



# Wellbeing Policy



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## 1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Stow-on-the-Wold Primary School. This is summarised as:

- The Stow-on-the-Wold curriculum will evolve to reflect the knowledge and skills needed for life in the 21<sup>st</sup> Century
- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other

### Wellbeing Curriculum Intent

We look after ourselves and each other.

At Stow-on-the-Wold we provide an environment in which our children can flourish and form positive, meaningful relationships, showing compassion and respect for others. Through their wellbeing education they will understand that their mental and physical health are of equal importance and learn about life choices. We encourage our pupils to be confident, resilient and independent, enabling them to face life's challenges and live happy and healthy lives.

## 2. Implementation



## Definition of Wellbeing

At Stow-on-the-Wold Primary, Personal, Health and Social Education is known as Wellbeing. It is at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' physical and emotional wellbeing.

Our wellbeing curriculum at Stow-on-the-Wold not only teaches the statutory guidance for relationships and health education (RHE) but also includes financial education and citizenship. Wellbeing education is learning about the emotional, social and physical aspects of growing up, relationships and health.

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

*"This is why we have made Relationships Education compulsory in all primary schools in England... as well as making Health Education compulsory in all state-funded schools."*

*"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."*

*Secretary of State Foreword DfE Guidance 2019 p4-5*

Our policy is informed by existing DfE guidance, including Keeping Children Safe in Education (2025).

## Parental Right to withdraw

Parents and carers have a legal right to have information about the school's RHE provision. They may have access at any point to the school curriculum and are invited to come into the school to discuss the content of the lessons and view the resources used. The class teacher or wellbeing subject leader or Headteacher is willing to work with them at any point.

At Stow-on-the-Wold Primary School, puberty is taught as a statutory requirement of our wellbeing curriculum during our Healthy Me unit in the Spring term. The DfE guidance is that sex education refers to human reproduction. In order to teach this in a scientific context, and knowing that national curriculum science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, not within wellbeing, as we believe this is most appropriate for our children. Therefore, the parent's right to withdraw their child is not applicable.

## Progression of the curriculum

Wellbeing sessions follow a programme specific to Stow-on-the-Wold Primary School which covers all the statutory guidance from the DfE as well as units on citizenship and financial education. Over time, new units of work may be added into the wellbeing curriculum in consultation with our GHLL advisory teacher Manda Reedman where topics are relevant to individuals, classes, the school or the community.



### **Early Years Foundation Stage**

In Reception, wellbeing is taught as an integral part of the work covered during the year. Some aspects will be taught discretely in wellbeing lessons while others will be taught throughout the year.

By the end of Reception, children should:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, brushing their teeth and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

### **Key Stage 1 and 2**

The Key Stage 1 and 2 wellbeing units of work cover these key areas:

- Families and people how care for us – this unit covers why families are important; characteristics of family life; the differences between families; that marriage is a legally recognised commitment; how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help
- Caring friendships – this unit covers how important friendships are in making us feel secure and safe; the characteristic of a good friendship; that healthy friendships are positive and welcoming; that friendships can be repaired; how to recognise who to trust and who not to trust; how to seek help when needed
- Respectful relationships – this unit covers the importance of respecting others; how to improve or support respectful relationships; the conventions of courtesy and manners; the importance of self respect; how to respect others and expect to be treated in return; different types of bullying; what a stereotype is; the importance of permission-seeking and giving in relationships
- Online relationships – this unit covers how and why people may behave differently online; that the same principles apply to online relationships to face-to-face relationships; the rules and principles for keeping safe online; how to consider the risks associated with online friendships; how information and data is shared
- Being safe – this unit covers boundaries that are appropriate in friendships; the concept of privacy; the differences between appropriate and inappropriate contact; how to respond safely (including online) to people they do not know; how to recognise and report feelings of being unsafe; how to ask for advice and keep trying



until they are heard; how to report concerns or abuse; how to ask for advice for themselves or others;

