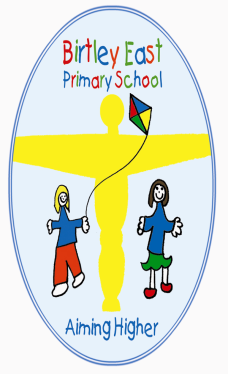
**Birtley East Primary School**

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**Wellbeing & Involvement**

**Policy**

Date created: June 2020

Review due: June 2021

**Mission Statement**

**At Birtley East Community Primary School we keep the whole child in mind. Our professional and skilled team work together to develop all children in our care to achieve their full potential. Teaching and learning is shaped by a curriculum designed to meet the needs of our community, including an additional curriculum focus on children’s wellbeing and involvement. Everything we do is underpinned by our supportive, caring and inclusive ethos.**

**Equal Opportunities**

Birtley East Community Primary School supports the principles of Equal Opportunities as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances. This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

**Objectives**

The Wellbeing and Involvement curriculum will

* promotes the spiritual, moral, cultural, mental and physical development of pupils at

the school

* prepares pupils at the school for the opportunities, responsibilities and experiences of

later life.

**Aims**

At Birtley East we are proud to call ourselves a ‘family school’. Children who attend our school are nurtured and cared for, our aim being to give them the very best start in life. At Birtley East Community Primary School we will develop all children in our care to their full potential academically, socially, physically and emotionally in a supportive, caring and disciplined environment. These aims support our work in everything that we believe and stride towards.

**To achieve our aims we will apply the following 10 principles.**

**1.** Start where children and young people are: find out what they already know, understand, are able to do and are able to say, involving children in the planning of the curriculum where possible.   
  
**2.** Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

**3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.  
  
**4.** Offer a wide variety of teaching and learning styles within Wellbeing and Involvement education, with an emphasis on interactive learning and the teacher as facilitator.  
  
**5.** Provide information which is realistic and relevant and which reinforces positive social norms.  
  
**6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.  
  
**7.** Recognise that the Wellbeing and Involvement education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.  Link the Wellbeing and Involvement education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.  Encouraging staff, families and the wider community to get involved.  
  
**8.** Embed wellbeing and involvement education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.  
  
**9.** Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.  
  
**10.** Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

(Developed from The PSHE Association)

A layered curriculum of development support will be developed. The formal themes of study will be underpinned by everything that we do in Birtley East Primary School. For our children to be successful they require a range of academic and vocational skills. But there are also a set of life skills that are just as important in order to help them be safe and active citizens. At Birtley East we believe that wellbeing and Involvement education can help to reduce or remove the barriers to learning therefore significantly improving their capacity to learn and achieve. We believe that this can enrich the department for Education’s National Curriculum 2014.

**Holistic Approach**

The following

* Progressive and engaging learning and teaching – Measuring pupil Involvement
* Assembly and collective worship – Class assemblies for parents whole school spiritual development (e.g. advent)
* Performance and Presentation Opportunities – With classes and as a whole school.
* Sporting Opportunity – Lord Lawson of Beamish cluster and Gateshead Schools tournaments
* Community Involvement – Fundraising, visiting the local church and care homes.
* Celebration of achievement – Sparkler Assembly, recording of positive behavior, Top Table and Tables badges
* Residential Visits
* Free Breakfast Club supported by Greggs
* Curriculum Enrichment- Range of visits and visitors
* Family Support – Family support workerworker supporting children and families in school-PTA supporting termly events (e. g Christmas Fayre)
* Counselling / Play Theraphy– Identified children receiving in school specialist provision
* Support from outside agencies ( e.g. operation encompass, health and social services)
* School Council – Ensuring principles of democracy and pupil voice
* Extra-Curricular opportunities
* Transition Procedures

All underpin the development of Wellbeing and Involvement in our school. They allow the application and demonstration of the skills and values that we teach and support the development of the whole child.

Themes will also be covered with the following development areas. These themes have been developed as a whole school staff and reflect the needs and challenges that face our children and their families.

