



Beecholme Primary School

Wellbeing Education Policy (Including Relationship and Sex Education and Drug Education/Incidents)

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Introduction:

This document provides information for everyone who has an interest and concern in the teaching of Wellbeing Education at Beecholme Primary School. This policy is to be read alongside the Wellbeing Curriculum and Termly Overviews.

As of September 2020, Relationships and Health Education is compulsory for all children of primary school age. The Wellbeing curriculum was developed in response to the statutory guidance from the Department for Education regarding [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health’](#).

It involves four key areas of Relationships, Health, Citizenship and Safeguarding, which are then broken down into smaller topics as follows:

Relationships

- Families and People Who Care for me
- Caring Friendships
- Respectful Relationships

Health

- Physical Wellbeing
 - Healthy Eating
 - Drugs, Alcohol, Tobacco
 - Health and Prevention
 - First Aid
 - Changing Bodies
- Mental Wellbeing

Citizenship

- Diversity and Equality
 - Respect Diversity and Equality
 - How to be a productive member of a diverse community
- Environment
 - Respecting and Protecting the Environment
- Economics
 - Managing Money Effectively
 - The Part Money Plays in People Lives
 - Understanding of Enterprise

Safeguarding

- Keeping Safe
 - Managing Risk and Decision Making
 - Extremism and Radicalisation
- Internet Safety
 - Online Relationships

Policy Development:

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group collated all relevant information including national and local guidance. The policy reflects the Department for Education’s statutory framework, as well as guidance from the PSHE Association and the local authority.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Pupil consultation – we considered what exactly pupils want from their Wellbeing Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

All school personnel, parents and carers have been made aware of this policy. This policy is made available to view via the school’s website.

Aims and Objectives:

We believe that our personalised Wellbeing education enables children to become healthier, more independent and more 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 help to develop their sense of self-worth. We ensure that the children experience the process of democracy through participation in a range of activities, including the School Council and Eco Council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of Wellbeing helps in many ways to meet the objectives set out in the Children’s Act 2004 (Every Child Matters) – ‘that to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being’. At Beecholme, we strive to develop the children’s spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

The Wellbeing Curriculum links with our school vision:

All children thrive, learn, and grow in a safe environment which allows them to feel valued. They develop the ability to communicate confidently and competently about their thoughts and feelings. The physical and mental health of the whole school community is at the heart of everything we do.

Our objectives in the teaching of Wellbeing are for all our children:

- To develop self-confidence and self-esteem;
- To have respect for others
- To understand what makes a good relationship with others;
- To know and understand what is meant by a healthy lifestyle;

- To understand the importance of looking after their mental health;
- To be aware of safety issues, including those they may face online;
- To be thoughtful and responsible members of their community and their school;
- To prepare pupils to be positive and active members of a democratic society
- To make informed choices regarding personal and social issues;
- To allow pupils to acknowledge and appreciate difference and diversity in their communities
- To prepare pupils for puberty, give them an understanding of sexual development and the importance of hygiene;

Teaching and Learning:

We aim to provide a safe and secure learning environment that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. We organise lessons in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and share their own thoughts and opinions in a safe space. We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness.

Early Years and Foundation Stage:

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Our Wellbeing curriculum starts from EYFS and gives children the necessary building blocks to prepare them for life. The key learning within our curriculum can be tracked through and builds upon prior knowledge, revisiting where necessary.

Curriculum Planning

Wellbeing education is provided by class teachers through designated curriculum time and school assemblies. Curriculum planning is based upon fortnightly themes, which run throughout the whole school (e.g. What makes a good friend?) and ensure a cohesive approach across the school community. We ensure there is a development of knowledge and skills across both key stages through the use of year group 'Big Questions'. This theme is shared within weekly headteacher assemblies and children are given the opportunity to discuss their learning in the classroom sessions that follow. There are also specific extra-curricular activities to promote Wellbeing across the whole school. These include Children's Mental Health Week, Celebrating Difference Week, Wellbeing Week, Keeping Safe Week, Gardening Week and My Money Week. We also offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive

and supportive local community. We seek out high-quality speakers and workshops, which address contextual safeguarding issues.

Assessment:

Our teachers assess the children's work in Wellbeing lessons both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage (see Appendix 3). We do not set formal tests or examinations in this area of the curriculum. The assessments that we make of pupil achievement are positive and we report on these to parents in annual school reports and at Parent Evenings.

SEND:

As far as is appropriate, pupils with special educational needs should follow the same Wellbeing Education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate, making use of additional visual resources and social stories. Some children with additional needs may receive additional sessions based on their age and individual needs.

