



THE SAINTS FEDERATION

Health and Wellbeing

AoLE Policy

UNCRC Article 28 - right to an education

Document Control

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Signed by the Chair of the Governing Body:

Signed by the Headteacher:

Date approved:

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Equality Statement *(UNCRC Article 2 – Non-discrimination)*

This policy aligns with the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against learners on the basis of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools/education provision must also make reasonable adjustments to alleviate disadvantage.

Aims and objectives *(UNCRC Article 3 - best interests of the child)*

The Health and Wellbeing AOLE enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we develop their sense of self-worth. We teach them how society is organised and governed and we ensure that they experience the process of democracy in school through our pupil voice groups. We teach them about rights and responsibilities and they learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of health and Wellbeing are to:

1. Equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.
2. Develop pupils' self-esteem and personal responsibility.
3. Prepare pupils for the challenges, choices and responsibilities of work, employment and lifelong learning.
4. Empower pupils to participate in their communities as active citizens and to develop a global perspective.
5. Assist pupils to live healthy fulfilled lives.

Enabling Human and Children's Rights *(UNCRC Article 1 Everyone under the age of 18 has all the rights of the convention)*

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.

As the world around us evolves at a rapid and significant rate, we will uphold learners' rights under the [UN Convention on the Rights of the Child - UNICEF UK](#) (UNCRC) to education (Article 28) which prepares them to understand others (Article 29) through an inclusive, holistic, evidence-based and participative health and Wellbeing Curriculum. In this way, learners develop an understanding of how rights are related to all aspects of teaching and learning and contribute to the freedom, dignity, well-being and safety of all people. This also helps learners to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all.

Our school also links learning to the United Nations Convention on the Rights for Persons with Disabilities (UNCRPD): [Convention on the Rights of Persons with Disabilities \(CRPD\) | Division for Inclusive Social Development \(DISD\) \(un.org\)](#)

Everyone who works with children and young people at All Saints and St David's Church in Wales Primary Schools will always do what is best for each learner, as part of our Whole School Approach to Health and Wellbeing (Article 3).

Rights Respecting Schools UNCRC_Article 42 (*knowledge of rights*)

The Unicef UK Rights Respecting Schools Award supports schools across the UK to embed children's human rights in their ethos and culture. The Award recognises achievement in putting the UN Convention on the Right of the Child (CRC) at the heart of a school's practice to improve wellbeing and help all children and young people realise their potential. The Award is based on principles of equality, dignity, respect, non-discrimination and participation. The initiative started in 2006 and schools involved in the Award have reported a positive impact on relationships and wellbeing, leading to better learning and behaviour, improved academic standards and less bullying. Schools involved in the Rights Respecting Schools Award work towards the recognition that they have embedded children and young people's rights in their school's practice and ethos. Schools are required to implement three evidence-based strands that cover the leadership of the school, knowledge and understanding of children's rights, ethos and relationships and the empowerment of children and young people.

Principles – UNCRC Article 3 (best interests of the child)

The principles underpinning every Area of Learning and Experience (AoLE) within The Saints' Federation 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.
- **Engaging:** 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.

Four Core Purposes - (UNCRC Article 3 (best interests of the child))

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

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

Schools within The Saints’ Federation envisage these core purposes overlapping and developing through rich learning opportunities.

What matters statements – (UNCRC Article 28 - right to an education)

The Health and Wellbeing AOLE is made up of five what matters statements. The statements of what matters should be viewed holistically. When viewed together they encapsulate the fundamental elements which are the foundation upon which health and well-being can be developed.

1 - Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours. From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners’ sense of self-worth, their overall mood and energy levels. Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

2 - How we process and respond to our experiences affects our mental health and emotional well-being.

This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent. Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-

being. By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

Our decision-making impacts on the quality of our lives and the lives of others.

This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions. Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process. A key decision that affects learners for life is around their career pathways.

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4 - How we engage with social influences shapes who we are and affects our health and well-being.

