

Personal Wellbeing Policy

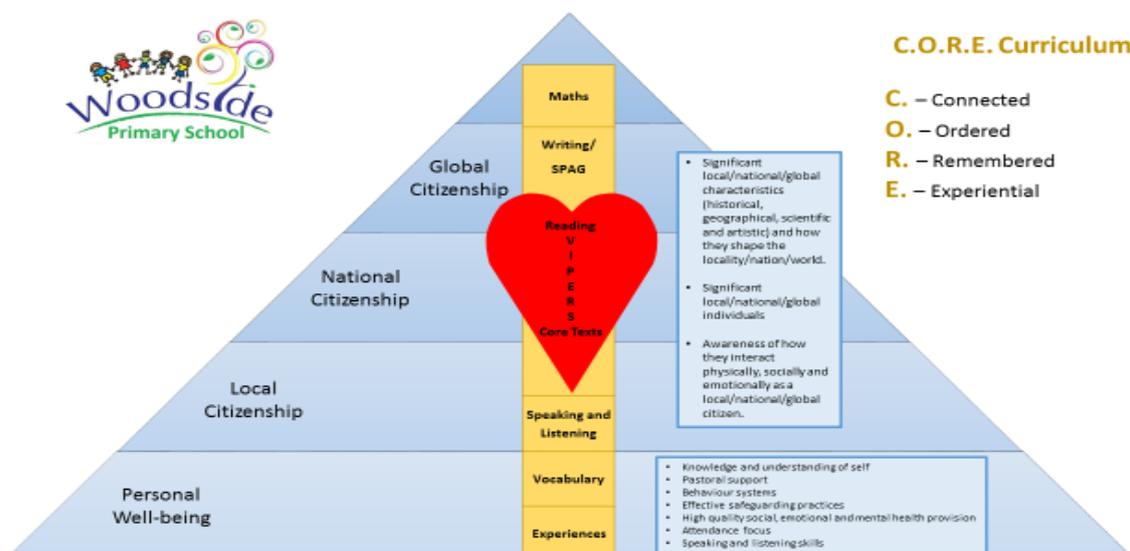
Including Personal, Social, Health and Economic Education (PSHE),

Relationships and sex Education (RSE)

Spiritual, Moral, Social and Cultural Development (SMSC)

Date	Review date	Authors	Reviewed by
September 2021	September 2022	Kerry Burns Hollie Jennings	Sally Bloomer

WOODSIDE PRIMARY SCHOOL PERSONAL WELLBEING POLICY (PSHE, RSE AND SMSC)



RATIONALE

Personal wellbeing is the basis in which the rest of the curriculum at Woodside is built upon. Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Spiritual, Moral, Social and Cultural (SMSC) development provides children with the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and becoming increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, build strategies to overcome many of the spiritual, moral, social and cultural issues that are part of growing up. Children also find out about the main political and social institutions that affect their lives and about the rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

AIMS OF THE CURRICULUM

School must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and
- Prepares children at the school for the opportunities, responsibilities and experiences of later life

All schools should make provision for PSHE, drawing on good practice.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships and Health Education compulsory for all children receiving primary education.** Sex Education is non-compulsory at Primary school and we do not cover this at Woodside Primary School.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

PSHE Education includes:

- Relationship Education
- Health Education
- Living in the Wider World

CONTEXT

This guidance for Relationships and Health Education, replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed every three years or sooner if DfE guidance changes prior to this. This policy is developed in conjunction with The Keeping Children Safe in Education (2019), The Equality Act (2010) and The e-Safety Policy.

INTENT

Children will know how to live a well-rounded healthy lifestyle which includes: physical and mental well-being; forming positive relationships with others; recognising and accessing support with regard to extremism and radicalisation; and understand their position in the wider world. These skills will provide them with opportunities to empathise and connect with world around them; have an ethical approach and a sense of social responsibility, in order for them to thrive as adults.

To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare children for the opportunities, responsibilities and experiences of adult life.

IMPLEMENTATION

At Woodside, there are a number of schemes and provision that supports the implementation of PSHE, RSE and SMSC. They are interwoven throughout the curriculum in addition to being taught discretely:

- Discrete teaching and learning
- Cross-curricular opportunities
- Allocated time dedicated to Personal Wellbeing (e.g. Mindful Mondays)

Effective teaching of PSHE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to children, in a carefully sequenced and appropriate way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real life situations.

The curriculum will be taught using a combination of the following:

- class teachers.
- school nurse.
- visiting speakers for assemblies, small group and whole class workshops.

The primary Relationships and Health Education (RSE) curriculum comprises of Relationships Education and Health Education which are subdivided into further categories.

The teaching of Relationships Education will be split into 5 parts.

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe including the risks of criminal and sexual exploitation.

The teaching of Health Education will be split into 8 parts.

- Mental wellbeing, which includes the 5 Ways to Wellbeing:
 - Connect – talk, listen and feel connected
 - Be Active – do what you can, enjoy what you do and move your mood
 - Take Notice – Remember the simple things that give you joy
 - Keep Learning – Embrace new experiences, see opportunities
 - Give – time, words and presence
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In addition to the above RSE curriculum, the PSHE curriculum includes 'Living in the Wider World'

The teaching of Living in the Wider World will be split into 4 parts.

