

Dunannie: Wellbeing PSHE and SMSC Policy

INCLUDING EYFS

Implementation date:

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Author	Wellbeing Coordinator
Review body (individual or group)	The Head of Dunannie
Approval Body	The Head of Dunannie
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Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder		✓
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Wellbeing PSHE and SMSC Policy

Dunannie Wellbeing

The heart of what we teach

Incorporating Social, Moral, Spiritual and Cultural Education,

Personal, Social and Health Education (including Relationships and Sex Education)

The Dunannie Wellbeing provision aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It helps them understand how they are developing physically, emotionally and socially, in a safe, environment with a positive and supportive ethos. There are strong links with safeguarding and support structures for children throughout Dunannie.

We encourage the children to play a positive role in contributing to the life of the school. We help develop their sense of worth and confidence to take risks and manage change. They begin to learn about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a community.

The Bedales Schools ethos and aims underpin our education. A significant part of Wellbeing is embedded in the school ethos and culture: Head, Hand and Heart.

We value the five outcomes of Education Matters: The Children's Act 2005 Every Child Matters

- staying safe
- being healthy
- enjoying and achieving
- making a positive contribution
- economic well-being.

and the UN Convention Rights of the Child.

Policy with regard to the teaching of British Values:

The DfE have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools to actively promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The government sets out its definition of British values in the 2011 Prevent Strategy and these values were reiterated in 2014.

We reinforce these values in accordance with ISSR regulations – specifically fundamental British values of respect, tolerance, democracy, self-knowledge and personal responsibility

and distinguishing right from wrong.

Aims

- To provide a learning environment in which children can develop, thrive and grow as confident individuals
- For children to develop self-confidence, resilience and emotional wellbeing
- For children to develop a positive sense of identity
- For children to recognise that their choices and decisions can affect emotional and physical wellbeing
- For children to develop a healthy and safe lifestyle and encourage children to assess and manage risk
- To celebrate personal achievements and skills
- For children to develop good relationships through self-awareness, tolerance and respect for others
- For children to identify and respect differences and similarities between people, different beliefs and values, including the origins and practices of different cultures
- For children to see themselves as part of a community
- To take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism
- For children to recognise themselves as citizens and agents of change

The curriculum and environment provide opportunities for children to:

- take responsibility
- feel positive about themselves
- participate and be pro-active
- make informed choices and decisions
- develop relationships through work and play
- assess and take risks
- prepare for change

Wellbeing at Dunannie includes:

- PSHE
- RSE
- SMSC

It is based on the 5 Dunannie principles and Be Values of:

- Be Kind
- Be Curious
- Be Healthy
- Be Creative
- Be Brave

Wellbeing at Dunannie underpins our curriculum as well as forming a core element of our ethos and values. It provides learning opportunities across and beyond the curriculum; an integrated programme in timetabled specific and cross-curricular lessons, as well being a fundamental part of assemblies, circle time, special school projects and other enriching activities. We encourage active learning for children through discussion, practical experiences and problem-solving, reflective activities and giving responsibilities and opportunities to contribute to the life of Dunannie.

Wellbeing provision at Dunannie, includes:

- Wellbeing class lessons
- Circle Time
- Personal, Social, Health and Economic Education (PSHE)
- Relationships and Sex Education (RSE)
- Philosophy, Religion and Ethics (PRE)
- Spiritual, Moral, Social and Cultural (SMSC)
- Inter-year group events
- Assemblies
- School and Community events
- Enriching activities
- Golden Time
- Play
- Sport
- Lunchtime
- After school activities and clubs
- Inquiry based curriculum

There are many opportunities for children to meet and listen to visitors.

Children are encouraged to share worries and concerns with any member of staff or they can leave a note for the teacher in the classroom TED (tell me, explain to me ,describe to me) basket.

Early Years Foundation Stage

Wellbeing is an integral part of the Early Years Foundation Stage and staff give particular attention to building positive relationships, providing enabling environments and treating each child as unique.

Activities and experiences are planned through the areas of Learning and Development within the Practice Guidance for the Early Years Foundation Stage, particularly as part of Personal, Social and Emotional Development.

Reviewed: Leanne Payne Spring 2023

Date of next review: Spring 2024

Signed: _____

Appendix

Bedales is a school that was set up around an ethos of community, valuing others, and working together. Our school motto 'Work of Each for Weal of All' means that our school is more than the sum of its parts, that each member of the community has a role to play in creating that community. The SMSC development of pupils is therefore core to what we do. Success at Bedales has never been measured simply on a student's exam transcript: development of character has always been a very important part of what the school seeks to achieve.

John Badley, the school's founder, set out simple guidelines, by which the school should be run. Those in the community should avoid:

- Needless labour to others
- Needless exposure of oneself or others to danger or infection
- Waste or damage of property, whether belonging to the community or to an individual
- Annoyance to others in the community, or to neighbours outside

And in addition, “everyone must try to carry out whatever has been found necessary or helpful for preserving order and promoting the health and well-being of all concerned”.

The school rules to this day maintains the spirit of these guidelines, prohibiting only things likely to cause harm, annoyance or needless work to oneself or others, and promoting community-minded thinking amongst staff and students. Rules are to be obeyed not ‘because I said so’, but because following those guidelines promotes selfless action and avoids causing harm, annoyance or needless work.

Unlike many independent schools, Bedales is a non-denominational foundation, with no chapel, no chaplain and no compulsory religious services. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This policy sets out how Bedales

- (a) ensures that principles are promoted which
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

Spiritual, Moral, Social and Cultural Development of Pupils

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- (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; and
- (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

- (vii) encourage respect for democracy and support for and participation in the democratic process, including respect for the basis on which the law is made and applied in England
- (b) facilitates students' spiritual development, and makes religious observance possible for those who want this.
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views whether pupils are
 - (i) in attendance at the school;
 - (ii) taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
 - (iii) or experiencing the promotion of extra-curricular activities, including promotional materials, taking place at the school or elsewhere.