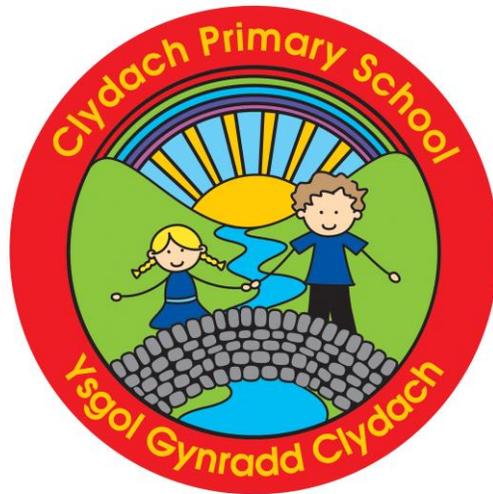


# Clydach Primary School

## Ysgol Gynradd Clydach



# Policy for Health and Well-being

Date Agreed: \_\_\_\_\_

Head teacher: \_\_\_\_\_

Chair of governors: \_\_\_\_\_

*As a Rights Respecting School, we are committed to embedding the principles and values of the United Nations Convention for the Rights of the Child (YUNCRC). This policy enables our children to access and enjoy the following articles of the convention:*

Article 24: Every child has the right to the best possible health

Article 27: Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development

Article 29: Education must develop every child's personality, talents and abilities to the full

## **Health and Well-being Policy**

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. Our belief in "restorative approaches" ensures that every child is listened to.

Within all teaching and learning, numeracy, literacy and digital competency is promoted. Teachers are expected to plan and deliver objectives pitched appropriately to the learners. Lessons have success criteria which include numeracy, literacy and/or digital competency objectives to ensure the learners are aware of the skills they are looking to develop within their learning experiences.

Every opportunity is used to promote the ethos through the school motto:

"Be the best we can be!"

All 'Areas of Learning and Experiences' (AoLE's) are underpinned with appropriate and purposeful opportunities to develop numeracy, literacy and digital competency skills.

All AoLE's are formatively assessed and monitored through the school's planning and assessment tool, and through listening to learners.

The principles underpinning every AOLE in Clydach Primary ensures that the curriculum is:-

- **authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research

- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- **empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **promotes engagement:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers are expected to plan using the “four core purposes” of the curriculum. These will ensure that our children will be:-

1. **ambitious, capable learners who:** – set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about – can use number effectively in different contexts – understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find and are ready to learn throughout their lives

2. **enterprising, creative contributors who:** – connect and apply their knowledge and skills to create ideas and products – think creatively to reframe and solve problems – identify and grasp opportunities – take measured risks – lead and play different roles in teams effectively and responsibly – express

ideas and emotions through different media – give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

**3. ethical, informed citizens who:** – find, evaluate and use evidence in forming views – engage with contemporary issues based upon their knowledge and values – understand and exercise their human and democratic responsibilities and rights – understand and consider the impact of their actions when making choices and acting – are knowledgeable about their culture, community, society and the world, now and in the past – respect the needs and rights of others, as a member of a diverse society – show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

**4. healthy, confident individuals who:** – have secure values and are establishing their spiritual and ethical beliefs – are building their mental and emotional well-being by developing confidence, resilience and empathy – apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives – know how to find the information and support to keep safe and well – take part in physical activity – take measured decisions about lifestyle and manage risk – have the confidence to participate in performance – form positive relationships based upon trust and mutual respect – face and overcome challenge – have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

At Clydach Primary School we envisage these core purposes overlapping and developing through rich learning opportunities.

At Clydach Primary School we plan opportunities for Physical Education and PSE under the Health and Well-being AoLE.

### **Personal and Social Education**

Personal and Social Education (PSE) is central to the educational entitlement of all children at Clydach Primary School Primary School and, as a cross-curricular dimension, permeates all aspects of life in school.

- To equip children to be personally and socially effective by providing learning experiences in which child's can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.
- To develop children's self-esteem and personal responsibility.

- To prepare children for the challenges, choices and responsibilities of work, employment and life-long learning.
- To empower children to participate in their communities as active citizens and to develop a global perspective.
- To assist children to live healthy fulfilled lives.
- To foster and encourage positive attitudes and behaviour towards the environment and the principles of sustained development locally, nationally and globally.
- To improve the health and fitness of the whole school by equipping children with ways to establish and maintain long active lifestyles and healthy eating habits.
- To increase children's knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.