- Mental wellbeing – this unit covers that mental wellbeing is a normal part of daily life; that there is a normal range of emotions; how to recognise and talk about their emotions; how to judge what they are feeling and whether they are behaving appropriately and proportionately; the benefits of the 5WW; simple self-care

techniques; that loneliness and isolation can negatively affect them; that bullying can have a negative effect on their mental wellbeing; where and how to seek support for their own or others mental wellbeing; understand that it is common for people to experience mental ill health

- Internet safety and harms – this unit covers that the internet is an integral part of life; the benefits of rationing time spent online; consider the effect of their online actions; why there are age restrictions; why the internet can be a negative place; how to be a discerning consumer online; where and how to report online issues
- Physical health and fitness – this unit covers the benefits of an active lifestyle; the importance of regular exercise and routines; the risks associated with an inactive lifestyle; how and when to seek advice about their health
- Healthy eating – this unit covers what constitutes a healthy diet; the importance of healthy meals; the characteristics associated with unhealthy eating; the importance of staying hydrated
- Drugs including alcohol and tobacco – this unit covers the facts and risks about legal and illegal harmful substances
- Health and prevention – this unit covers how to recognise the early signs of physical illness; safe and unsafe exposure to the sun; the importance of sufficient good quality sleep; the benefits of good oral hygiene; the importance of personal hygiene; the facts and science relating to allergies, immunisation and vaccination
- Basic first aid – this unit covers how to call the emergency services if needed; the concepts of basic first aid
- The changing adolescent body – this unit covers the key facts about puberty and the changing adolescent body, including physical and emotional changes; menstrual wellbeing; facts about the menstrual cycle.

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

### **3. METHODOLOGY**

#### **Timetabling**

Wellbeing lessons are timetabled for approximately 20-30 minutes per week, or longer discussions more in-depth in the Y5/6 class fortnightly. Wellbeing could also be addressed on a daily basis as questions and incidences arise. At times, teachers may choose to hold an additional session in response to a particular event or issue. Wellbeing is also taught within other subject areas for example, computing and DT. Meaningful links are made and knowledge is built upon.

#### **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. There are clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

### **Answering difficult questions**

When delivering the wellbeing curriculum, 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 will 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. Teachers should consider what is appropriate and inappropriate in a whole-class setting. 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 Stow-on-the-Wold Primary School, individual teachers will use their skill and discretion in these situations and could refer to the wellbeing subject leader.

### **Bereavement**

Bereavement is part of our curriculum. In each year group, children are regularly read age appropriate books regarding bereavement in order to teach understanding of loss. When appropriate, children have access to interventions with pastoral TAs and/or parent support workers with specific bereavement sessions. The school links with Winston's Wish charity for extra support and resources when required.

### **Good Manners**

Throughout their time at Stow-on-the-Wold Primary School, manners are taught as part of every child's education, both discretely and in the wider life of the school. For example, children are taught to 'greet' adults and each other every morning politely and say 'please' and "thank you" when asking for something for example in the dining hall or in class, or when they have read their book to a visit

### **Planning**

The wellbeing curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Curriculum objective plans are used to create short term plans, with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

### **Teaching**

A range of teaching and learning strategies are used:

- During timetabled wellbeing time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group work and problem solving, with opportunities for feeding back to their peers.



- All teachers will provide a safe learning environment through the use of clear ground rules which are decided with the children and reinforced regularly.
- Visiting speakers such as the police, First Aid teachers, the fire service and health workers also contribute to the taught curriculum.
- Educational visits support pupils learning and emotional development, along with the residential trips undertaken in key stage 2.
- Beyond timetabled wellbeing lessons, pupils are supported in applying skills they are learning in real life situations as they arise e.g. resolving conflicts, working as part of a group on a project or standing for election for our school council.
- Children are encouraged to take part in a range of practical activities to promote active citizenship e.g. visiting care homes , collecting for charity, charity fundraising, council meetings, formal voting by secret ballot, recycling and by taking responsibility for themselves, for others and for the school, and through links with the Rotary Club.

