pupils are supported in learning about the history of Wales and its culture through involvement with traditions such as Remembrance Day or celebrations such as Mr Urdd's Jambori.

5. *Healthy relationships are fundamental to our wellbeing*

- Learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and wellbeing.
- Learners need to recognise when relationships are unhealthy and become aware of how to keep safe and seek support for themselves and others.
- Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will be supported in developing their ability to form, nurture and maintain relationships.
- Learners will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

What it will look like at Ysgol Gynradd Llanidloes ...

- Regular engagement in discussions about developing and sustaining healthy friendships and relationships as part of the RSE framework. Pupils will learn about children's rights, sense of self, identity and acceptance, empathy, and diversity. Pupils will be given opportunities to engage in whole class discussions, small group work or on an individual basis. Topics will be approached sensitively and delivered at a developmentally appropriate level.
- Celebration of academic and non-academic achievements across the school.
- Whole school attitude of respect between people – staff, parents and pupils; all stakeholders working hard to build strong relationships with each other. ELSA trained staff further support pupils and parents where required.
- Pupils in Year 5 and 6 are encouraged to support younger pupils with Welsh Yard games during breaktimes and lunchtimes to support social wellbeing.
- Strong transition opportunities – pupils are supported throughout their school lives to meet and form relationships with future teachers and pupils at the high school setting (for example, sports ambassadors, federation choir, Welsh Baccalaureate pupils reading in Welsh with younger pupils).
- Community links – pupils are encouraged to build relationships with the wider community, for example, visits from ministers, the Open the Book team, short local visits around the area, collaborations with Coop and workshops at Maes y Wennol.

At Ysgol Gynradd Llanidloes, we aim to promote health and wellbeing for our entire school community (children, staff, governors, and parents/guardians).

- Staff are given regular opportunities to discuss their career path through performance management meetings and support and time is offered for staff to fulfil personal and professional development.
- The Headteacher is a trained mental health first aider and regularly visits classes to ‘check in’ with staff, boost morale and support with curriculum areas where required (for example, guided reading workshops).
- The Headteacher implements mindfulness tasks during early morning briefings and staff meetings, for example, breathing techniques and reminders for physical and mental wellbeing.
- Parents/guardians and governors are valued as part of school community by all staff.
- Parents/guardians and governors are invited into school for celebration assemblies and performances, learning walks and talks and listening to learners as part of curriculum development.
- Parents/guardians and other members of the community who can offer expertise in particular areas of learning are encouraged to visit school and work with groups of children, demonstrating to our pupils that healthy relationships can be positive and influential.