

Well-being at Old Park

Wellbeing is led by our Inclusion Deputy & AHT for Upper Phase.

Why Do We Teach Well-being?

At Old Park Primary, Relationships and Health Education is at the core of everything we do. Our rich and exciting curriculum enables our children to become independent, confident, healthy and responsible members of society, as well as developing the whole child intellectually, morally, socially and spiritually. Therefore we combine RSE, PSHE, SMSC and Values education into one curriculum area we call 'Well-being'.

Through our whole-school approach to Well-being, we enable children to understand and respect who they are, to empower them with a voice and to equip them with the skills they need to lead a happy, safe and fulfilling life. Well-being is taught across the school from Foundation stage to Year 6. We follow the Jigsaw PSHE scheme of work, which fulfils all of the requirements for the statutory Relationship and Health Education framework. The biological aspects of RSE are taught within the Science curriculum, where there is no parental right to withdraw, and other aspects are supported through assemblies and focus weeks/days across the year (e.g. anti-bullying, internet safety day).

Our Well-being curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

Weaving through the heart of our Well-being teaching, is a commitment to enhancing and promoting our core **Old Park Values of values; Optimism, A Love of Learning, Diversity (celebrating difference), Perseverance, Ambition, Responsibility and Kindness**. We provide children with the knowledge and skills they need so they are able to flourish and be the very best they can be.

The Jigsaw scheme that we follow holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw allows us to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

How Do We Teach Well-being?

Well-being at Old Park is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

However, we have adapted the content of the Jigsaw curriculum to meet the needs of pupils here at Old Park. In particular, we felt that some of the content of the 'Changing Me' theme was more suited to older pupils so we made amendments by shifting content from years 3 and 4 to years 5 and 6. The adaptations were made as part of the parent consultation process alongside knowledge of our pupils here at Old Park to produce a more personalised curriculum.

Half termly themes consist of six puzzle pieces taught as weekly lessons. Every Piece has two Learning Objectives, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. The lessons are spiraled and build sequentially through the school year, facilitating whole-school learning themes.

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson. During the first theme of 'Being Me in the World' children work with their teachers to write their own Learning Charter to ensure mutual respect and ownership.

The lessons are then split into 6 parts as follows:

- **Connect us** – This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.
- **Calm me** – This section of the Jigsaw Piece helps children gain awareness of the activity in their minds, relaxing them and calming their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach we encourage at Old Park.
- **Open my mind** – The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, we believe it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
- **Tell me or show me** – This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
- **Let me learn** – Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.
- **Help me reflect** -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings at any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and to consider whether what they are learning may be particularly meaningful to them).

Closure – Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

In addition to this, teachers at Old Park have the freedom to plan with detail and attention to their individual children. Learners can be scaffolded, and any individual needs can be supported where

necessary. The summative assessment process offers criteria for children either working at, beyond or towards the age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

The school is committed to the provision of Wellbeing lessons to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support or guidance is sought by external agencies and professionals.

For one week each year we hold an 'Inclusion Awareness Week' in school. The focus for the week changes each year. For example, we have based the week around understanding mental health. During the week, classes will deepen their understanding of the area through specific lessons, activities and assemblies. We engage pupils through competitions linked to the theme and involve parents through our social media platforms. Prior to the Covid pandemic we have also had special visitors in to speak to pupils and provide positive role models.

The Well-being curriculum at Old Park extends way beyond the weekly lesson timetabled for each year group.

Pupil Voice

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to seek opportunities to demonstrate our school values of Optimism, Love of Learning, Diversity (celebrating difference) Perseverance, Ambition, Responsibility and Kindness. This is underpinned by our school house system where children earn house points for demonstrating these values. In our house assemblies, values ambassadors are selected weekly by each class teacher and celebrated for outstanding efforts in one or more of the values.

To further support and reinforce our values in school, we have a Values Mascot (Monty the Moral Monster). Monty was named by pupils as part of a whole school competition. In school, Monty is awarded to a different class each week, who SLT feel have demonstrated one or more of our core values. He also is part of the house assemblies and is a visual reminder of the morals and values.

In Year 6, children have the opportunity to become one of our House Captains. At Old Park, we have two captains for each of our four houses: Lions, Eagles, Sharks and Dragons. Pupils interested in these roles complete an application form and then prepare a short presentation about themselves before the rest of the school vote, in our House Captain elections.

The elected house captains form part of the school council and in this role they take responsibility for promoting the values across school. This may involve preparing and leading house assemblies, meeting with school visitors and other stakeholders (including governors) and leading groups of younger pupils on house projects in school.

The School Council at Old Park consists of elected representatives from Years 2 - 5 alongside the House Captains from Year 6. This group of pupils meet weekly and act as their class spokesperson where they represent their classmates in discussing school issues with staff. Pupils are elected to represent the views of all pupils at Old Park and also work to improve the school and learning experience of children.

Further to our school council we have elected ambassadors for the arts, reading and sports in school.

These children (from across school) ensure that the pupil voice is heard in these areas and they contribute to sharing ideas and with the subject co-ordinators promoting new initiatives, launching competitions and encouraging a love of learning.

Safeguarding

The Jigsaw programme supports all government agendas and is updated regularly to support school leaders and teachers. The Relationships and Changing Me Puzzles have a strong safeguarding focus in particular, obvious to teachers but not necessarily so explicit to children. Our philosophy is to grow resilience and positive self-esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation and know who to trust and how to speak up for help. They respect themselves and their bodies and know what healthy relationships feel like.

Well-being lessons at Old Park consist mainly of practical, discussion based activities so we made the decision to capture the learning from each session by collecting evidence electronically. This takes the form of quotes from children, key thoughts and ideas from the lesson along with photos and any example activities captured on evidence slides that form part of the end of the lesson in the time dedicated for reflection and closure.

Does Our Well-being Curriculum Influence Our Children?

All children understand the importance of mental health and well-being and the effects it can have on life in and out of school. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective Well-being programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through Well-being education are also shown to increase academic attainment and attendance rates, particularly among more disadvantaged pupils. By the time they leave Old Park we aim to equip our learners through our Well-being curriculum, to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Appendix

Our RHE journey at Old Park has been (and still is) an ever changing one. With the introduction of the new curriculum for RHE we were keen to ensure that we were providing pupils with a curriculum that met the needs of pupils here in Sandwell and more specifically at Old Park.

After research we finally decided to purchase the JIGSAW scheme to support our Well-being delivery, the Well-being lead worked alongside the Headteacher and the Deputy headteacher to personalise the scheme and ensure we were happy with the content proposed for each year group for both our pupils and our community. This was also shared at consultation with parents. Through this process, the decision was made to shift some of the content, particularly from the 'Changing Me' unit, to higher year groups. For example, the puberty lessons suggested for year 3 were shifted to year 5 as we felt that this was more appropriate for pupils here at Old Park. We also made the decision not to include the year 6 lessons on sexual intercourse and conception as this is non-statutory at the primary age and we felt confident that our science curriculum provided sufficient coverage around this. The pandemic prevented a face to face consultation so to ensure parents had the opportunity to share their views we carried out a consultation via online survey this was followed up with

multiple detailed telephone conversations to reassure and discuss content with some parents. Consultation was completed by Easter 2021 but we were able to deliver the majority of the curriculum from Sept 2020. Staff were supported with CPD during staff meetings and there are regular updates in staff meetings to support staff, particularly when sensitive content is being delivered in units like 'Relationships, Changing Me and Celebrating Difference.