

A5: Wellbeing

Wellbeing - SMSC Policy

Review September 2025

Document Quality Control

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September 2024	M Simpson	02.09.2024	Richard Baum	16/09/2024

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Oct 2022	Amendments to curriculum and delivery of Wellbeing.	R McKeown	13.10.2022	L Moncada	31.10.2022
April 2023	Rhiannon Farrell added	M Simpson	26.04.2023	L Moncada	28.04.2023
February 2024	Dr Helen Wright Advisory Board (safeguarding and Boarding) signature added	M Simpson	20.02.2024	Dr Helen Wright	22.02.2024
Sept 2024	Feedback from ISI Report	R Farrell	04.09.2024	R Baum	16.09.2024

Context and Rationale:

This policy covers our school's approach to Wellbeing: spiritual, moral, personal, social, cultural, health, sex and relationships and economical education, citizenship and fundamental British values.

It was produced by Rhiannon Farrell (Wellbeing Lead), through consultation with teachers of wellbeing, SLT and the Advisory Board. Students have been involved in the creation of this policy through a student voice questionnaire. Key needs identified by students were more lessons on LGBTQ+, careers and budgeting.

Availability:

Parents and carers will be informed about this policy through the Chase Grammar School website, where a copy is available for them to read on the 'School Policies' page. Should a paper copy be required, these are available on request at School Reception.

Aims and Objectives

At Chase Grammar School, we reach out to provide excellence in individualised education; to nurture, extend and enrich young people to develop into the global citizens and leaders of the future.

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This policy fulfils our school ethos by recognising that the personal, social health and economic development of pupils plays a significant part in their ability to learn and achieve. Our PSHE programme is therefore centred around pupil wellbeing and the mantra, *'happy students learn'*.

At Chase Grammar School, we promote the fundamental British Values through our Wellbeing provision for pupils in Chase Grammar Preparatory School and in the senior school. We aim to ensure that we nurture students who can participate fully and positively in a democratic, modern Britain.

Our Wellbeing programme therefore aims to provide an education that enables students to:

- Develop personal qualities and use social skills
- Voice their views and opinions – self-knowledge, self-esteem, and self-confidence.
- Understand communities and societies, including an understanding of the fundamental British Values of democracy and the rule of law; knowing right from wrong and respecting civil and criminal law
- Develop personal values and beliefs and explore the values and beliefs of others, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- Have respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Understand and appreciate diversity, celebrating our multicultural British society, including the British Value of individual liberty
- Develop a sense of self
- Keep healthy and safe in the real world and online
- Form and maintain healthy relationships with others.

In the Preparatory School Wellbeing is fundamental to the development of the whole child, with the Personal and Social strands forming key aspects of the EYFS curriculum which extends across the whole Prep School. Our curriculum specifically addresses the Prime EYFS strands of:

- Making Relationships,
- Developing self-confidence and self-awareness, and
- Managing feelings and behaviour.

Creating a Safe and Supportive Learning Environment:

We will create a safe and supportive learning environment by ensuring that all adults/teachers delivering the curriculum, model and promote expected behaviour; treating all people as unique and valuable individuals and showing respect for students and their families.

Teachers of wellbeing will encourage a safe, open and positive learning environment within the classroom by establishing clear ground rules that are agreed and reinforced using the Wellbeing Charter. During wellbeing lessons, students will be reminded of the importance of respecting the privacy of others, to keep information or views shared by their classmates confidential and to not share personal information about themselves or others.

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We recognise that certain topics covered may be difficult for some children, therefore teachers have been advised to exercise sound professional and pastoral judgement when dealing with such matters. Wellbeing teachers understand that adults cannot promise complete confidentiality as any safeguarding/child protection concerns that may arise must be correctly reported. We will ensure that where pupils indicate that they may be vulnerable and at risk, appropriate support and intervention will be given, in line with Chase Grammar School's child protection/safeguarding policy and procedures.

Entitlement and Equality of Opportunity:

Our PSHE education provision is available to every year group within the school: from early years to KS5.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of students (including those with English as an additional language) to ensure that all can fully access our PSHE education provision. We will always seek to make appropriate adjustments where necessary in delivering the Wellbeing programme for children with SEND.

