



## Wellbeing Policy

This policy applies to the whole school including the EYFS at Copthorne Prep.

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## **Introduction**

This policy outlines Copthorne Prep School's approach to Personal, Social, Health and Economic (PSHE) education, which is taught as a part of our Wellbeing curriculum. It reflects our commitment to supporting pupils' personal development, emotional literacy, mental health, and preparation for life beyond school.

PSHE education is a statutory requirement under the Children and Social Work Act 2017 and is guided by the Department for Education's statutory framework for Relationships Education, Relationships and Sex Education (RSE), and Health Education (DfE, 2019). It also supports the school's obligations under the Equality Act 2010 and Keeping Children Safe in Education (KCSIE).

The Wellbeing curriculum promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is designed to help pupils live safe, healthy, and economically sustainable lives, and to make a positive contribution to their school, community and wider society.

## **Associated Policies**

This policy should be read in conjunction with:

- RSE Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- Curriculum Policy

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## **Aims**

In accordance with Section 78 of the Education Act (2002), Copthorne Prep aims to promote the spiritual, moral, cultural, mental and physical development of pupils and of society. Our wellbeing curriculum is designed to:

- Ensure every child is given opportunities to flourish in all areas of school life
- Celebrate and embrace difference and diversity
- Encourage pupils to make positive contributions to the life of the school
- Prepare pupils for transition to senior schools and life beyond
- Equip pupils with the knowledge and skills to become healthy, independent, responsible and respectful members of society
- Promote emotional literacy, resilience and self-esteem
- Support pupils in understanding democracy, rights and responsibilities
- Provide age-appropriate careers education in Year 6

## **Curriculum Objectives**

Through wellbeing education, pupils will:

- Recognise and name emotions in themselves and others
- Develop self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and make responsible choices
- Show respect and tolerance for people with different beliefs and backgrounds
- Understand and challenge discrimination, including reference to protected characteristics under the Equality Act 2010
- Respect school rules and the law of England
- Make informed choices about personal and social issues
- Understand the elements of a healthy lifestyle
- Accept responsibility for their behaviour and show initiative
- Contribute positively to school, community and society
- Develop awareness of public institutions and services
- Become informed and active members of a democratic society
- Understand safety issues at school, home, online and in the wider world
- Learn about financial literacy and economic matters
- Explore different careers and opportunities
- Show resilience and perseverance
- Engage in open discussion and debate
- Develop a practical understanding of e-safety

## **Curriculum Organisation and Delivery**

Wellbeing is taught weekly across all year groups from Reception to Year 6. Lessons are delivered by class teachers and follow the Kapow Primary PSHE and RSE Scheme of Work, which is fully aligned with statutory guidance and accredited by the PSHE Association. See Appendix A.

Teachers are provided with curriculum overviews, progression grids, and suggested activities and resources. These are compiled and overseen by the Pastoral Lead, supported by the Deputy Head and Head of Academic Excellence.

Lessons are structured to allow sufficient time for exploration, discussion and reflection:

- Reception and KS1: 30–45 minutes
- KS2: 50–55 minutes

The curriculum is organised into six key strands:

1. Family and Relationships
2. Health and Wellbeing
3. Safety and the Changing Body
4. Citizenship
5. Economic Wellbeing
6. Identity (Year 6 only)

Each strand is revisited annually to build on prior learning and support progression.

Relationships and Sex Education (RSE) is taught as part of this integrated programme, primarily in the Spring Term (see RSE policy)

All staff delivering PSHE and RSE content receive regular training to ensure consistency and confidence in delivery.

## **Wellbeing Curriculum**

In addition to the PSHE content, wellbeing lessons are designed to promote positive mental health and emotional resilience. These lessons are structured around the

Five Ways to Wellbeing:

- Discover – Trying new things and managing emotions
- Take Notice – Mindfulness and self-awareness
- Connect – Building and maintaining relationships
- Give – Kindness, empathy and community contribution
- Move – Physical activity and its impact on wellbeing

These themes are revisited each year to reinforce key messages and support long-term wellbeing.

## **Assessment in PSHE and Wellbeing**

Assessment in wellbeing is primarily formative. Teachers follow the school's Feedback and Marking Guidelines and use a range of strategies to assess pupil progress:

- Verbal feedback to individuals and the whole class
- Opportunities for self-reflection and peer discussion
- Informal baseline and end-point assessments
- Whole-class portfolios and individual journals
- Progression of Skills Grids to ensure consistency and progression

Pupil work and reflections are passed on to new teachers to support continuity and build on prior learning.

