



St Augustine's Catholic Primary School and Nursery

Wellbeing Policy

Rationale

Wellbeing is an all-embracing term which describes the whole atmosphere, ethos and tone of our school in its mission to promote the moral, intellectual, personal and social development of our children. Our mission statement well describes the emphasis on wellbeing in our school.

“We will ensure the spiritual, moral, social and personal development of all children in our school in order to enable them to work well in collaboration and celebrate difference. Appreciating their uniqueness and recognising their potential.”

Wellbeing is concerned with promoting children's personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers, parents and others; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and

support systems and through extra-curricular activities and the school ethos. We understand that wellbeing should help a school achieve success; educating the mind, body and soul.

Simply put, at St Augustine's we strive to provide a safe and supportive environment where children will not only achieve academic success but also have confidence to practise all of the core values and Gospel truths that will lead to both personal and professional success.

Wellbeing can be broken down into three main areas:

Emotional and spiritual wellbeing (including happiness and confidence)

Psychological wellbeing (including autonomy, problem solving, reliance, attentiveness/involvement)

Social wellbeing (building positive relationships with others; understanding what behaviour is appropriate and what is not)

At St Augustine's we believe that wellbeing education permeates the culture of the school and transcends through every aspect of our curriculum. It is explicitly taught through PSHE, citizenship, British Values and SMSC. The wellbeing curriculum helps our children to become healthier, more independent and more responsible members of society. We continually encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so, we hope to develop their sense of self-worth.

The Teaching and Learning Environment

All teachers strive to create and maintain a positive classroom climate:

A quiet, calm and relaxed attitude combined with fairness and a sense of purpose. Our classrooms demonstrate mutual respect; teachers are sensitive to the needs of pupils and respect their contributions, enabling children to recognise their potential and understand their own personal qualities.

Teaching and learning style

The importance of the wellbeing for all members of our school family can be observed and recognised daily at St Augustine's. Children are encouraged daily to take part in mindfulness and enjoy weekly yoga sessions. Aromatherapy vaporisers are present in each classroom to promote relaxation and help relieve stress. In St Augustine's we follow a whole school approach to our wellbeing curriculum. Each half term the whole school will plan its PSHE around a theme. This enables children to develop an in depth knowledge of a variety of topics as well as allowing us to make sure we are meeting the national curriculum requirements for PSHE and Citizenship and promoting British Values. It should be noted, no formal recording is required in our wellbeing lessons. Instead, active learning is promoted and children are encouraged to work collaboratively by engaging in reflection, discussion and debate.

Our progression and planning documents for our wellbeing curriculum outline the discrete areas of learning within each whole school topic. Wellbeing is taught across the whole school on a Friday afternoon, where children engage in meditation and reflection as part of this learning time. The 6 learning topics are as follows:

- 1) Being Me in My World
- 2) Celebrating Difference
- 3) Dreams and Goals
- 4) Healthy Me
- 5) Relationships
- 6) Changing Me

British Values are taught alongside these themes. For example, the rule of democracy is taught in Autumn 1 as our wellbeing curriculum focuses on the importance of 'having a voice' as children vote for members of the school council in a democratic system.

PSHE and Citizenship and ICT

ICT makes a contribution to the teaching of PSHE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global Citizenship by using the internet and email. This aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies.

PSHE, Citizenship and inclusion.

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. For gifted and talents pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class and wider community.

We have clear expectations of what the pupils will know, understand be able to do at the end of each key stage. We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupils achievement are informal as we make continuous observations and judgements of children during lessons.

Equal Opportunities

We believe that every pupil should have the opportunity to achieve the highest possible standards. We ensure that all children, irrespective of their ethnicity, attainment, age, disability, gender or background have equality of access to learning. The curriculum we offer in school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to being to develop the skills of critical thinking. We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possibly opportunity to develop their skills and abilities. We ensure that children learning English as an addition language have full access to the curriculum and are supported in their learning.

Monitoring and review

The planning and coordination of the teaching is PSHE are the responsibility of the PSHE coordinator, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject and by providing a strategic lead and direction for PSHE.
- Evaluated the strengths and weaknesses in the subject and indicates areas for further improvement.
- Uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE across the school.

This policy will be updated annually.