

# **Llanbedr Church in Wales Primary School**

*Ysgol Yn Eglwys yng Nghymru Llanbedr*



## **Health and Wellbeing Policy**

**September 2019**

**Headteacher: Mrs L.J.Green    Chair of Governors: Cllr E. Lusted**

**Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_**

## **Health and Wellbeing Curriculum Policy**

### **Curriculum Changes**

At Llanbedr Church in Wales Primary School we will continue to ensure that pupils have access to the Curriculum Wales 2008 requirements in PSHE, RE and PE. In line with the Successful Futures document and the new Curriculum for Wales 2022 this policy states the requirements in developing the skills for the implementation of the new curriculum.

This policy is a statement of the aims, principles and strategies for the learning and teaching of Health and wellbeing in Llanbedr Church in Wales Primary School. It was developed through a process of consultation of teaching staff and governors. The policy will next be reviewed in 2022.

### **Health and Wellbeing in Successful Futures**

#### **Rationale**

Children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their education. The Health and well-being Area of Learning and Experience will help them to build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently. Improving the health and well-being of the nation has been an important feature of Welsh Government policy and support to schools for many years. The Health and well-being Area of Learning and Experience aims to help to address concerns about physical activity and diet, for example, as children and young people engage in different kinds of physical activity and gain knowledge and practical skills for healthy eating. As children and young people develop habits that will promote their own and others' well-being this will make a contribution to reducing health inequalities and improving well-being more widely.

#### **School Philosophy of Health and Wellbeing**

Health and Wellbeing is about caring both for children and staff's physical and emotional needs to help them take responsibility for their own lives, understanding the importance of, for example, diet and fitness and being confident in managing their own affairs. At Llanbedr Church in Wales Primary School we will ensure that children and staff are provided with the skills to take responsibility for their own lives, ready to lead fulfilling and healthy lives as valued members of society, building emotional wellbeing by developing confidence, resilience and empathy. We encourage a whole school community approach to creating healthy minds and bodies including physical development opportunities as well as emotional and social support. The partnership of home and school is critical in shaping children and young people, and their future careers. We are committed to fostering independence; self-reliance and respect for others throughout the teaching and learning process.

#### **Aims for Health and Wellbeing**

Health and wellbeing contributes to learners' personal, social and emotional development by helping them to make sense of issues within their lives and others' lives. It gives background evidence to health and well-being, sex and relationships, recycling and sustainability and global

citizenship. Health and wellbeing links to the Four Purposes of the curriculum, which formulate the aims at Llanbedr Church in Wales Primary School:

1. Ambitious, capable learners who:
  - can explain the ideas and concepts they are learning about
  - are questioning and enjoy solving problems
  - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
2. Healthy, confident individuals who:
  - have secure values and are establishing their spiritual and ethical beliefs
  - are building their mental and emotional well-being by developing confidence, resilience and empathy
  - apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
  - know how to find the information and support to keep safe and well
  - take part in physical activity - take measured decisions about lifestyle and manage risk
  - have the confidence to participate in performance
  - form positive relationships based upon trust and mutual respect
  - face and overcome challenge - have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives
3. Enterprising, creative contributors who
  - connect and apply their knowledge and skills to create ideas and products
  - lead and play different roles in teams effectively and responsibly
  - express ideas and emotions through different media
  - give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.
4. Ethical, informed citizens who:
  - find, evaluate and use evidence in forming views
  - engage with contemporary issues based upon their knowledge and values
  - understand and exercise their human and democratic responsibilities and rights
  - understand and consider the impact of their actions when making choices
  - are knowledgeable about their culture, community, society and the world, now and in the past
  - respect the needs and rights of others, as a member of a diverse society
  - show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

### **Scope and connections with other Areas of Learning and Experience**

This Area of Learning and Experience draws on subjects and themes from PE, mental, physical and emotional well-being, sex and relationships, parenting, healthy eating and cooking, substance misuse, work-related learning and experience, and learning for life. It is also concerned with how the school environment supports children and young people's social, emotional, spiritual and physical health and well-being through, for example, its climate and relationships, the food it provides, its joint working with other relevant services such as health and social work, and the access it provides

to physical activity. Teachers will be able to make strong connections between the Health and wellbeing Area of Learning and Experience and the Expressive arts and Languages, literacy and communication (for example the exploration of relationships through drama and literature), Humanities (for example ethical matters, informed by RE), and Science and technology (for example nutrition, reproduction).