Through a variety of learning experiences, the school helps each child:

- Think and act for her/himself
- Acquire personal qualities and values
- Take her/his place in a wide range of roles in preparation for adult life
- Develop confidence and independence
- Value and respect her/himself and value others
- Know her/himself better and think well of her/himself
- Develop social and communication skills
- Value and respect belongings/living things/environment
- Be able to share/co-operate
- Understand about the importance of a balanced diet and be able to make healthy choices

**Opportunities will include:**

- A monthly "right of the month"
- Individual, peer group, collaborative work
- Discussion and role play
- Involvement in a range of problem-solving activities
- Encouraging the organising of individual learning
- Preparation and presentation of tasks for different audiences
- Encouraging a positive self-image
- Self-evaluation and target setting
- Positive marking by teacher, with written and verbal comments
- Visitors to the school from the "World of Work" e.g police, fire, engineers etc

- Visitors to the school from other cultures
- Cooking opportunities

The school maintains an active role in ensuring that every child is a committee member. The committees are child led and supported by a teacher. The committees are:

- Health and Well-being
- Criw Cymraeg
- Eco
- Digital Leaders
- Anti-bullying Ambassadors
- Rights Respecting Leaders

Clydach Primary School provides opportunities for parents, the community and outside agencies to contribute to personal and social development through their active involvement in the life and philosophy of the school.

As a member of the healthy school scheme, we are fully committed to ensuring that the physical, emotional and mental well-being of all members of the school community are held in the highest regard and are intrinsic to everything we do as a school. The range of activities and opportunities offered to the children support the physical, social and sexual aspects of the PSE framework and fulfil the healthy school scheme criteria.

### **Physical Education**

PE in Clydach Primary School aims to promote the physical, intellectual and social development of every child. We aim to promote and develop children's skills, knowledge, love and enjoyment of physical activities in a safe environment that will serve them in their school and post school life.

We aim to develop:

- Fitness, strength, mobility and endurance through physical activities
- Individual and team skills in a variety of physical activities
- Respect, knowledge and understanding prescribed by the given sport and activity and foster a sense of sporting behaviour and fair play
- An understanding of the health benefits of physical activity both in the short and the long term
- Confidence and competence in water safety
- An appreciation of the aesthetic qualities of movement and develop kinaesthetic awareness of their body

- Skills necessary to overcome challenges of a problem-solving nature in a variety of environments

Opportunities will include:

In the Foundation Phase:

- Planning for the children will adhere to the Foundation Phase Framework. Teachers plan to build upon children's natural enthusiasm for movement. They will develop their skills in movement and coordination and will have the opportunity to test and express themselves through dance, games and gymnastics.
- They will acquire and develop skills by performing basic skills, actions and ideas. Remembering and repeating simple skills with control and coordination.
- They will begin to select and apply skills, tactics and ideas by exploring, selecting and adapting their skills and actions in sequences and combinations. They will begin to apply rules and vary tactics.
- They will learn to improve quality and control. Also observe, describe and copy others as well as describe actions
- They will begin to develop knowledge of the importance of exercise and its effect.

In Key Stage 2:

- Children will be taught the skills and range of health and fitness; Creative activities; Adventurous activities and competitive activities. These will include developing the skills of dance, gymnastics, team games, athletics and fitness.
- They will consolidate skills and learn new ones. Perform activities with greater control and quality.
- They must plan, use and adapt strategies, tactics and ideas as well as applying rules.
- To evaluate and improve performance they will identify effective performance and suggest improvement.
- They will further develop knowledge of the effect of exercise, the importance of activity and an awareness of appropriate clothing and warm up.

Children will have the opportunity to attend lunch time and after school sports clubs run by members of staff.

## **Mental Health**

*“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organization)*

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Headteacher or ALNCo or SLT, in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer, the head teacher or the designated governor. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by HT & ALNCO. Seek guidance about referring to CAMHS from HT/ALNCO/EP.

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

We will ensure that staff, students and parents are aware of sources of support within school and in the local community.

### **Policy Review**

This policy will be reviewed every year. It is next due for review in October 2020.