* Sex and Relationship Education
* Safety
* Health/ Hygeine
* Emotional Well Being/ Empathy
* Community Engagement
* Employment and Financial Understanding

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Health/hygiene Dental care  Medicines | Employment  Money Awareness | Taking care of living things | Outdoor safety  Stranger danger/ water /trains | | People who help us |
| Year 2 | Friendships/ Relationships  Supported by Operation Encompass | Family relationships – Different Types of Families  SRE | Health & Happy  Medical care/ Mental wellbeing | Looking After Ourselves | Birtley Community | Achievements  / Personal Pride Transition |
| Year 3 | Self esteem | Stranger danger Online Behaviour  (SRE) | Community | Employment Aspirations | Health  Food & Exercise  Personal Hygiene | Young Enterprise |
| Year 4 | Team building | Relationships/ Trust Online Correspondence | Anti-social behaviour | Paths to employment/ Financial Understanding | Smoking/ Vaping | Young Enterprise/ Charity Fundraising |
| Year 5 | Resilience /Class Counselling | Cycling road safety | Community Enhancement | Approaching Puberty and personal hygiene  SRE | Alcohol | Residential |
| Year 6 | Further Education/  Financial Awareness | Drugs | Health Safety including First Aid | Reproduction and sexual relationships  SRE | Residential Independence team work | Transition |

**Whole School Assessment**

We will judge the success of our Wellbeing and Involvement curriculum on:

* School and class attendance data
* Exclusion Data
* School Behaviour Tracking
* Standards of achievement

**Curriculum Assessment**

When used effectively, assessment:

* helps to set clear expectations for standards and achievement
* relates closely to specified learning outcomes
* identifies strengths and how to develop them further
* identifies areas for development/weaknesses and how they might be addressed
* enables all learners to make progress, achieve and have their efforts recognised
* ensures progression in teaching and learning.

Assessment will be carried out during each unit in Wellbeing and Involvement and will involve baseline, formative and summative assessment. The assessment will be carried out through the use of self, per and teacher assessment. These will be related to skills progression sheets and against curriculum expectations.

**Wellbeing and Involvement- SKILLS**

**Year 1**

**People who help us**

* I can identify people in the community who help us
* I can understand the role of people in the community
* I can explain how people make positive contributions to the community
* I can explain how I can be a valuable member of the community

**Year 1**

**Outdoor Safety**

* I understand that strangers can be a danger
* I understand that water can be a danger
* I understand that traffic can be a danger
* I understand that trains can be a danger
* I understand the sun can be a danger
* I can describe steps to keep myself safe around strangers
* I can describe steps to keep myself safe around water
* I can describe steps to keep myself safe around traffic
* I can describe steps to keep myself safe around railways
  + - I can describe steps to keep myself dsafe arounf strangers

**Year 1**

**Taking Care of living Things**

* I can identify the needs of living things
* I can demonstrate care and empathy towards living creatures
* I can meet the care need of a living creature, feeding, grooming
* I understand that taking care of a living thing is a responsibility

**Year 1**

**Employment & Money Awareness**

* I can describe why money is needed
* I understand the idea of saving
* I know that employment provided money
* I understand more money cannot be spent than is earned

**Year 1**

**Health & Hygiene**

* understand that medicines have different uses, and describe how medicines are taken
* know that medicines can be harmful if they are not taken correctly
* know which adults can give them medicines
* Understand simple rules about the safe use of medicines and some of the reasons why we need such rules.
* Understand why dental hygiene is important
* Explain routines to achieve good dental hygiene

**Year 2**

**Birtley Community**

* I can identify social and anti-social behaviour in my community
* I can identify community activities which benefit people
* I can identify groups I can join
* I can identify community facilities which benefit me
* I can identify what makes community and how it can be maintained or enhanced

**Year 2**

**Friendships/ Relationships**

* I can identify friends and relations
* I can identify the difference between people I know and know well
* I can explain why someone is my friend
* I can understand that friendships and relationships can sometimes change
* I understand that friendships and relationships can sometimes be negative

**Year 2**

**Family Relationships- Different types of families**

* I understand that all families are established around love
* I understand that families give love, security and stability
* I understand that families can be different
* I can discuss differences showing respect and understanding
* I know I have trusted adults to help support my feelings

**Year 2**

**Healthy & Happy**

* I can describe my physical health
* I understand how physical health can be maintained or improved
* I understand mental health relates to feelings and emotions
* Emotions/ Feelings/ Relationships
* I can explain my feelings and understand how events impact on feelings
* I understand the role of others in my feelings
* I can describe positive and negative feelings towards other people

**Year 2**

**Achievement & Personal Pride &Transition**

* I can describe feelings of pride at my own and others’ achievement
* I can explain things I achieve well with
* I can identify areas of improvement
* I can identify personal development and targets I have met
* I can understand why change occurs.
* I can explain my feelings around transition
* I can prepare for change positively
* I can discuss my feelings with peers and adults
* I know who to ask for help if I am feeling anxious or worried about changes

