



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for Wellbeing

September 2024

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Intent:
At Nutfield Church Primary School, our intent is to foster a culture of wellness where our pupils and staff thrive, placing wellbeing, physical and mental health at the heart of everything we do. We believe that a supportive and nurturing environment is essential for personal growth, academic success, and overall happiness. Our goal is to empower our pupils to develop resilience, self-awareness, and positive relationships, enabling them to lead fulfilling lives and make valuable contributions to their communities.
Implementation:

We are committed to implementing a comprehensive curriculum that encompasses various aspects of wellbeing. We will provide a safe and inclusive learning environment where our pupils feel valued, respected, and supported.

There are five key ways in which wellbeing is integrated into our school curriculum at Nutfield Church:

1. **Holistic Support:** We will offer a range of support services, including counselling, mentoring programs, and wellbeing events/workshops, to address the diverse needs of our pupils. We will promote mental, emotional, and physical health through regular check-ins, awareness campaigns, and access to resources.
2. **Curriculum Integration:** We will integrate wellbeing principles into our curriculum, ensuring that our children have opportunities to develop essential life skills, emotional intelligence, mindfulness, and healthy habits. We will promote positive mental health, resilience, and self-care practices through targeted lessons and activities. A rolling programme of wellbeing activities is planning for each half term. Every Wednesday is Wellbeing Wednesday for one of the year groups. The children enjoy a variety of wellbeing activities to promote mindfulness, togetherness and physical activity.
3. **Staff Development:** We will provide professional development opportunities for our staff; equipping them with the necessary knowledge and skills to support student wellbeing effectively. We will foster a collaborative and supportive culture among staff members, encouraging their own self-care and promoting work-life balance. Staff are able to access a wide range of activities to join, resources to develop their knowledge around wellbeing and benefit from a whole school approach of meaningful conversations. One member of staff will be trained this year as the school's Senior Mental Health Lead.
4. **Community Engagement:** We will actively engage parents, families, and the wider community in promoting wellbeing. We will establish partnerships with local organisations, invite guest speakers, and organise community events that highlight the importance of wellbeing and provide signposting and resources for all stakeholders.
5. **Pupil Leadership:** We will develop pupil leadership through our Wellbeing Ambassador, Pupil Parliament, Faith Team, Farm Managers, Anti-Bullying Team and Equity Ambassadors programmes to enable pupil voice surrounding wellbeing to be at the heart of everything we do. Wellbeing Ambassadors will play a central part in the development of wellbeing during playtimes and will work closely with the Senior Leadership in their strategic approach to wellbeing across the school.

Impact:

Through our commitment to wellbeing, we envision a significant positive impact on the entire school community. The implementation of our strategies will result in:

1. **Enhanced Emotional Wellbeing:** Our curriculum will support the emotional wellbeing of our pupils, fostering a positive and supportive environment. Pupils will develop self-awareness, emotional regulation, and coping mechanisms, leading to increased happiness, reduced stress levels, and improved mental health.
2. **Stronger Relationships:** By promoting positive relationships, respect, and empathy, our school community will thrive. Pupils will develop strong connections with peers, teachers, support staff and volunteers/governors, creating a sense of belonging, enhancing social skills and reducing unwanted behaviours.
3. **Lifelong Wellbeing Skills:** Our focus on wellbeing will equip our pupils with lifelong skills and habits that extend beyond their time at school. They will develop physical, emotional, social, spiritual and intellectual knowledge and tools necessary to lead healthy, balanced lives where their skills are developed, maintaining their wellbeing into adulthood.
4. **Improved Academic Performance:** By fostering a culture of wellness, we believe our pupils will experience improved focus, motivation, and academic outcomes. They will be equipped with the tools and resilience to overcome challenges, enabling them to reach their full potential.

How does your subject promote diversity and help our children understand diversity?

We celebrate and embrace our differences and ensure our curriculum exposes our pupils to local, national and world-wide knowledge.

How does your subject help children understand SMSC?