Schools have a duty under the Equality Act of 2010 to ensure that teaching is accessible to all children and young people. We believe that Wellbeing Education should include age-appropriate teaching about different types of relationships. At a primary school level, we are required to ensure that 'all teaching is sensitive and age appropriate in approach and content'. We do this by teaching that families sometimes look different to their own family, but they should respect those differences.

Confidentiality and Safeguarding Issues:

Discussions during Wellbeing sessions may prompt a pupil to disclose about related incidents. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks a Designated Safeguarding Lead. The child concerned will be supported by the safeguarding team. All staff are familiar with the policy and complete safeguarding training annually with additional regular updates.

Monitoring and Review:

The planning and co-ordination of the teaching of Wellbeing Education is the responsibility of the subject leaders, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for Wellbeing.
- Provide training opportunities for teachers, especially those linked to safeguarding topics.
- Evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. Monitoring the quality of Wellbeing teaching through drop ins, gaining

pupil voice and monitoring the Wellbeing Class Journals. Good practice is shared to ensure consistency and high-quality teaching is taking place within the subject.

- Ensure teachers have resources available to support the Wellbeing curriculum.

Responsible Staff

Hayley Lewis	Headteacher and Designated Safeguarding Lead
Faye Morris	Deputy Safeguarding Lead and Wellbeing Lead
Sue Brackenbury	SENCo
Donna Keenan	Deputy Safeguarding Lead and ELSA Lead

Linked Policies and Documents:

Wellbeing Curriculum and Planning Document
Early Help and Safeguarding Policy
British Values Statement
Medicines Policy
Behaviour Policy
Anti-Bullying Policy
Equality and Diversity Vision

Ratification

This original policy was agreed and adopted by the Local Governing Body: **September 2023**

This policy will be reviewed every three years. However, this policy is a living document and will be updated as new legislation and guidance is produced or in response to research or other events which have not previously been covered in depth.

Appendix 1

Relationship and Sex Education

Principles of Relationship and Sex Education:

From September 2020, Relationships Education and Health Education are compulsory for all primary schools as set out in the DfE Guidance (2019). In addition to this, the DfE have set out an additional, non-statutory Relationships and Sex Education (RSE) curriculum for primary school children.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend:

“...that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and- drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, paragraph 67).

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to our bodies. RSE also encourages the acquisition of skills and attitudes which allow pupils to manage their lives in a responsible and healthy way. In our school, RSE is an opportunity to answer children’s questions about where they came from, an opportunity to explore the science of reproduction and to be clear about how a baby is conceived as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation.

Organisation, planning and delivery

RSE is taught during our Wellbeing lessons, as well as part of the Science curriculum. The class teacher is the main person to teach RSE but outside agencies and personnel can support and enhance its delivery. A range of teaching methods which involve children’s full participation are used to teach Relationship and Sex Education. These include use of video, discussion, looking at case studies, drama and role-play. Relationship and Sex Education is usually delivered in mixed gender groups. There may be occasions where single gender groups are more appropriate and relevant.

Legal requirements

Chipstead Valley Primary School has a statutory duty to teach the following as part of the National Curriculum Science:

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The Health Education framework also includes the following as statutory guidance:

Changing adolescent body

Pupils should know:

- 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

Full details of the curriculum can be found in the Wellbeing curriculum plans and overviews on the school website.

The Role of Parents

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. We are aware that the primary role in providing children with Relationship and Sex Education lies with parents and carers. In keeping with our school ethos, we seek to build positive and supporting relationships with parents through mutual understanding, trust and co-operation. In promoting this value, we;

- Inform parents about the school's RSE curriculum and year group coverage,
- Answer any questions parents may have about the education of their child,
- Take seriously any issue that a parent/carer may raise with teachers or governors about this policy or the arrangements for RSE in school,
- Encourage parents to read the Wellbeing Education Policy on the school website and speak to us so we can support parents as necessary,
- Parents are informed of the SRE teaching before it commences. It is intended that parents can be prepared for questions at home once the teaching has begun.

Parents' right to withdraw their children

Parents have the right to withdraw their children from all or part of the Sex Education provided at school. Parents do not have the right to withdraw their child/children from the above aspects of the science curriculum or any of the Relationships Education or Health Education curriculum. Those parents who wish to exercise the right to withdraw are invited into school to discuss this with the class teacher or senior leader. The school will make alternative arrangements in such cases.

