



**Wellbeing Curriculum Policy
(Including Relationships and Health Education)**

May 2025

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1.0	New document	All	A Reedman May 2010	EJS Staff 10 th May 2010	Governing Body 18 th May 2010
2.0	New Curriculum Revision	Add Food & Nutrition to contents Inclusion of the 5 British values in Aims Mention of new units of work introduced when relevant Inclusion of Y5 in residentials New section on Food & Nutrition Amendment to assessment procedures	A Reedman February 2015	EJS Staff 9 th February 2015	Governing Body 11 th May 2015
3.0	Adapted policy to include whole school due to primary school status.	Amendment to Introduction. Amendment to Curriculum Organisation	A Reedman L Booth July 2017	Staff October 2017	Governing Body 10 th October 2017
4.0	To reflect new Relationships and Health Curriculum	All	A Holliday	Staff January 2021	Governing Body January 2021
5.0	Reflect statutory guidance	All	A Holliday	Staff January 2023	Governing Body February 2023
6.0	Annual Review	P. 9 Recording in Methodology section	A Holliday L Care May 2025	Staff May 2025	Governing Body 19.5.25

Date for Review: May 2026

Contents

1. Curriculum Intent	4
2. Implementation	5
3. Methodology	9
4. Impact	11
5. Continuing Professional Development	12
6. Equal opportunities	13
7. Spiritual, Moral, Social and Cultural Development	15
8. Links to other Policies	17
9. Confidentiality and Safeguarding.....	18
10. Appendix A Ground Rules/ Wellbeing Charter	19

1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st 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 Elmbridge 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 Elmbridge 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 Elmbridge 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 (2022).

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 is willing to work with them at any point.

At Elmbridge 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

Wellbeing sessions follow a programme specific to Elmbridge 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 where topics are relevant to individuals, classes, the school or the community.

Early Years

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 who 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.

Timetabling

Wellbeing lessons are timetabled for approximately 45 minutes per week. Wellbeing could also be addressed on a daily basis as questions and incidences arise. At times, teachers may choose to hold an additional circle time 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. Every class will have a charter for wellbeing lessons (see Appendix A).

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 Elmbridge Primary School, individual teachers will use their skill and discretion in these situations and could refer to the wellbeing subject leader.

Bereavement

In line with our bereavement policy, 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 pastoral support workers with specific bereavement sessions. The school links with Winston's Wish charity for extra support and resources when required.

Manners

Throughout their time at Elmbridge 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 and say 'please' when asking for something.

Personal Networks

Children complete their 'personal network hand' at least three times a year and teachers ensure children know who they can talk to and how to ask for help. Staff check who the children have identified and make sure that children know how to contact people who may live further away.

3. Methodology

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, 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 as 'Helping Hands', 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. charity fundraising, council meetings, formal voting by secret ballot, recycling and by taking responsibility for themselves, for others and for the school.

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 class wellbeing books
- Photographs of events

Supporting Reading at Elmbridge Primary School

At Elmbridge Primary School, Reading is everything. Wellbeing will support reading by:

- Use of current news/magazine articles on latest issues
- Use of school and other library books
- Internet research

Enrichment and Cultural Capital

- Y6 Residential
- Day trips
- Visitors

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
- French – 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

4. Impact

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. Teachers will also use evidence from a task completed during the relevant assessment window (see table below).

Year	Term 1 (Being Me in my World)	Term 2 (Celebrating Difference)	Term 3 (Healthy Me (1))	Term 4 (Healthy Me (2))	Term 5 (Relationships)	Term 6 (Dreams and Goals)
1	Jigsaw lesson 6 - understand rights and responsibilities within the school rules and how these choices affect learning	Jigsaw lesson 6 - explain ways people are different and understand how this makes themselves and others special and unique	Jigsaw (Changing Me) lesson 6 - explain about physical changes and know some ways to cope with change	Jigsaw (Healthy Me) lesson 6 - identify ways to keep their bodies healthy and safe	Jigsaw lesson 6 - tell you about people who are special to them	Jigsaw lesson 6 - developed strategies to face new things and talk about how new things make them feel
2	Jigsaw lesson 6 - understand choices and consequences within the school rules	Jigsaw lesson 6 - explain some ways people are different and understand how this makes people special and unique, consider why people may get bullied	Counting Sleep baseline questionnaire x 2 - know how to establish good bedtime routines and sleep environments	Jigsaw (Healthy Me) lesson 6 - know which foods provide energy as part of a healthy diet	Jigsaw lesson 6 - tell you about relationships which are special to them	Jigsaw lesson 6 - know how to share success
3	Jigsaw lesson 5/6 - understand how actions affect others and consider things from their point of view	Jigsaw lesson 6 - explain when words affect feelings	My Body Outline - know how bodies change on the outside	Review My Body Outline - know how to keep bodies healthy and safe	Jigsaw lesson 6 - express appreciation to friends and family	Jigsaw lesson 6 - evaluate a learning process and identify how it can be better next time
4	Jigsaw lesson 5/6 - understand how democracy and having a voice benefits the school community	Jigsaw lesson 6 - know about first impressions and accepting people for who they are	My Body Outline - know how bodies change (puberty) and how to keep healthy	Review My Body Outline - know how to keep behaviours	Jigsaw lesson 6 - know how to show love and appreciation to people and animals who are special	Jigsaw lesson 5/6 - know steps to achieve a goal and identify contributions made
5	Jigsaw lesson 6 - know how to participate in the school democracy and understand the benefits of this	Jigsaw lesson 6 - understand and respect other cultures	My Body Outline - know about body image	Review My Body Outline - describe safe and unsafe behaviours including drugs and first aid	Dementia baseline assessment x2 - understand dementia, the needs of people living with dementia and explore ways to minimise risk, or delay onset, of dementia	Primary Mental Health quiz - understand mental health, who it can affect and how to get support
6	Jigsaw lesson 6 - understand how democracy and having a voice benefits the school community and how to help others by modelling	Jigsaw lesson 6 - explain ways in which difference can be a source of conflict and a cause for celebration	My Body Outline - know about body image, self-esteem and positive relationships	Review My Body Outline - describe safe and unsafe behaviours including gangs and positive relationships	Counting Sleep baseline questionnaire x 2 - know how to improve sleep	Transition - understand how to prepare for a new start in a new 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. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The curriculum governor should be invited to support the monitoring at least once per year.

Moderation

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). The subject leader makes links with other schools, so standards can be judged against those in other settings.

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

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 mindfulness and 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. In addition to class teachers and class TAs, every year group at Elmbridge Primary School has an identified pastoral TA, who has had Trusted, Emotionally Available, Adult (TEAA) training. The pastoral TA has additional hours for pastoral support and is available at any time of the school day to support Emotional Health and Wellbeing needs. 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, Elmbridge 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. Spiritual, Moral, Social and Cultural Development

Elmbridge Primary School supports SMSC in all subject areas. In wellbeing this may look like the following:

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

We seek to involve parents and keep them informed through our newsletters 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, schools, sports facilities and supporting 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

Elmbridge 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
- Bereavement
- Children in Care
- Complaints
- Data Protection
- Drug Related Incidents
- Emotional Health and Wellbeing
- 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
- Separated Parents
- Special Educational Needs Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- 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.

10. Appendix A Ground Rules/ Wellbeing Charter