**Year 2**

**Looking After Ourselves**

* I can explain what my needs are
* I can dress myself
* I can explain my needs to others
* I understand how to stay safe
* I understand the need for a healthy balanced diet
* I understand my basic hygiene needs
* I know what I need to stay healthy

**Year 3**

**Young Enterprise**

* I understand that products can be sold for profit
* I Understand how to calculate costs
* I can market a product
* I can sell a product for profit
* I understand profit margins and how they can be increased
* I understand products must meet market demand

**Year 3**

**Health Food & Exercise**

* I can explain the components of a healthy diet
* I understand the need to be sugar smart
* I understand the risks of an unhealthy diet to my teeth and body
* I understand the need to regular exercise
* I understand my responsibility to maintain a healthy lifestyle

**Year 3**

**Employment Aspirations**

* I can identify possible future careers
* I understand that As an adult I need to work to be financially independent
* I understand that jobs require training
* I understand that jobs require qualifications
* I understand that I need arange of social skills fora job.

**Year 3**

**Community**

* I understand my role in the community
* I can be an active community member
* I can make positive contribution in the community
* I can identify positive ways to improve my community
* I can demonstrate community spirit

**Year 3**

**Stranger Danger**

* I understand that strangers can be found in a variety of places including online
* I know that strangers can pose a threat to my safety
* I can explain strategies to avoid stranger dangers
* I understand strangers can conceal their identity
* I can use strategies to stay safe online

**Year 3**

**Self Esteem**

* I can identify skills I have
* I can talk positively about my achievements
* I can identify things I like about myself
* I understand my value to my family/class and school
* I can identify positive things in my life

**Year 4**

**Smoking/ Vaping**

* To understand the law around smoking/ vaping
* To understand peer pressure to smoke / vape
* To understand how e cigarettes work
* To understand health implications of smoking/ vaping
* To understand the chemicals in vapes/ cigarettes
* To understand the effect of nicotine on the body
* To understand nicotine is an addictive drug

**Year 4**

**Young Enterprise / Charity Fundraising**

* To create a profit
* To raise money for a cause
* To increase sales through marketing strategies
* To understand and implement a business plan
* To understand how to maximise profit

**Year 4**

**Paths to employment**

**Financial Understanding**

* To understand the role of further and higher education
* To understand how apprenticeships, give paths to employment
* To understand the different routes that can be taken into employment
* To understand that university and apprenticeships require funding
* To know employment provides financial independence
* To understand that different jobs have different salaries.

**Year 4**

**Anti-Social Behaviour**

* To understand what is meant by anti-social behaviour
* To understand the consequences of anti-social behaviour
* To understand the impact on others and a community of anti-social behaviour
* To give suggestions to combat anti-social behaviour
* To take positive steps to combat anti- social behaviour in our community

**Year 4**

**Relationships / trust /Online correspondence**

* To know we have relationships with those we know well
* To know the difference between an acquaintance and friend
* To understand the role of social media and online correspondence
* To understand the benefits and problems with online communication
* To understand our responsibilities when we communicate online
* To understand we are responsible for what we post online as well as say

**Year 4**

**Team Building**

* To understand that all people in a team have roles
* To take a variety of roles in a team
* To listen to and value the contribution of others
* To work as part of a team for a combined goal
* To encourage and support people to achieve their goals

**Year 5**

**Puberty and relationships**

* To understand puberty and changes that will occur to the body
* To understand that during puberty there are physical and emotional changes
* To explain changes in puberty to prepare for reproduction
* To understand that people are physically attracted to others
* To understand the increased need for personal hygiene during puberty

**Year 5**

**Residential**

* To plan and prepare for a residential
* To be able to discuss feelings and emotions
* To take part in a residential experience
* To meet their needs physically whilst on residential
* To meet their emotional needs whilst on residential
* To support peers to discuss their feelings

**Year 5**

**Alcohol**

* To understand what alcohol is
* To understand alcohol is measured in units
* To understand the law on alcohol
* To understand that alcohol can change people’s physical and emotional capacity
* To understand health guidance on alcohol consumption
* To understand that alcohol is addictive

**Year 5**

**Community Enhancement**

* To identify positive contributions that can be made to the community
* To take part in a project or event which has a positive impact upon community
* To evaluate the impact of a community evenest or change
* To take an active role in improving their community.
* To value diversity and difference in their community.