How the school responds to specific issues related to Relationship and Sex Education:

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Answering Difficult Questions

We acknowledge that sensitive and potentially difficult issues may arise in RSE as children share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the school aims and curriculum for RSE. As a first principle, we will answer questions relating to the taught and planned curriculum for the age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way. Sometimes a child 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 guidance will be given referencing future learning. We believe that individual teachers must use their skills and discretion in these situations and refer to the subject leader or safeguarding lead if concerned. Question boxes may be used as a distancing technique for children to pose anonymous questions.

Appendix 2

Drug Education/Incidents (including Alcohol, and Tobacco and volatile substances)

The DfES (2004) Guidance for Schools states that the purpose of the school drugs policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies.

The purpose of the policy

The policy covers four areas relating to drugs, alcohol, and tobacco and the school:

- The school's values and ethos on drugs
- The content and delivery of the school's drugs education programme
- The school's rules around drugs
- Drug incident management within the school and health and safety issues

The school's values and ethos on drugs

Drug use and misuse have become increasingly common in our society. The school recognises the need to prepare and equip young people for life in a drug using society. The school also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school. It is vital that the school sends a clear message to the whole school community that the possession, use, or supply of illegal or unauthorised drugs is unacceptable. However, if an incident involving drugs should occur the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Therefore, administering first aid and summoning help in the case of medical emergencies will always take priority before dealing with any issues (Croydon Serious Incident Procedure Appendix 5).

To whom the policy applies

This policy applies to staff, pupils, parent and carers, governors and partner agencies working within the school.

Any incident that occurs off school premises while on school business, including school visits, should also be handled with reference to the school's drugs policy and using the Croydon Serious Incident Procedure (Appendix 5).

Smoking

Chipstead Valley Primary School is a smoke-free school; this includes all buildings, and all grounds. The policy applies to all staff, pupils, parents, and visitors.

Aim of Drug, Alcohol, and Tobacco Education

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DfES 2004

Objectives of Drug, Alcohol, and Tobacco Education

To increase pupils' knowledge and understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional, and political issues surrounding drugs.

To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Assessing, avoiding and managing risk.
- Communicating effectively.
- Resisting pressures.
- Finding information help and advice.
- Devising problem solving and coping strategies.
- Developing self-awareness and self esteem.

To enable pupils to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Guidance for schools' DfES 2004

Organisation, planning and delivery

Drug education is part of the school' PHSE policy. Class teachers will guide teaching and learning in this area however when appropriate the use of outside agencies will be considered.

Drugs education is also delivered through the school's Explore and Discover Curriculum which incorporates statutory science teaching and learning.

Management of drugs at school

Please refer to the school's **Medical Policy** for guidance on the use of medicines in school.

Drug related incidents in school

Each incident will be considered on its own merits and the following priorities will be considered:

- The immediate health and safety of all members of the school community

- Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident
- Consider transgressions of school rules and assess the need for punitive responses
- Review drugs policy if current protocols were found to be inadequate

Tobacco

The school enforces a total ban on smoking at all times throughout school premises, including all grounds and vehicles. There are no designated smoking areas. However, the school will offer support to those trying to stop smoking. Anti-smoking education is at the forefront of the school's drug education programme, and any pupils identified as smokers will be supported in quitting.

Alcohol

Consumption of alcohol is not permitted on school premises during the school day but small amounts of alcohol may at times be provided for adults at after school events. This is at the head's discretion. Any alcohol on school premises will be stored securely in.

Volatile Substances

All products containing volatile substances such as cleaning materials, stationery, etc. will be locked away securely out of the way of pupils when not in use.

Pupil Intoxication

In the event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified provided this is in the best interests of the child.

In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child. If parents are unable or unwilling to do this the school will not release the pupil in an intoxicated state as this might endanger the pupil's welfare, but will instead manage the situation in the best way possible. This will usually involve separating the pupil from others and giving one to one teaching in a calm environment while the pupil's condition is monitored. Intoxication or possession of drugs or alcohol in school is seen as indicative of a possible substance use issue requiring specialist intervention, and the school will always investigate this and respond accordingly. Repeated instances of intoxication or possession are a very strong indication that referral is appropriate. The pupil's welfare will always be the overriding priority.

Pupils with Drug Related Problems

Should any student be identified as having a drug, alcohol, or volatile substance problem the school will engage and support the pupil and refer the case on to specialist substance misuse services. The school will also consider facilitating the pupil's engagement with the service if this is appropriate. The school considers each case on its own merits and is always primarily

concerned with the welfare of the young person in question. Safeguarding procedures must be adhered to at every stage.