We will use wellbeing lessons and PSHE education as a way to address diversity issues and promote equality for all through our 'Celebrating Differences' topics and assemblies in which students will be taught about key content such as positive and negative discrimination, the Equality Act, stereotypes and prejudice, protected characteristics, inequality and vulnerable societal groups.

Learning and Teaching

Planning and Timetabling

We plan our Wellbeing provision in advance to ensure that our promotion and delivery is robust and comprehensive. The planning is shared via Staffshare and Jigsaw PSHE (our online platform for KS3-4) and strands are promoted throughout school life; our Wellbeing curriculum is central to everything we do.

The strands of Wellbeing planning and delivery are:

1. The **curriculum**, across all subjects and including discrete Wellbeing lesson
2. **Academic Mentor time and assemblies**, where the themes being explored in Wellbeing lessons are further developed
3. **The Chase Passport** which encourages students to build on the following nine areas: collaboration, creativity, decision-making, empathy, global citizenship, integrity, leadership, problem-solving and resilience
4. **The Enrichment Programme** which gives opportunities for students to learn outside of the classroom and mix with students outside of their usual friendship group.

Wellbeing forms a key part of our curriculum planning. All students have a 60-minute Wellbeing lesson each week, taught in year groups. Our key stage curriculum maps set out the content and sequencing of the topics covered to ensure increasing level of demand and progressively deeper learning in each year group. Content will be progressively extended in age-appropriate ways as children progress through the school and will cover the three recommended core themes: Health and Wellbeing, Relationships and Living in the Wider World. These themes are also linked to

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holidays and celebrations, assemblies and form time discussions which maintain the thread of our themes over the course of the year.

We also celebrate students' engagement in Wellbeing activities through the school's Passport Awards, Celebration Assemblies, House Point Awards and through the Academic Mentor system.

Our provision is further enriched by whole-school activity days such as the bi-annual careers fair and Skills Show and where possible, we invite external speakers to share their expertise with our students and further our students' understanding and awareness of a particular thread.

Assessment

We will assess pupils' learning and progression through the end of topic tests/quizzes/q&a/teacher assessment in the final lessons of every topic. Pupils' will evidence their learning and progression through self and peer assessment, and teachers will monitor the learning and progress of their pupils within the lessons, using their Jigsaw Journals (KS3-4) and class folders (KS5). Prep school use summative topic questionnaires to assess their students' understanding.

Responsibility and Quality Assurance

The programme will be led by Rhiannon Farrell (Head of English Faculty with whole-school responsibility for Wellbeing/PSHE) and overseen by Lesley Moncada, SLT link for Wellbeing/PSHE. Teachers responsible for teaching PSHE and Wellbeing will be supported by Rhiannon Farrell through termly meetings and training sessions during InSeT. Prep school will be led by Sarah Clark overseen by Naomi Moncada Associate Assistant Principal for Prep School.

Provision for Wellbeing is monitored and reviewed on a regular basis. This is achieved by:

- Review of the Wellbeing plans to ensure a robust and thorough coverage
- Student voice on good practice
- Drop ins and observations
- Audit of policies, curriculum maps and resources
- Sharing of good classroom work and practice in staff training days and staff meetings

Links to Other School Policies:

This policy supports and complements the following policies:

- Relationships and Sex Education (RSE)
- Child Protection / Safeguarding
- Anti-Bullying
- Child on Child Abuse
- Drug Misuse
- Online safety
- Prevent

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Involving Parents and Carers:

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website
- Involving parents in the consultation process and encouraging dialogue between the Wellbeing Lead and parents/carers.
- Listening mornings once a year to showcase what is taught in wellbeing and answer any questions.

Parents have the right to withdraw their children from aspects of sex education (RSE) which do not form part of the national Science curriculum. We will communicate to parents about their right to withdraw their children by making this policy, along with the PSHE curriculum maps, available on the school's website.

If a parent wishes to withdraw their child, they must put this request in writing to the Principal, using the form in Appendix 2 on the school's RSE policy. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from this part of the PSHE programme.

Review Date:

This policy will be reviewed by September 2025 to ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current DfE advice and guidance.

R. Farrell
September 2024

Authorised by Richard Baum, Director of Operations, Achieve Education and Advisory Board Member

Signature:  Date: 16.09.2024