



Glenleigh Park Primary Academy

“Growth, Perseverance, Positivity, Achievement”

WELLBEING CURRICULUM POLICY

(FORMERLY PSHE/SRE)

Date: May 2025

Review Date: May 2027

OUR WELLBEING CURRICULUM POLICY

(Formerly referred to as RSHE/ PSHE)

Policy context and rationale

This Wellbeing Curriculum Policy covers Glenleigh Park Primary Academy's approach to teaching aspects of the curriculum formerly known as relationships, sex and health education (RSHE) and Personal, Social and Emotional education (PSHE). The core Policy was provided by East Sussex County Council as an adopted model Policy. This Policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff and school governors. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate Wellbeing curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included surveys, discussions, trialling resources and meetings. Key needs identified were a focus on Healthy lifestyles, Keeping safe on the internet, Equality and Diversity, Drug and Alcohol Education and Positive, healthy relationships. Pupil consultation has been used to inform the creation of the school's Wellbeing curriculum and this Policy where appropriate.

Policy availability

Stakeholders can be informed about the Policy through Wellbeing Curriculum consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the Policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The Policy can be obtained in an alternative format by contacting the school office.

Policy values, aims and objectives

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.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Our school's overarching aims and objectives for pupils are that at Glenleigh Park we ensure all children achieve personal growth, academic growth and character growth. We encourage all children and adults to persevere in their learning, persevere in their relationships and persevere when things get hard. Everyone at Glenleigh Park demonstrates a positive attitude, positive approach to learning and a positive approach to relationships, as we believe, these core values will enable every child to achieve their full potential.

Our Wellbeing curriculum is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of these lessons. Our school values are Growth, Perseverance, Positivity and Achievement.

The Glenleigh Approach is a key part of the mental health and wellbeing development for the children in our school. The underlying principle that we follow is that all children have the right to "Feel safe, feel happy and good about themselves, and be able to learn". As part of our wellbeing curriculum, all children will be supported to recognise and understand their own needs, as well as developing the skills to manage these appropriately. Our aim is for all members of our school community to make decisions that are "Good for you, Good for Me and Good for everyone".

Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.

Within our Wellbeing Curriculum, the statutory Relationships and Health Education Curriculum will be covered. Children will be learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. These aspects equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of this in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of this learning is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

When this is taught effectively it can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. Our curriculum will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

This area of our curriculum will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence and are supported by a number of MPs and Lords, a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

Principles of an effective Wellbeing Curriculum

Our Wellbeing Curriculum provision at Glenleigh Park Primary Academy:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in the areas covered (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives factual and non-biased information about what constitutes a healthy lifestyle, including learning about Physical activity, balanced diets and the impact on health from the use of Drugs (Legal and illegal) and Alcohol.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes towards themselves and to relationships, it will help nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality, race equality and challenges all forms of discrimination in all Wellbeing lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about our curriculum so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. Our Wellbeing lessons will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to the curriculum. We do not use this curriculum as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion Policy.

Teaching and learning

The Wellbeing Curriculum programme will be led by Scout Wheeler, taught by class teachers and teaching assistants and may at times be supported by appropriately trained and skilled school nurses, police officers or other visitors/outside agencies. All staff involved in the delivery of this curriculum have received specialist training to ensure that pupils receive clear and consistent approaches throughout their time at Glenleigh Park. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

A set of ground rules are agreed by the class at the start of the year, these include respecting others experiences and opinions as well as not sharing what is said in these lessons to other children. Class assemblies are delivered weekly, these are a supplement to Wellbeing lessons and can cover topics which have been identified based on the school's behaviour, safeguarding or incidents reports.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of these lessons to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published Policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the

content is age-appropriate and accessible for the pupils.

- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils’ needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school’s Policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

The Wellbeing curriculum will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

The majority of elements of the Wellbeing curriculum are a statutory requirement to teach to meet The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, 2019 and The Equalities Act, 2010.

This will be taught through a ‘spiral curriculum’. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. We also follow a question based model, enabling children to further develop their skills and make links between areas of this subject and other areas of the curriculum. Our Wellbeing curriculum supports the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended Wellbeing curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links as part of our schools 3d curriculum.

Primary

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Bullying Online relationships Being safe</i>
<i>Sex Education</i>	<i>How a baby is conceived and born (Reproduction)- This may include how to prevent pregnancy and Assisted Conception</i>
<i>Health Education</i>	<i>Mental wellbeing</i>

	<i>Internet safety and harms</i> <i>Physical health and fitness</i> <i>Healthy eating</i> <i>Drugs, alcohol and tobacco</i> <i>Health and prevention</i> <i>Basic first aid</i> <i>Puberty</i> <i>Road Safety</i> <i>Water Safety</i>
<i>Other Areas</i>	<i>Careers and Aspirations</i> <i>Economic Wellbeing</i> <i>Personal Identity</i> <i>Rights and Responsibilities</i> <i>Media Literacy</i>

Assessment

Each unit of work will begin with a Baseline assessment which will inform future teaching and learning. Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of teaching and learning within the Wellbeing curriculum will be monitored through learning walks, book looks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Floor books are used to evidence and record learning of the Wellbeing curriculum. Skills and knowledge end points are a clear guide for teachers to know what to teach. As the curriculum is flexible, some lessons may be taught based on other data such as safeguarding information, CPOMS, behaviour reports or My Health My School survey.

Confidentiality, signposting, answering questions and handling disclosures Read through and check for nothing duplicated

There will always be sensitive and controversial issues within the subjects contained in our Wellbeing curriculum, in particular when covering Relationships, Sex and aspects of Health Education. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe

and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel is age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of teaching any lesson in the Wellbeing curriculum the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within lessons avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes our wellbeing lessons more accessible to all pupils including those who may have experienced, for example, unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct wellbeing lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in, for example, sexual activity or taking drugs, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding Policy.

Involving parents and carers

We believe that parents are the primary educators of their children in many elements of the Wellbeing curriculum and that this is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school also operates an open-door Policy enabling parents to discuss the curriculum at relevant times throughout the school year.

The vast majority of this subject is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the Head of School, making clear which aspects of the programme they do not wish their child to participate in. The Head of School will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education.

The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head of school may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This Policy complements the following Policies:

- Anti-Bullying
- Online Safety

- Equality
- Inclusion
- Safeguarding
- Teaching and Learning.

Review date

The LAB monitors the impact of our Wellbeing curriculum on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the Policy updated accordingly.

This Policy will be reviewed every two years or sooner if the statutory Relationships, Relationships and Sex and Health curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this Policy is currently set for September 2027.