Discovery of drugs or paraphernalia including needles

If illegal drugs are found in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated pupils (discussed above) possession of illegal substances by a pupil can be indicative of a drug problem.

For syringes/needles which constitute a hazard to health and safety when found on or around school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed.

Intoxicated Parents/Carers

Quoting DfES:

"When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police".

Involving Parents

Parents will always be informed of any incidents involving drugs, alcohol, tobacco, and volatile substances, as long as this is in the best interests of the child.

Pupil Disclosure

Guidance on pupil disclosure is given in the school's **Early Help and Safeguarding Policy**.

Involving the police

The police will always need to be involved in any incidents involving illegal drugs. They will take responsibility for disposal of such substances.

The police will not normally need to be involved in incidents involving legal drugs such as alcohol, tobacco, and volatile substances but the school may wish to inform Croydon Trading Standards about the inappropriate sale or supply of tobacco or alcohol to pupils in the local area.

SERIOUS INCIDENT procedure

Off Site Incidents
Any incident that occurs off school premises whilst on school business, including school visits, should be dealt with according to this procedure.

SCHOOL PROCEDURE

When there is a suspicion that a pupil has been involved in a serious offence (e.g. assault, drug related incident, unlawful possession of a knife etc.), the following procedure should be followed.

Safety of the Pupil(s)
Seek medical assistance if appropriate.

PARENTS/CARERS INVOLVEMENT

Parents/carers should automatically and immediately be informed and involved. Parents/carers involvement and co-operation are considered to be absolutely essential to the success of this procedure.

Control of the Evidence

- Place the evidence in a clear plastic bag and seal it entirely.
- The witness and the pupil should sign & date over the seal.
- Place the bag into a safe place until further action is necessary.
- After consultation with the Youth & Schools Unit of the Police, either dispose of the evidence or retain it for an appeal.

Immediately inform the Head Teacher or Deputy. In the event that neither are available this should be referred to:

Discussion with the Pupil(s) Involved
The initial meeting with the pupil(s) should be to establish whether an offence may have been committed that should be brought to the attention of the Police.

Police Involvement
If this is the case, the school will contact the Youth & Schools Unit located at Croydon Police Station (Tel: 020 8649 0271).

Parents/Carers Appeal
Parents/carers in the maintained sector have the right to make representations to the Governing Body. Thereafter the appeals procedure can be followed. It is strongly recommended that those independent schools which do not have a procedure should give the matter serious consideration.

The School's Decision
The pupil may be excluded from the school for a fixed term initially. It will be for each school to decide in the light of the individual circumstances whether the exclusion should be fixed term or permanent.

Advice to Parents/Carers
Parents/carers will be informed of the counselling and support services available, where appropriate, within Croydon and supplied with relevant names and telephone numbers and advised, if appropriate, to seek medical advice. The school will expect parents/carers to seek help from these services on behalf of the child or family.

Fixed Term Exclusion
For pupils to be allowed to return after a fixed term exclusion, parents should be informed of the support/advice/monitoring arrangements that will be available within the school.

Permanent Exclusion
Should the exclusion be permanent, Croydon Head Teachers are encouraged to be supportive of each other in finding an alternative placement for the pupil concerned and agree to provide an appropriate support/advice/monitoring service for the individual, once admitted.

POLICE PROCEDURE

For urgent and immediate action use 999 system. Otherwise:

Contact the Youth & Schools Unit for advice and support Mon-Fri 8am - 5pm.

If Police involvement is requested the initial investigation will be conducted at the school.
But
Police interviews of pupils suspected of offences must be conducted at a Police Station.

A pupil who is required to attend a Police Station is entitled to legal representation and a parent or appropriate adult must be present.

Crime case disposal is the decision of the Police and the Crown Prosecution Service. There are three options:

No further action
Reprimand or final warning (Crime and Disorder Act 1998).
Charge

Positive diversion from crime. Involvement of multi-agency Youth Offending Team.
Court

School discipline is at the discretion of the Head Teacher. The Police will take no part in these decisions.



020 8686 4433 ext: 2362

December 2003



Croydon Borough Division 020 8649 0271

Appendix 3

The Wellbeing Curriculum

The following Wellbeing Curriculum Documents can be found on the school website
<https://www.beecholme.com/>

Wellbeing Themes Overview Autumn Term
Wellbeing Themes Overview Spring Term
Wellbeing Themes Overview Summer Term

Wellbeing Curriculum Plan Years 1 and 2
Wellbeing Curriculum Plan Years 3 and 4
Wellbeing Curriculum Plan Years 5 and 6