- Rules, Rights and Responsibility
- Communities, Collaboration and Diversity
- Extremism and Radicalisation
- Finance, Economic Awareness and Enterprise

IMPACT

By the end of primary school, children will know:

Families and people who care for me:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how information and data is shared and used online.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online, criminal and sexual exploitation) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Mental wellbeing:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Rules, Rights and Responsibility:

- why we have rules / expectations and structure is needed in different situations
- to agree and follow rules for their group and classroom
- that rules may need to be changed
- how they can contribute to the life of the class
- how to suggest rules that would improve things for the common good
- why it is important to behave responsibly
- why it is important to be able to take turns
- how to agree and follow rules for a collaborative game
- how to take turns and share as appropriate
- the concept of 'borrowing'
- how to show responsibility to others
- the importance of sharing
- that everyone has a responsibility to consider the needs of others
- that people and other living things have needs and that they have responsibilities to meet them
- about responsibility to others
- ways of looking after the school or community and how to care for the local environment why it is important to plan ahead and think of potential consequences as a result of their actions
- that actions have consequences
- the term 'anarchy' and understand the implications of living in an anarchic society
- the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy
- about organisations such as the United Nations
- the importance and significance of equal rights

Communities, Collaboration and Diversity:

- how to work co-operatively, showing fairness and consideration to others
- why it is important to work collaboratively
- how to take the lead, prioritise actions and work independently and collaboratively towards goals
- how to identify ways to improve the environment
- how to spot problems and find ways of dealing with them
- their role in the class community
- how to contribute to the life of the classroom
- that they belong to various groups and communities
- how to work independently and in groups, taking on different roles and collaborating towards common goals
- a sense of belonging in the wider community
- the role of the local community
- how to consider ways of looking after the school or community and how to care for the local environment

- develop a strong relationship with the local community
- the importance of shared responsibility within all communities
- the benefits of living in a diverse community and learn to celebrate diversity
- how to talk with a wide range of adults

Extremism and Radicalisation:

- the meanings of 'same' and 'different'
- how to recognise and respect similarities and differences between people
- how to recognise individuality and celebrate differences
- that difference is a positive feature
- between 'fact' and 'opinion'
- that beliefs are kinds of opinions that should be accepted, but not necessarily adopted
- how to deal with situations involving peer pressure
- how to deal with situations involving confrontation
- how to recognise ways in which they are connected to each other
- the meaning and importance of resilience and courage
- how to deal with feelings about themselves, their family and others in a positive way
- how to develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying
- how to recognise the features of extremism and radicalisation
- why and how people are recruited into extremist activity
- some of the stereotypes relevant to extremism and radicalisation
- how to identify the risks faced in relation to extremist activity
- how extremism and radicalisation can lead to harm
- the nature and consequences of negative behaviours such as bullying, aggressiveness
- how to identify and challenge stereotypes, including LGBT and other minority groups

Finance, Economic Awareness and Enterprise:

- where money comes from and the choices people make to spend money on things they want and need
- the role of money in our society
- the different types of work people do and learn about different places of work
- why it is important to keep money safe
- why financial management and planning is important from a young age
- we cannot always afford the items we want to buy
- how to reflect on their own spending habits / choices
- about budgeting and what it means to budget
- financial terms such as loan, interest, tax and discount
- how to make connections between their learning, the world of work and their future economic wellbeing
- the principles of enterprise
- profit and loss
- how to contribute to enterprise activities
- how to take responsibility for activities that develop enterprise capability
- the principles of charity work

HOW RELIGIOUS BACKGROUNDS OF PUPILS ARE TAKEN INTO ACCOUNT

A good understanding of children' faith backgrounds and positive relationships between the school and local community help to create a constructive context for the teaching of these subjects.

At Woodside, we will ensure that the religious background and belief will be taken into account when planning teaching, so that the topics that are included are appropriately handled.

HOW 'OFF SCRIPT' QUESTIONS FROM PUPILS WILL BE HANDLED

Teachers will establish the ground rules with the class at the beginning of the programme. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later, or not answered at all if the question is deemed not appropriate for the age of the child. The school believes that individual teachers must use their skill and discretion in these situations. They may refer it to the RSE / PSHE leader who may also seek advice from the school nurse or an RSE adviser.

CONSULTATION WITH PARENTS

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships and Health Education compulsory for all children receiving primary education**. Sex Education is non-compulsory at Primary school and we do not cover this at Woodside Primary School.

The school is committed to working in partnership with parents. This policy is made freely available to parents and parents are able to come to school, ask any questions and view any resources prior to teaching. We hold an annual parent consultation evening where we share materials and resources from Y3-6.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

SPIRITUAL DEVELOPMENT

Children's spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness
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Our school has a climate or ethos within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

As part of our children's Spiritual Development at Woodside Primary school, a daily act of worship in the form of an assembly will take place. In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character'. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

Assemblies take many forms including whole school assemblies, Key Stage assemblies, year group assemblies, class assemblies, assemblies taken by local clergy or other representatives of local religious groups and Presentation assemblies to celebrate the achievements of our children. We welcome Governor's attendance at our assemblies at any time. On occasions during the year, year groups are invited to take part in services at St Augustine's Church – Harvest, Remembrance, Christmas and Easter to which parents are invited.