This Area can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, values, behaviours and health and well-being, and often do so without our being aware of it. Learners will need to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

5 - Healthy Relationships are fundamental to our well-being

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being. Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others. Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships. As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive

Cross-curricular skills and integral skills - (UNCRC Article 28 - right to an education)

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. Every opportunity is used to promote the ethos of “a safe, exciting, fun environment where our children achieve their potential and become lifelong learners”

Literacy

Literacy is a fundamental enabler of wellbeing. Learning about and through literature has significant potential to provide learners with the means to communicate their feelings, develop relationships with others and seek help and support. The role of communication in expressing emotions is fundamental. Literature has significant potential to support learners empathy, mental health and emotional wellbeing. Literacy provides learners with the opportunity to develop improved decision-making skills. Opportunities to critically engage with a range of texts can support learners’ decision-making and support learners to articulate their views with greater confidence, further developing their values and identity which, in turn, can develop confidence and ambition.

Numeracy

Learning in this Area should provide opportunity to develop numeracy skills in the real-world context. Numeracy is a key enabler in making a number of informed decisions, in particular managing money and supporting good financial decision-making and critically engaging with social norms around money. Numeracy also plays a role in purchasing and preparing food to support nutrition.

Digital competence

Learning in this Area is fundamental to developing safe behaviour in relation to digital media and the online world. Learners should be encouraged to develop their understanding of the increasing influence of technology on their daily lives and the implications this may have for their health and well-being, in particular the possible impact on physical, mental and emotional health and well-being. Decision-making, risk assessment and safe and unsafe situations and interactions should all be considered in digital contexts. This includes relationships with others, online safety, legal implications and social influences online (including social media). Provision should allow learners to explore the vast array of opportunities that these technologies present, as well as developing the awareness and skills needed to be responsible digital citizens.

Integral Skills

Opportunities are provided to develop:

- Creativity and innovation
- Critical thinking and problem solving
- Personal effectiveness
- Planning and organising

Related Policies – UNCRC article 6 (life, survival and development)

This policy is not to be read in isolation. All staff working within The Saints’ Federation are aware and adhere to relevant school policies that compliment Health and Wellbeing. These include:

- Relationships and Sexuality Education Policy
- Safeguarding
- Behaviour and antibullying
- Substance misuse
- Equality and Diversity
- Internet Safety
- Health care Policy
- Sun Protection
- Food and Fitness
- No smoking Policy
- Toileting policy

Roles and Responsibilities for Health and Wellbeing - (UNCRC Article 3 - best interests of the child)
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It is the role of the class teacher:

- To implement the schools' Health and Wellbeing policy and comply with the statutory requirements of the Welsh Government and/or Local Authority. It is also compliant with the statutory requirements outlined in the RSE code.
- To plan long and short term differentiated sessions of work to effectively develop all learner's Health and Wellbeing using appropriate skills across the curriculum.
- To carry out assessment of learners' progress to indicate and identify the next steps in learning and development and to outline progress both within the school setting and to parents as required.
- To discuss and agree support strategies with learners and parents and identify those learners that require intervention to support their Health and Wellbeing e.g) ELSA
 - To enhance and develop Literacy and Numeracy skills through the effective teaching of Health and Wellbeing across all areas of the curriculum.

It is the role of the subject leader:

- To monitor, track and report on the progression of learning of health and Wellbeing across all areas of the curriculum.
- To reinforce and support the continued improvement of standards in teaching throughout the school within Health and Wellbeing.
- To advise, coach and support teaching and support staff colleagues in the effective teaching of Health and Wellbeing.
- To stay well informed about current developments within Health and Wellbeing.
- To ensure that all classrooms provide a safe and welcoming environment that promotes inclusion and positive experiences for all learners.
- To supply an essential lead and direction for health and Wellbeing in the school. A curriculum review is made annually which focusses on progression and indicates areas for further improvement.
- To monitor, track and report on standards of teaching and learning by a range of strategies including; i) monitoring teachers' planning, ii) looking at learner's books and discussing with learners and teachers about their work, iii) listening to learners – e.g. pupil surveys, questionnaires etc, iv) observation and/or participation in teaching and support activities, v) learning walks to observe, monitor and share effective and good practice being carried out across the school.
- To promote the UNCRC around the school and ensure the rights of the child are at the core of all teaching and learning.

- To offer support in relation to use of resources, advise / support colleagues as appropriate and advise or make recommendations for relevant procurement or training to support raising of standards within practice to embed Health and Wellbeing across all areas of the curriculum.
- To ensure that pupil voice is reflected in the Health and Wellbeing curriculum
- To liaise with the local authority, consortium and healthy schools team.

