

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

PSHE and Wellbeing Curriculum Policy

“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together”

Autumn 2020

Our Vision

At St. Ursula's Catholic Primary School, we believe that emotional development and positive mental health are key to creating an encouraging learning environment. It is fundamental for children to feel safe and happy before they can achieve their full potential.

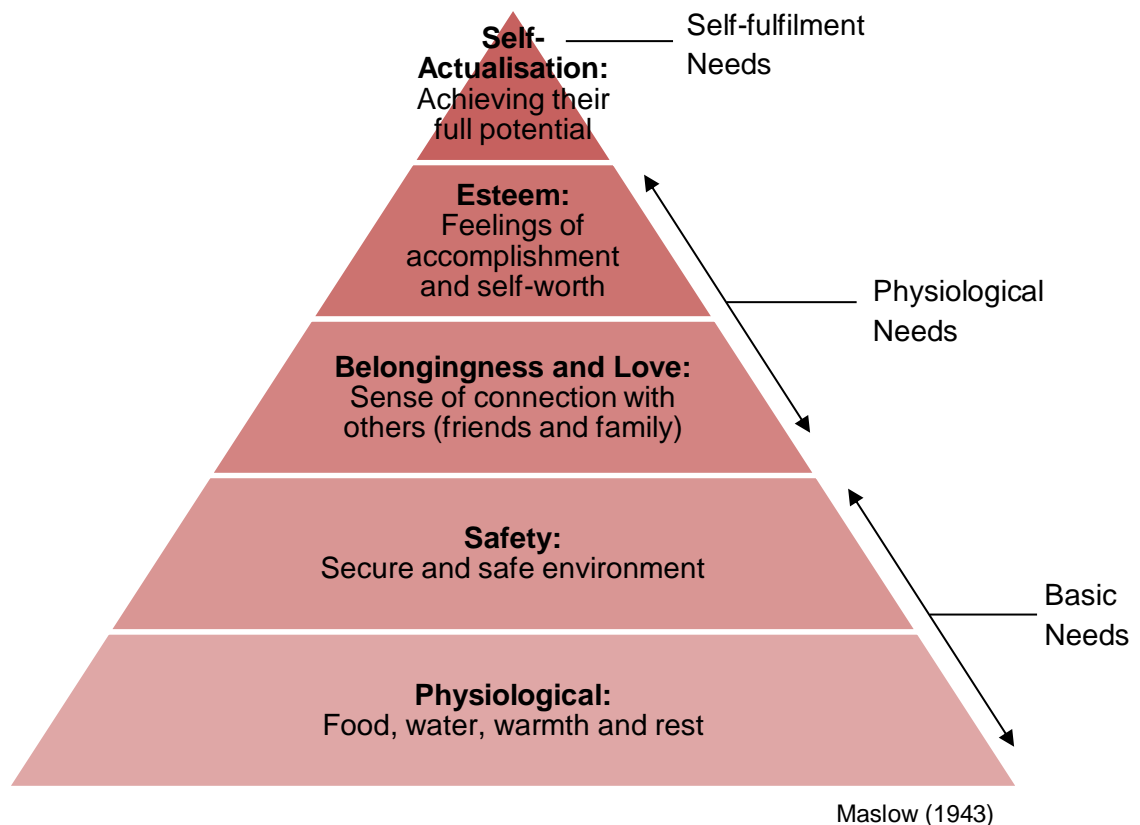
Great teachers do more than just promote their students' academic learning. They teach the whole child, recognising that a focus on teaching social and emotional skills enhances students' academic attainment as well as their capacity to form positive relationships and cope with the 'ups and downs' of their lives resiliently. For us to achieve this as a community we understand that everyone should feel valued.

Aims

We aim to create a safe and welcoming environment through our approach to both the classroom and playground settings. Through this holistic approach we hope to help children acquire social and emotional skills that they will continue to harness beyond our school.

- Enable children to fulfil their full potential.
- Enhance social and emotional skills through morality, empathy and resilience.
- Equip children with strategies and skills for coping.
- Promote positive attitudes towards mental health and remove stigmas.
- Intertwine our spiritual values and beliefs within our Bounce Back curriculum.

At St. Ursula's, our ethos coincides with the beliefs of Maslow's Hierarchy of Needs (1943). We strive to ensure that children's basic and physiological needs are met first, in order for them to achieve their full potential.



Curriculum

PSHE is a non-statutory subject. However, there are aspects of it that we, as a primary school, are required to teach:

- We must teach relationships education under the *Children and Social Work Act 2017*, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

At St. Ursula's, we embed PSHE within our science, RE and PE curriculums (Please refer to the PSHE/SMSC overview attached).

However, our school has identified the growing need for a more targeted curriculum that builds on children's social and emotional skills. Therefore, we have introduced our Wellbeing Curriculum.

Planning

The content of our Wellbeing Curriculum has been derived from Pearson's *Bounce Back* scheme of work but has been adapted to suit the social and emotional needs of our children. The scheme concentrates on ten key themes/units throughout the academic year:

1. Core Values (exploring morality)
2. Social Values (understanding empathy)
3. People Bouncing Back (building resilience)
4. Courage (managing fears)
5. Looking on the bright side (positive perspectives)
6. Emotions (managing emotions)
7. Relationships (relationship building)
8. Humour (appropriate humour)
9. Being Safe (acceptable behaviour)
10. Success (growth mindset)

The Wellbeing Team have taken these themes and planned a series of lessons that aim to progressively build upon children's understanding each academic year. Please see the attached overview. As Pearson's *Bounce Back* scheme was originally developed for Australian schools, we have modified the content of some lessons so that they coincide with the PSHE association programmes of study.

Class teachers will have the opportunity to adapt and differentiate these lessons and resources to suit their individual classes. However, the learning objectives and lesson focusses will always remain the same.

Teaching

Key Stage 1 will have two half-hour sessions every week and Key Stage 2 will have three half-hour sessions a week. Splitting our Wellbeing lessons in such a way allows us to bookend the week, which means that our children can embed their learning instantly and therefore, have a long-lasting impact on their emotional and social development. During this time, teachers will lead discussion-fuelled lessons paired with an activity. Children will record their work in a Wellbeing Journals.

Assessment

Assessment of children's progress will be carried out by class teacher's observations. The Wellbeing Journals will be monitored by class teachers and book-looks. However, class teachers will not mark them as we would like them to feel personal to each individual child.

The Wellbeing Team alongside SLT will monitor work through regular observations (including drop-ins), book scrutinies and by collecting samples of work for the school portfolio in order to track pupils' progress over the years. Regular staff meetings and CPD's are devoted to RE and include a focus on assessment and moderating of pupils' progress.

Policy review

This policy will be monitored, evaluated and reviewed by SLT and the Governing body and updated every year.