It is expected that all children will attend assemblies. However, any parent can request, in writing, permission for their child to be excused from attending religious worship and alternative arrangements will be made for the supervision of the child during the period concerned. This complies with the 1944 Education Act and the 1988 Education Reform Act. The Head Teacher keeps all letters received from parents who wish to withdraw their child from collective worship.

MORAL DEVELOPMENT

Children's moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

At Woodside, we believe that a morally aware child will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Woodside promotes moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging children to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through 1:1 discussion, small group discussion, collective worship and PSHE sessions. We believe in the development of the whole child and

endeavour to raise the self-esteem of our children using verbal praise, house points, stickers, awards and Wonder of Woodside.

SOCIAL DEVELOPMENT

Children's social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Woodside encourages children's social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential experiences, class assemblies
- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

CULTURAL DEVELOPMENT

Children's cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through music, PE and art.

Children, who are becoming culturally aware, are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school enables children’s cultural development by:

- Extending their knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for them to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance
- Reinforcing the school’s cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, and School Council.

The Key Features of SMSC at Woodside Primary School can be found in Breakfast and After School Clubs, Extra-Curricular Clubs, Assemblies, Charity Support, Competitions, School Events and Fayres, Celebrating Diversity, Learning Walks, Themed Days/Weeks, Trips and Visitors, Religious Festivals, Celebrations and School Ambassadors Involvement.

SCHOOL AMBASSADORS

At Woodside, we encourage children to take responsibility for the wider school life which will develop valuable SMSC skills to be applied later on in adult life.

- Our School Council representatives are the voice for their class members, consulting and making decisions to improve life at Woodside.
- House Captains lead the school teams, encouraging personal and academic progress.
- Henry’s Reading Buddies support the younger children with their reading skills, developing a love for reading, which is at the heart of our curriculum.
- Woodside News Reports take the responsibility of researching local, national and global news.
- Anti-Bullying Ambassadors advocate a safe, nurturing environment for everyone.
- Play-makers develop our youngest children’s social skills.
- Eco-Warriors take care of our school environment and ensure we are eco-friendly.
- Junior Catering Assistants ensure our youngest children are supported at meal times and encourage everyone to take care of our dining hall.
- Junior Police Community Support Officers (PCSOs) cascade the need for the rule of law

RIGHTS RESPECTING

Although we no longer hold the recognised Rights Respecting Award, we still follow the United Nations Convention on the Rights of the Child and incorporate these through our teaching and learning and it is expected that the UNC Rights of the Child Articles are displayed around school.

BRITISH VALUES

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through our own school values, curriculum and enrichment activities.

Democracy is promoted by:

- Children following an election process to choose School Council representatives and School Captains
- Supporting the school community through their School Ambassador roles
- Raising money for local and national charities
- Teaching where democracy began through the history curriculum

The Rule of Law is taught by:

- Having high expectations reflected in our Behaviour Policy
- Rewarding positive and caring behaviours
- Inviting local police (PSCOs) to talk to children about their role in society and develop our Junior PCSOs

Individual Liberty is encouraged by:

- Providing opportunities to follow their interests in music, art, sport etc
- Developing self-awareness and recognising emotions
- Reinforcing our value 'Aspire' and be the best version of themselves

Mutual respect is developed by:

- Providing opportunities for cooperation and collaboration
- Being supportive and recognising similarities and differences

Tolerance of different faiths and beliefs is promoted by:

- Our delivery of the Dudley Syllabus for Religious Education
- Marking and celebrating significant religious festivals such as Easter, Ramadan and Diwali
- Inviting local religious leaders into school and visiting to place of worship
- Acknowledging diversity of choices and that some people may not follow any religious practice

PERSONAL WELLBEING (PSHE, RSE, SMSC)

ASSESSMENT

Personal Wellbeing is assessed in line with Woodside's Feedback Policy. It is predominantly assessed through on-going formative assessment. Children will produce outcomes in a range of ways fitting for the nature of activity – this includes discussions, role play, individual written work and collaborative small group and class work that will be kept in a 'Class Journal'. Teachers will respond and adapt teaching accordingly for the children to achieve the best possible outcomes.

SAFEGUARDING

Teachers will conduct these lessons in a sensitive manner and in confidence. However, if a child makes a disclosure about something that would put the child at risk of harm, or something that would concern us, then the teacher will take this matter seriously and deal with it as a matter of Child Protection and school policy followed.

CHILDREN WITH SEND

It is up to the school to make sure that the needs of all children are met. This may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

ROLE OF THE PERSONAL WELLBEING LEADERS

As Personal Wellbeing underpins and interweaves the whole of the school curriculum, it is led by the Senior Leadership Team at Woodside. The Curriculum Leader (Deputy Headteacher) leads on the content of the PSHE and RSE curriculum and the Inclusion Leader (Assistant Headteacher), leads on the pastoral aspects.