## **Beyond the Classroom**

The aims and values of wellbeing are embedded throughout school life.

Opportunities to reinforce learning include:

- Assemblies and Form Time
- Celebration of cultural and religious festivals
- Charity events and community engagement
- School-wide initiatives such as Kindness Week
- Pupil Council elections and meetings
- Guest speakers and workshops (e.g. First Aid, careers talks)
- School positions of responsibility (e.g. Year 6 Prefects)
- Encouragement to follow current events and news

Assemblies are used to promote values, celebrate achievements, and explore themes from the PSHE curriculum. A record of assembly topics is maintained to ensure breadth and variety.

## **Inclusivity and Accessibility**

Wellbeing education is inclusive and accessible to all pupils. Lessons are adapted to meet the needs of pupils with SEND or learning differences. Planning and resources are reviewed to ensure compliance with the Equality Act 2010 and the school's Equality, Diversity and Inclusion Policy.

Topics are presented using a range of perspectives to allow pupils to form their own informed views while respecting others. Resources reflect the diversity of our school community and promote a sense of belonging.

## **Safeguarding**

Wellbeing education plays a vital role in safeguarding. Pupils learn about healthy relationships, boundaries, online safety, and how to seek help. Teachers are alert to disclosures and follow the school's Safeguarding Policy.

Sensitive topics are handled with care, and pupils are signposted to trusted adults and support services where appropriate.

## **Parental Engagement**

We value the role of parents and carers in supporting PSHE and Wellbeing education. We aim to build a positive partnership through:

- Sharing curriculum plans and resources at information evenings
- Offering opportunities for discussion and feedback
- Responding to parental queries and concerns
- Informing parents of sensitive content in advance

Parents are encouraged to reinforce key messages at home and to speak with staff if they have questions or concerns.

## **Review and Update Process**

This policy and the PSHE/Wellbeing curriculum are reviewed annually to ensure they remain relevant, effective and compliant with statutory guidance. Evaluation includes:

- Staff and pupil feedback
- Curriculum audits
- Updates to national guidance
- Parental consultation

Any significant changes will be communicated to staff, governors and parents.

## Appendix A:

### Copthorne Prep School RSE/PSHE/Wellbeing Long Term Plan

Lessons are categorised into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.						
PSHE/RSE	<u>Family &amp; Relationships</u>	<u>Health &amp; Wellbeing</u>	<u>Safety &amp; the Changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Identity (Y6)</u>
	Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.	Considering what makes us who we are whilst learning about body image.
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well being	<u>Wellbeing: Discover</u> Learning to try something new and how to cope with the emotions that new experiences bring.	<u>Wellbeing: Take notice</u> Learning to pay attention to the present and be more aware of what is going on around them and within them.	<u>Wellbeing: Connect</u> Learning how to develop existing friendships, understand the importance of others' thoughts and feelings and build new relationships.	<u>Wellbeing: Give</u> Learning to give and be kind while thinking of others and appreciating the gift of giving.	<u>Wellbeing: Move</u> Learning about the importance of being physically active and different ways of doing so.	

<p><b>EYFS: Reception</b></p>	<p><b>Try something new</b></p> <p><u>Self-regulation:</u> <u>My feelings</u> Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p><b>My surroundings</b></p> <p><u>Building relationships:</u> <u>Special relationships</u> Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.</p>	<p><b>Similarities &amp; Differences</b></p> <p><u>Managing self</u> <u>Taking on challenges</u> Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.</p>	<p><b>Kind words</b></p> <p><u>Self-regulation:</u> <u>Listening and following instructions</u> Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.</p>	<p><b>Being animals</b></p> <p><u>Building relationships:</u> <u>My family &amp; friends</u> Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.</p>	<p><u>Managing self:</u> <u>My wellbeing</u> Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.</p>
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Year 1	<p><b>Making mistakes</b></p> <p><u>Families &amp; Relationships</u> What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships</p>	<p><b>Sound</b></p> <p><u>Health &amp; Wellbeing</u> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing &amp; personal hygiene • Sun safety • Allergies • People who help us stay healthy</p>	<p><b>Understanding others</b></p> <p><u>Safety &amp; The Changing Body</u> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe</p>	<p><b>Sharing</b></p> <p><u>Citizenship</u> Responsibility • Rules • Caring for others: Animals • The needs of others Community • Similar, yet different • Belonging Democracy • Democratic decision</p>	<p><b>Gardening</b></p> <p><u>Economic wellbeing</u> • Money • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations • Jobs in school</p>	<i>Transition x1</i>
Year 2	<p><b>Perseverance</b></p> <p><u>Families &amp; Relationships</u> Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners &amp; courtesy • Loss and change</p>	<p><b>Colour expression</b></p> <p><u>Health &amp; Wellbeing</u> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health</p>	<p><b>Compliments</b></p> <p><u>Safety &amp; The Changing Body</u> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education</p>	<p><b>Generosity</b></p> <p><u>Citizenship</u> • Responsibility • Rules beyond school • Our school environment • Our local environment Community • Job roles in our local community • Similar yet different: My local community Democracy • School Council • Giving my opinion</p>	<p><b>Nature Walk</b></p> <p><u>Economic wellbeing</u> Money • Where money comes from • Needs and wants • Wants and needs • Looking after money Career and aspirations • Jobs</p>	<i>Transition x1</i>