### **Curriculum Cymraeg**

Health and wellbeing contributes to the Curriculum Cymraeg by the use of contexts that are relevant to learners' lives in Wales. The rich and varied environment around learners gives the basis for fieldwork. Learners have the opportunity to study differing cultures that are living in Wales, healthy eating and fitness, and the impact of humans within their locality and further afield.

### **Equal Opportunities and Additional Needs**

Every effort is made to ensure that PSHE, RE and PE activities and games are designed to allow full access for all pupils, irrespective of gender or ethnicity. Although the programme of study for each key stage is taught to the great majority of pupils in the key stage, in ways appropriate to their abilities, for the small number of pupils who may need the provision, material is selected from earlier or later key stages to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupil's age. Appropriate provision is made for pupils with physical and sensory difficulties using appropriate methods. Pupils with particular ability and flair for different areas within health and wellbeing who work more quickly through the levels of the National Curriculum are extended through the use of supplementary work cards and computer software.

### **The Role for the Health and Wellbeing Team is to:**

- take the lead in policy development and help in the production of long term planners designed to ensure progression and continuity in Health and wellbeing throughout the school;
- support colleagues in their development of detailed work plans, their implementation of the long term planners and in assessment and record keeping activities, monitor progress in Health and wellbeing;
- take responsibility for the purpose and organisation of central resources for Health and wellbeing and stimulating their use;
- keep up-to-date with developments in Health and wellbeing education and disseminate information to colleagues as appropriate.

### **Children's Safety in Health and Wellbeing**

Teachers engaging in health and wellbeing activities should take note of the safety advice below:

- Ensure areas to carry out activities are clear of any obstacles or debris.
- Check equipment is working correctly before use.

- Encourage children to bring asthma pumps/any other medical equipment when carrying out activities.
- Check ropes and bars when using the climbing apparatus.
- Check weather conditions for outdoor activities.
- Ensure all individual beliefs and feelings are catered for when discussing different cultures.
- Make sure equipment is safely stored and carried appropriately.
- Children should not use or clean sharp cutlery unsupervised when cooking.
- Children should use tools and equipment in small groups so they are constantly supervised.
- When cooking staff should be mindful of allergies.

### **Children's Safety in ICT**

Teachers engaging in ICT activities should take note of the safety advice below:

- Follow the E-safety policy
- ICT equipment should be stored appropriately, turned off or charged after use
- Pupils should be supervised at all times when using ICT equipment
- Problems with ICT should be logged according to school policy (i.e. Log a call with iTeach)

### **Developing Wider Skills and Literacy and Numeracy Framework**

All learners should be given opportunities to build on skills they have already acquired. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. These skills include; Critical thinking and problem solving; Planning and Organising – implementing solutions and executing ideas and monitoring and reflecting on results. Creativity and Innovation – generating ideas, openness and courage to explore ideas and express opinions. Personal Effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

### **Literacy and Numeracy Framework 2012**

At Llanbedr Church in Wales Primary School we fully endorse and have integrated the LNF into all our curriculum policies and Planners. Within the foundation subjects of Humanities, Geography and Art, Design Technology, Physical Educational, ESDGC, Music the following skills have been mapped into both the long term and short term planning. The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the

LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as the more able and talented (MAT) learners. The two components of the LNF are divided into the following strands. Within literacy the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these skills should always be integrated so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of Using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other. Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

#### Developing Digital Competency

Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios which will be integrated into our Health and wellbeing Curriculum.