### **Recording**

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupils and teacher/teaching assistant
- Reflections and comments recorded in My Happy Minds Journals
- Photographs of events on Class Trello boards



#### **4. IMPACT**

##### **Supporting Reading at Stow-on-the-Wold Primary School**

At Stow-on-the-Wold Primary School, Reading is everything. Wellbeing will support reading by:

- Use of current news/magazine articles on latest issues
- Picture News which explores current events in a child accessible way
- Use of school and other library books in the classrooms
- Internet research

##### **Enrichment and Cultural Capital**

- Y6 Residential
- Day trips
- Visitors and visits

##### **Links to other subjects**

Connections to other subject areas may be made when teaching wellbeing, if they help a pupil develop their knowledge and understanding of wellbeing. These may include:

- Art - expressing feelings through artwork
- Computing – considering online safety
- DT – applying financial skills and healthy eating knowledge
- English – reading a range of stories addressing wellbeing issues and topics
- Spanish – exploring another culture
- Geography – studying fair trade and a global perspective
- History – exploring other cultures and bias through the centuries (race, gender etc.)
- Music – exploring feelings through music
- PE – considering the effect of exercise on the body
- RE – showing tolerance and respectful relationships
- Science – considering a healthy diet, studying physical changes to the body

##### **Formative and Summative assessment**

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help plan the next steps. In wellbeing, teachers make informal judgements as they observe children during lessons and at other times around school.





### **Monitoring**

The wellbeing curriculum and policy are regularly evaluated and reviewed by the subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the curriculum on an ongoing basis. The subject leader is responsible for monitoring the standards in their subject. The monitoring should link to the subject action plan on School Aspect and may, in turn, lead to new action points being set.

The curriculum committee governors should be invited to support the monitoring at least once per year and regular meetings are set up with the SEND and safeguarding Governor and the Wellbeing subject leader.

### **Moderation**

Part of the role of the subject leader is to moderate the subject through staff meetings with other teachers and through regular meetings with our GHLL lead teacher Manda Reedman

## **5. Continuing Professional Development**

The wellbeing subject leader keeps up to date with their own subject knowledge and skills, as part of their on-going appraisal. They, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality wellbeing lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training
- Link with secondary school for training
- My Happy Minds online training

## **6. Equal opportunities**

All children have an entitlement to access the wellbeing curriculum and all children have access to the resources within the school. All children are given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed
- Using TA/Teacher support and/or interventions for pupils who need social and emotional support
- Individual pastoral support and interventions
- Referring to MY PLANS or EHCP targets for SEND pupils



- Examples of supporting all pupils include scaffolding and sentence starters to access discussions, regular breathing practise to help regulate emotions and subject lead able to signpost resources as required
- Making reasonable adjustments, so pupils can attend trips and visits
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged 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. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. 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.

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Stow-on-the-Wold Primary School's approach to wellbeing will take account of:

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to Relationships and Health Education. 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. 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 an 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 difficulties that result in particular wellbeing needs.

#### **7. SMCS Development**

Assemblies provide a regular opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement in our weekly Celebration Assemblies.

We seek to involve parents and keep them informed through our Weduc APP and website. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our visits to the local churches, care homes, hosting other schools, sporting events and facilities and supporting local charities.

#### **Pupils' Spiritual Development is shown by their:**

- beliefs, religious or otherwise and respect for others people's feeling and values;
- sense of enjoyment and fascination about learning about themselves, others and the world around them;
- use of imagination and creativity;
- willingness to reflect on their experiences.

#### **Pupils' Moral Development is shown by their:**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

#### **Pupils' Social Development is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different



faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

**Pupils' Cultural Development is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**8. Links to other Policies**

Stow-on-the-Wold Primary School will consider the wellbeing curriculum, Relationships and Health Education when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Behaviour and Relationships
- Children in Care
- Complaints
- Data Protection
- English as an Additional Language
- Intimate Care
- Medical Needs
- Offsite visits
- Online-safety and Acceptable User
- Physical Education
- Public Sector Equalities
- Pupil Premium



- Safeguarding and Child Protection
- Safer Recruitment
- Special Educational Needs Disabilities
- Teaching and Learning
- Whistleblowing
- Young Carers/Young Ambassadors

This list is not exhaustive; it will be added to should additional linked policies be produced, developed or reviewed.

## **9. Confidentiality and Safeguarding**

Teachers conduct wellbeing lessons in a sensitive manner and in confidence. Good wellbeing 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 will 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.