It is the duty of the Headteacher and Governing Body:

- To oversee and guide the implementation of the policy.
- To track and monitor standards of learner's work and quality of teaching practice throughout the school.
 - To take an essential lead in shaping and managing school improvement work to build and elevate progression and wellbeing of learners.
- To ensure that all teaching and learning experiences support the Health and Wellbeing policy and that it is at the heart of the school's vision and ethos.
- To ensure financial provision to support the implementation of the policy and any necessary improvement resources, such as equipment and tools.
- To secure any necessary provision for children with additional learning needs, monitoring and tracking regularly.

Progression Steps - UNCRC Article 29 (goals of education)

Descriptions of learning within the progression steps articulate how learners should make progress in learning around specific statements of what matters.

- **Progression Step 1** – Nursery and Reception
- **Progression Step 2** – Year 1, 2 & 3
- **Progression Step 4** – Years 4, 5 & 6

Principles of progression - UNCRC Article 29 (goals of education)



Progression within the Health and Well-being must enable learners to revisit and deepen learning in concepts within the statements of what matters across a wide range of topics and aspects of health and well-being. Learners' contexts, their personal concerns, interests and circumstances will all have an impact on what enables them to progress and the pace at which they progress. This is particularly relevant in the context of feelings and emotions.

Personal and Social Education – UNCRC Article 24 (health and health services)

Personal and Social Education is central to the educational entitlement of all children within The Saints' Federation and, as a cross-curricular dimension, permeates all aspects of life in both schools embodying the Four Core Purposes.

- To equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.
- To develop pupils' self-esteem and personal responsibility.
- To prepare pupils for the challenges, choices and responsibilities of work, employment and lifelong learning.
- To empower pupils to participate in their communities as active citizens and to develop a global perspective.
- To assist pupils 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 pupils with ways to establish and maintain long active lifestyles and healthy eating habits
- To include opportunities to develop relationships with people who have different backgrounds, experiences and characteristics to them
- To develop and maintain healthy relationships
- To increase pupils' 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.
- To develop knowledge and skills needed to seek help for themselves and others.
- Knowing who to approach for support ranging from friends, teachers, parents and external agencies and organisations such as ChildLine, NSPCC, the police etc
- To recognise that aspects of relationships may not always be safe and healthy.

Opportunities will include:

- A half termly "right and Value"
- 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 and peer evaluation and target setting
- Positive marking by teacher, with written and verbal comments
- Circle time
- Visitors to the school from the “World of Work” eg police, fire, engineers etc
- Visitors to the school from other cultures
- Regular cooking opportunities
- Visits to our Pets as Therapy dog Toby
- Pupil voice that is heard and acted upon

Physical Education – UNCRC Article 24 (health and health services)

PE at The Saints’ Federation aims to promote the physical, intellectual and social development of every pupil. 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 Progression Step 1 and 2:

- 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 Progression Step 3

- 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. All pupils may attend our weekly after school sports club run by all teachers.
- There will be strong links with Cardiff Met with the children attending weekly sessions on campus. Sessions will be run by Cardiff Met and will focus on a variety of skills and sports.

Pupil voice/Decision Making - Involving pupils in evaluating learning – UNCRC article 12
(respect for the views of the child)

Gathering pupils' views and opinions are a regular feature of school life. We believe that pupils are the stakeholders most likely to be affected by decisions, and are invited to contribute unique viewpoints as to how decisions are working on the ground. The views and ideas of our children are sought, whenever possible, when planning, developing and reviewing policies and procedures that might affect them. Some of these are:

- Consulting through pupil bodies - e.g. school council representatives;
- Group or class discussions
- Circle time
- Questionnaires or surveys
- Focus groups or workshops

We believe for learning to be effective, children need to be actively involved in this process, so that they are motivated, engaged and able to develop as independent learners. We encourage pupil participation is something which all pupils experience at the classroom level. Whole-school approaches to pupil participation through learning are encouraged by adopting and developing strategies such as Assessment for Learning, by involving pupils in deciding what and how they learn, in evaluating their learning, and planning for improvement

The school maintains an active role in ensuring that the following groups are part of the school's culture and routine: -

- School Council
- Eco Council
- Health Schools
- Rights Respecting Steering group
- Playground Buddies
- Digital leaders
- Worship group
- Criw Cymraeg
- Friday VIP Award Assembly
- Weekly after school sports club run by teachers, staff and parent volunteers.

