

# WELLBEING on a page



## Intent:

Our teaching and learning of mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies.

All children have the confidence to approach any adult in school if they are worried about their own or someone else's wellbeing.

## The Curriculum in Subject:

- Lessons to be fun/engaging and purposefully based around the 5 principles of mental health from the resilience framework
- some sessions will be based on our key values - including British Values
- Follow a 3-part structure - outlined in our Wellbeing Manual
- Weekly SCARF lessons, where we can focus on children's knowledge, skills and attitudes (Citizenship, PSHE Education) and also meet the requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development.
- All children's mental wellbeing and involvement is assessed, termly, using the Leuven Scales. Any child that raises a concern is picked up by the pastoral team.
- Any children that need help with additional SEMH will be raised with the pastoral team and support given either through school or signposted to an outside agency. Therefore, ALL staff are responsible for identifying and supporting the SEMH needs in school.

## Focus Actions for 20/21

1. Whole school wellbeing focus for each day will ensure all core aspects of wellbeing are being covered effectively.
2. Find ways to creatively bring wellbeing into other areas of the curriculum.
3. To introduce an interactive check in display to work along side our check in sheet or emoji check in on Showbie.
4. To create a wellbeing pyramid of need, that will quickly identify those struggling with SEMH so all staff are aware of all children.

What approaches to Teaching and Learning do we use?	What enrichment opportunities do we provide?
<ul style="list-style-type: none"> <li>• Each term, the school will have a book project that all the children are accessing at the same time</li> <li>• Every month, there is a choice board focus to help promote our key values including a choice board for our termly unit themes.</li> <li>• SCARF lessons are completed weekly and each child's progress is assessed accordingly</li> <li>• Each child has a wellbeing journal they can use as reflection or to record an outcome to an activity set</li> <li>• All children have access to a daily check in board so they can voice their feelings/thoughts</li> <li>• All children are exposed to daily breathing and yoga sessions</li> <li>• All children will have access to our Wellbeing Warriors (Y5/Y6) who voice concerns/worries in our worry boxes or face to face. These warriors have the skills to support that child's issue or worry.</li> </ul>	<ul style="list-style-type: none"> <li>• TED/50 things (50 things promoted at home too)</li> <li>• Golden Time (half termly celebration) this is all pupil led.</li> <li>• Star Assembly to reward children promoting and showcasing our Values</li> <li>• Whole school competition</li> <li>• Themed days/weeks and charity days to help raise awareness</li> </ul>

## Key Resources in school:

- Wellbeing Manual
- Wellbeing Book Projects
- Wellbeing Choice boards (Monthly focus/ Theme focus)
- British Values
- Wellbeing Warriors (Y5/Y6 pupils)
- Daily 'Check In' opportunities - display/voice/digitally/written
- SCARF scheme/YOGA scheme
- Young Minds/CAMHS/
- Trained ELSA staff

## How do we evaluate the **impact** of Teaching and Learning?

- Pupil voice / Teacher voice
- Book looks and learning walks
- Displays
- Website/class pages
- SCARF assessments
- Wellbeing and Involvement assessments compared to previous data
- Subject reviews/Whole school overview to show progression of skills