**Year 5**

**Cycling Road Safety**

To be able to ride a bike safely on a public road understand their rights an responsibilities as cyclists

* To follow the highway code whilst cycling
* To cycle with control
* To show care for themselves and others whilst cycling

**Year 5**

**Resilience Class Counselling**

* To understand what is meant by resilience
* To show resilience in learning
* To understand that resilience is a life skill
* To set personal goals and show commitment to these
* To undertake tasks which they know will be difficult
* To persist despite adversity
* To understand the role of a councillor
* To be able to discuss feelings and emotions
* To understand that discussing issues in a necessary step to resolve problems
* To support peers to discuss their feelings

**Year 6**

**Transition**

* To celebrate achievements in their primary education
* To discuss fears or concerns around transition
* To understand the support networks of their secondary school
* To discuss changes that they expect to occur in secondary education
* To be supportive of their friends as they prepare for educational change

**Year 6**

**Residential**

Independence & Teamwork

* To take part in a residential experience
* To meet their own personal needs whilst on residential
* To work with others to ensure the residential is a positive experience
* To take part in a range of physical and emotional challenges
* To attempt new experiences

**Year 6**

**Reproduction and Sexual Relationships**

* To understand that reproduction is a part of the life cycle
* To understand bodily changes of puberty prepare for reproduction
* To understand that babies are formed from the fertilisation of an egg by sperm
* To understand about the dangers of STIs.

**Year 6**

**Health and Safety Including First Aid**

* To understand emergency procedures to get help with first aid
* To understand how to treat a burn
* To understand how to respond to a cut
* To understand how to respond to a choking hazard
* To understand d the dangers of unseen injuries

**Year 6**

**Drugs**

* To understand the different types of drugs
* To understand the short term and long impact of drugs on the body
* To understand the laws on drugs
* To understand the physical and emotional impact of drugs
* To understand there are a range of services to help with drug addiction
* To understand peer pressures around drugs

**Year 6**

**Educational/ Financial Awareness**

* To understand that a wider range of skills leads to greater employment opportunities
* To set educational and employment goals for the future
* To be able to map career paths into their chosen profession
* To research to understand the range of employment opportunities.
* To identify generic skills which are necessary for all employment ( e.g. honesty,commitment)

We will also use the Leuven scales in school on a half termly basis to assess children’s level of emotional wellbeing and involvement. The rationale underlying the focus on these two process dimension is that high levels of well-being and involvement lead in the end to high levels of child development and deep level learning. This latter concept is centred around the notion that learning should result in significant changes in a pupil’s capacity leading to better outcomes in the way that he or she approaches work, relationships and life in general. This will help the school to identify children who are vulnerable and provide them with additional support and opportunities to develop these areas.

**Emotional Wellbeing**

Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

**The Leuven Scale for Well-being**

|  |  |  |
| --- | --- | --- |
| **Level** | **Well-being** | **Signals** |
| 1 | Extremely low | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others. |
| 2 | Low | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time. |
| 3 | Moderate | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort. |
| 4 | High | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. |
| 5 | Extremely high | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance. |

**Level of involvement**

Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

**The Leuven Scale for Involvement**

|  |  |  |
| --- | --- | --- |
| **Level** | **Well-being** | **Signals** |
| 1 | Extremely low | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. |
| 2 | Low | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. |
| 3 | Moderate | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don’t show much energy and concentration and can be easily distracted. |
| 4 | High | Continuous activity with intense moments. They child’s activity has intense moments and at all times they seem involved. They are not easily distracted. |
| 5 | Extremely high | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. |

**Measuring well-being and involvement**

The evaluation process begins by assessing the levels of well-being and involvement using the scales outlined above. Teachers and support staff must observe pupils as a group or individually for a period of approximately two minutes then give a score for wellbeing and/or involvement.

The initial observation is the starting point for further analysis concentrating on pupils with lower levels of well-being and / or involvement. This analysis should inform teachers about the quality and suitability of their work and it should provide some sort of framework for intervention toward individual pupils.

Measuring a child’s wellbeing and involvement can also empower and energiser teachers and practitioners. If teachers can see that their efforts are leading to a high level of wellbeing involvement in their pupils then it’s likely that this will serve as a galvanising force and result in a cycle of continual improvement.

**Review: June 2021**