Whole School Community – UNCRC Article 15 (freedom of association)

The Saints' Federation provide opportunities for parents, the community and outside agencies to contribute to our Health and Wellbeing AOLE through their active involvement in the life and philosophy of the school.

This is achieved through activities and events such as:

- Friends of St David's CIW parent committee
- Coffee mornings
- Parent helpers in classroom and around the school
- Assembly with invited speakers
- After school clubs
- Charity sponsorships
- Weekly worship with the local Clergy
- Sunday school held at school
- Termly Eucharist
- Weekly visits from the Pets as Therapy dog Toby

Welsh Network of Health Schools Scheme (WNHSS) – UNCRC Article 24 (health and health services)

As a member of the Welsh network of healthy schools scheme (WNHSS) we are fully committed to keeping the physical, emotional and mental well-being of all members of the school community a priority at all times. This provides a framework for the development of a whole school approach to Health and Wellbeing and RSE through effectively linking policy, staff, development of a spiral curriculum school, ethos, learner voice and the wider community through the health topic are of Personal Development and Relationships. The range of activities and opportunities offered to the children support the physical, social and sexual aspects of the health and Wellbeing AOLE and fulfil the healthy school scheme criteria.

Whole school approach to emotional and mental wellbeing (WSAEMW)

A whole school approach recognises that every aspect of the life of the school can impact on our health and well-being and all of those within the school community; support for students, teachers and support staff. A whole school approach acknowledges that the environment and ethos of a school is just as important as the curriculum and policies. It involves working across the curriculum and extra-curricular activities. It should involve learners, parents and carers, staff and governors all working together as a school community to improve well-being based on a good understanding of the needs of the school community and using relevant tools to tackle identified needs.

It considers all aspects of need from universal approaches to promoting good health and preventing ill health to more targeted approaches for those individuals at greater risk and specific support for those individuals with identified needs, with a focus on early intervention. A whole school approach successfully delivered will involve developing effective working partnerships between the school and all of the agencies in the wider system that can provide specialist advice and support.

Supporting all learners – UNCRC article 2 (non-discrimination)

The Health and Wellbeing AoLE is for all children and young people in Wales regardless of any additional learning needs they may have. Children should make progress along the same continuum, although they may reach and move between Progression Steps more slowly or more quickly than others. There may be instances where children may go back on the continuum, and this is acceptable and circumstances taken into account. There is a strong emphasis on mental health and emotional wellbeing and access to support, information and advice is available to all school staff. Programmes such as ELSA support the emotional needs of our pupils and is fostered throughout the school. IDP's, IBP's and OPP need to be developed and reviewed with both parents and children so that the child centred approach can be promoted. The Children's Rights Charter promotes the values of respect, dignity and non-discrimination. Children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress.

Pupils who are More Able and Talented

Our aim is to provide the best provision for MAT pupils within our schools. We aim to create a stimulating learning environment inside and outside of the classroom to ensure MAT learners have multiple opportunities to fulfil their potential and maximise their progress.

Developing learners 'cynefin' – UNCRC article 8 (protection and preservation of identity)

The need for learners to be rooted in their own cultures and to have strong sense of identity within their locality, Wales and the wider world is a key theme within the four purposes of the curriculum. At The Saints' Federation, pupils will have the opportunity in PSE to develop their identity through exploring questions of culture, language and belonging in their locality, Wales and the wider world. In PSE pupils will also gain knowledge and skills in Welsh, English and international languages linked to subject specific vocabulary. Teaching will include opportunities to learn Welsh as an additional language and within real life contexts. The Welsh language will be part of the teaching and learning within PSE to transform how we teach Welsh to all pupils in order to provide them with the skills to speak Welsh by the time they leave full-time education. It is our aim that we develop our teaching and learning in PSE for the Welsh language with the aim of ensuring that our language planning and approaches demonstrate an understanding of how we use and speak Welsh in a wider context and how this can relate to other languages.