Social:

Throughout the school year we focus on Anti-Bullying, ensuring our pupils are able to interact with each other positively and collaboratively and are able to form safe relationships. Our Anti-Bullying team meet regularly throughout the year to ensure we promote a bullying free safe environment for everyone. This year we are adopting the recommendations from the Church of England's 'Flourishing for All: Anti-bullying guidance for Church of England schools,' suite of resources into our half termly foci.

Moral:

Throughout our Wellbeing Curriculum and through the work of the Pupil Parliament, we promote and learn about the 5 British Values of Democracy, Rule of Law, Mutual Respect, Tolerance of different Faiths and Beliefs and Individual Liberty.

Spiritual:

Our 6 Christian Values of Community, Peace, Wisdom, Hope, Dignity and Joy are fully embedded across all aspects of school life and the curriculum.

Cultural:

Each half term we focus as a whole school on Love Projects. These projects are charity and/or community based where we aim to provide support for those that may be facing hard times within our local community, around the country or around the world. Projects include collecting items for the local Food Bank, the Samaritan's Operation Christmas Child Shoebox appeal and the annual Lent appeal.

How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?

Through targeted therapeutic support, some pupils engage more with our wellbeing curriculum, particularly through outdoor learning opportunities. Social and emotional wellbeing is enhanced through these experiences. Support is also provided through Lego and art therapy. A focus is made on always ensuring pupils have access to our Afterschool or Lunchtime Clubs offer. Pupils have access to peer support with the introduction of our Wellbeing Ambassadors programme.

Good practice in your subject to share with others:

- Wellbeing Wednesday's
- Wellbeing pupil ambassadors
- Outdoor Learning programme
- P4C sessions
- Wellbeing and Values Class Books
- Trinity Farm and Gardens
- Pupil leadership opportunities

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How does your subject add to the cultural capital for children?

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes an extensive programme of after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, whilst also extending the range of children's experiences.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Positive wellbeing is promoted through the wider curriculum and all school activities. Through a carefully planned approach to PSHE, RSE and Citizenship, our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens.

An Exemplar - Progression of one key topic from Reception to Year 6: Healthy Bodies, Healthy Minds

Reception	Being clean and healthy at school and at home
Year 1	Knowing the correct names for body parts and looking after our bodies
Year 2	Understanding healthy feelings, staying safe and feeling poorly
Year 3	The power of sleep, making healthy food choices and learning about germs
Year 4	Healthy influences, making healthy choices, dealing with feelings
Year 5	Valuing ourselves, keeping well, learning about drugs, tobacco and alcohol
Year 6	Taking care of our mental health and the effects of social media on wellbeing

What do Subject Leaders do:

<ul style="list-style-type: none"> - Writes and reviews the curriculum overview - Ensures there is progression from one year group to another - Facilitates the managing of Trinity Farm - Monitors teacher planning and provides feedback - Monitors Wellbeing large class books - Attends relevant training - Disseminates training to staff - Promotes good mental health within the school community - Works alongside the school SENCo to provide or signpost therapeutic support for children, families and staff
<p>Questions children could ask:</p> <ul style="list-style-type: none"> - What does wellbeing mean? - What does good mental health look like? - Is it ok to feel the way I do? - How can I deal with my emotions? - Who can I turn to if I need help? - How do I spot the signs of someone who may be in crisis? - What is the difference between mental health and physical health mean the same thing?
<p>Questions Ofsted, parents or Governors could ask:</p> <ul style="list-style-type: none"> • What are the aims of your curriculum? • What is your vision? • How do you sequence learning? • How do you make sure children have the requisite skills? • How do SEND and PP children do in your school? • How can you demonstrate progress? • What are the key skills? How do you build on this year on year? • How do you support children? • What training do you give to staff to make sure they have the necessary skills?
<p>Also see:</p> <p>Nutfield Church Wellbeing Curriculum Overview: https://nutfieldchurchprimary.co.uk/wp-content/uploads/2024/10/Wellbeing-Curriculum-Overview-2024-25-1.pdf</p> <p>Nutfield Church Website: https://nutfieldchurchprimary.co.uk/wellbeing/</p>

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.