Year 3	<u>Practice makes Progress</u> <u>Families &amp; Relationships</u> <ul style="list-style-type: none"> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<u>Making a difference</u> <u>Health &amp; Wellbeing</u> <ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<u>Shared Interests</u> <u>Safety &amp; The Changing Body</u> <ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<u>Appreciation</u> <u>Citizenship</u> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> <li>• Recycling</li> <li>• Community</li> <li>• Local community groups</li> <li>• Charity</li> <li>• Democracy</li> <li>• Local democracy</li> <li>• Rules</li> </ul>	<u>Motion Detection</u> <u>Economic wellbeing</u> <ul style="list-style-type: none"> <li>• Money</li> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> <li>• Career and aspirations</li> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>	<i>Transition x1</i>
Year 4	<u>Resiliences</u> <u>Families &amp; Relationships</u> <ul style="list-style-type: none"> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<u>My thoughts</u> <u>Health &amp; Wellbeing</u> <ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<u>Pen Pals</u> <u>Safety &amp; The Changing Body</u> <ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<u>Giving to my community</u> <u>Citizenship</u> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• What are human rights?</li> <li>• Caring for the environment</li> <li>• Community</li> <li>• Community groups</li> <li>• Contributing</li> <li>• Diverse communities</li> <li>• Democracy</li> <li>• Local councillors</li> </ul>	<u>Making a beat</u> <u>Economic wellbeing</u> <ul style="list-style-type: none"> <li>• Money</li> <li>• Spending choices/ value for money</li> <li>• Keeping track of money</li> <li>• Looking after money</li> <li>• Career and aspirations</li> <li>• Influences on career choices</li> <li>• Jobs for me</li> </ul>	<i>Transition x1</i>

Year 5	<u>Growth Mindset</u>  <u>Families &amp; Relationships</u> <ul style="list-style-type: none"> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<u>Others around me</u> <u>Health &amp; Wellbeing</u> <ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<u>Working together</u>  <u>Safety &amp; The Changing Body</u> <ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<u>Pay it forward</u>  <u>Citizenship</u> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet Community</li> <li>• Contributing to the community</li> <li>• Pressure groups</li> <li>• Democracy</li> <li>• Parliament</li> </ul>	<u>Adaptive Sports</u>  <u>Economic wellbeing</u> <ul style="list-style-type: none"> <li>• Money</li> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• Prioritising spending Career and aspirations</li> <li>• Stereotypes in the workplace</li> </ul>	<u>Transition x1</u>
Year 6	<u>Goal Setting</u>  <u>Families &amp; Relationships</u> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>	<u>Myself</u> <u>Health &amp; Wellbeing</u> <ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>	<u>Community</u> <u>Safety &amp; The Changing Body</u> <ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>	<u>Apologising</u>  <u>Citizenship</u> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> <li>• Community</li> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> <li>• Democracy</li> <li>• National democracy</li> </ul>	<u>Brain breaks</u>  <u>Economic wellbeing</u> <ul style="list-style-type: none"> <li>• Money</li> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling Career and aspirations</li> <li>• What jobs are available</li> <li>• Career routes</li> </ul>	<u>Identity</u> <ul style="list-style-type: none"> <li>• What is identity?</li> <li>• Identity and body image</li> </ul> <u>Transition x 1</u>

\*A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum. The suggested Kapow Primary lessons that are deemed to be sex education are:

Year 6: Safety and the changing body, Lesson 5: Conception & Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth