



John Chilton School Health and Welfare Curriculum Policy

Contents

British values	3
SMC	3
Rationale	3
Impact	4
Responsibilities	4
Assessment and Evaluation	4
PE	6
PSHE	8
Therapies	9
SEMH	10

BRITISH VALUES:

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”

Our school’s curriculum incorporates and promotes British Values through celebrating diversity, finding out about and respecting other cultures and faiths, using a wider range of resources and texts, learning about the British monarchy, justice system and democracy in action.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

John Chilton School regards SMSC as a core entitlement for all pupils. It is embedded in the culture of the school, the whole curriculum, modelled by staff and pupils and provided in all formal and informal settings. Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. The bespoke curriculum has been developed to motivate pupils, encourage them to imagine and enquire and cultivate a sense of enjoyment and fascination in learning about themselves, others and the world around them. This is explored through cross curricular topics, whole school events, assemblies, school clubs, break times.

The Health and Welfare element develops SMSC by providing opportunities to:

- Problem solve and resolve conflict;
- Explore rules and moral choices;
- Develop social skills by improving communication and emotional awareness;
- Explore moral issues of appropriate use of the internet, social media sites and mobile phones;
- Explore moral issues of appropriate relationships.

RATIONALE:

John Chilton School has grouped the following subjects and areas of learning together as Health and Welfare: Physical Education (including dance and swimming); therapies (including rebound therapy and hydrotherapy); Personal, Social, Health Education (including sex and relationships and drugs education); healthy activities (including gardening, walk and talk and all activities discrete and embedded that form social, emotional and mental health support).

We believe that these are the fundamental skills and activities that underpin success in all other areas of education, employment, lifelong learning and personal development. These elements are central to the JCS curriculum and acknowledged by the school community to be the foundation of wellbeing. Acquiring these skills will enable our pupils to become confident, motivated and independent learners and be able to access facilities and opportunities within the community in their future.

This policy works in conjunction with separate JCS RSHE policy (2023)

Broad Intent:

- To develop and promote British values
- To develop and maintain physical and mental health skills to maximise access to activities

- To develop leisure and social skills and interests, along with awareness of how to be a physically and emotionally healthy individual
- To engage in communications and interactions with others in a variety of settings
- To develop skills of resilience, problem solving, conflict management and coping
- To develop a positive sense of self and understanding of different feelings, emotions and physiological awareness
- To develop and improve confidence and self-esteem in speaking out, joining in discussions and expressing own views
- To develop awareness of mental health and wellbeing for pupils and staff
- To provide opportunities for pupils to become as fit and healthy as possible
- To improve pupils' achievement and progress by develop positive attitudes to learning
- To enable our pupils to become healthy and safe adults
- To engage pupils with their own therapy programmes and interventions to support their health needs and wellbeing
- To understand healthy and positive relationships and sense of identity within community
- To support communication between professionals involved in support and development of pupils and staff

Broad Impact :

- Pupils will understand and demonstrate the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Pupils will be able to safely access leisure facilities and resources within the community
- Pupils will be able to communicate wants and needs in appropriate and safe ways
- Pupils will be able to work as part of a team positively
- Pupils will be able to use their bodies as independently as possible to complete tasks and activities
- Pupils will be able to share healthy relationships with others and visiting specialists
- Pupils will be able to enjoy healthy activities in school and community such as exercise, gardening, therapies
- Pupils will understand how to be safe in relationships and in the community

RESPONSIBILITIES:

Overall responsibility: Aidan Meech

PE: Cristian De Rosa

PSHE (including RSHE and drugs education): Lidia Cernat

Therapies: Aidan Meech

SEMH: Marlena Dalton

Prevent: Aidan Meech

MONITORING AND EVALUATION:

Each area of the curriculum is overseen by a member of the Senior Leadership Team. Regular meetings are held with the subject leaders involved in the group.

Regular observations and learning walks are held and these feed into curriculum monitoring and evaluation.

Subject leaders are expected to fulfil a number of roles in monitoring and evaluation. These include:

- Giving advice and support to colleagues; arranging CPD as appropriate through peer mentoring, modelling or outside agency training
- Auditing and ordering resources and overseeing the allocated budget
- Developing, implementing and reviewing quality of provision through Deep Dives
- Ensuring policies and schemes of work are in place and annually reviewed
- Scrutinising and giving advice and feedback on termly plans
- Contributing to assessment and peer support
- Giving feedback to SLT on areas of strengths and development
- Surveying parents, pupils and staff regarding the effectiveness of their subject.
- From time to time and when appropriate, to liaise with the appropriate teacher or department in ARA and/or other providers.

ASSESSMENT AND REPORTING:

JCS monitors pupil progress in PE and achievement against I Can statements, through a tracking system which allows realistic progress to be recognised. Progress is monitored in all curriculum areas as well as communication, fine and gross motor and social and emotional areas of learning.

The system tracks depth and breadth of learning. A pupil's progress is measured using the following scales of learning:

- Encountered
- Participated
- Involved
- Developed
- Achieved
- Mastered

Progress in PE is monitored through school tracking system. Therapies are tracked through class staff feedback and monitoring, with specific input from therapists and therapy liaison staff. PSHE, SRE and SEMH are monitored through class staff on-going feedback and logging progress and issues of specific pupils. SEMH Team use a tool called Motional to assess pupils in interventions.

The school provides an annual academic report of progress and achievement to parents in all curriculum areas. In addition, parents are invited to discuss their child's progress termly.

The focus of therapies and interventions, as well as many areas of PE, PSHE and SEMH input, underpins pupils' individual targets in their EHCPs.

The school also employs a counsellor and 'Draw and Talk' specialist to support SEMH. Relevant staff are trained in Attachment and Trauma approaches.

SPECIFIC SUBJECT AREA: PHYSICAL EDUCATION (PE)

Intent :

Throughout the Key Stages the PE curriculum aims to develop physical confidence in a way that supports the pupils' health and fitness whilst extending their agility, balance and coordination, individually and with others. It aims to ensure that all pupils, according to their physical ability:

- develop competence to excel in a broad range of physical activities
- have the opportunity to be physically active for sustained periods of time
- engage in competitive sports and activities
- explore leading healthy, active lives
- develop control over their movements as much as possible
- develop awareness of opportunities for leisure activities out of school

Implementation :

- The PE curriculum is taught in many classes by a PE specialist.
- The pupils in Reception, Year 1 and Year 2 follow a series of skills-based lessons linked to stories and songs, sometimes developed by the Create Development "Real PE" scheme of work, but also linked to pupils' EHCPs and current topics.
- In Key Stage 2, 3 and 4 the pupils access a bespoke curriculum which has been developed to suit the pupils' individual needs:

Group A: a complex needs group, where the activities are differentiated and modified to meet the pupils' significant physical needs. These pupils have more severe physical needs and therefore need a more sensory approach and activities including rebound therapy.

Group B: where the pupils have upper limb strength or use a walker. These pupils are more able to access a mainstream style programme modified to meet their needs. All students participate in activities designed to improve and develop their skills in the areas of Dance, Gymnastics, Games and Athletics.

Group C: where the pupils are more physically able and follow an adapted mainstream model of PE. The content for these sessions is developed using the Real PE scheme, 'Sportsability' games and JCS devised games.

- In the 6th Form pupils access modules on sports and leisure
- Swimming:
Pupils with more severe physical impairments across Key Stages 2 to 4 access a regular hydrotherapy session, in line with input from therapists, linked to pupils' EHCPs. These sessions are arranged to withdraw pupils for individual or small group hydrotherapy sessions.
Other pupils in Key Stages 1 and 2 participate in Learn to Swim sessions to teach confidence, safety and technique in the water. In Key Stage 1 these sessions are weekly and in KS2 on a rotational basis having three half term blocks per year.

Much of PE links to supporting therapy programmes and activities.
Some pupils also access Rebound Therapy.

Impact :

- Pupils will be able to master basic movements including moving limbs, walking, running, jumping, throwing and catching
- Pupils will be able to participate in and play competitive team games, developing simple tactics for attacking and defending
- Pupils will be able to perform dances using a range of movement patterns in a range of dance styles
- Pupils will demonstrate flexibility, strength, technique, control and balance
- Pupils will take part in competitive sports and activities inside and outside school through community links or sports clubs
- Pupils will take part in outdoor and adventurous activity challenges both individually and within a team
- Pupils will be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best

Health and Safety

All staff members are responsible for safety in lessons and should, therefore, be familiar with the procedures associated with teaching particular activities such as swimming and using the hall apparatus. The PE teacher has a responsibility to ensure that pupils adhere to safe practice when moving, setting up and storing any apparatus or equipment. All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

If an accident occurs during a PE lesson the teacher should send the pupil to a qualified First Aider or the nurse with a TA. In the event of a serious injury the nurse will decide on the necessary action.

Staff should make themselves aware of any medical conditions that their students may have and allow for these in the planning process.

The school follows Risk assessment procedures for trips and specific activities. The school employs a Moving + Handling Specialist to support.

Competitions and Events

There are many external sporting competitions that the pupils across the school access throughout the year. In addition the school arranges for groups and schools to come to the school to enable a range of activities to be accessed and tried, e.g. fencing

The school organises intra/inter-school sports events throughout the year.

SPECIFIC SUBJECT AREA: PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) (see separate RSHE Policy (2023) in line with new DfE 2022 guidance and Drugs Education Policies

INTENT:

- To develop an understanding of self, respect for others and positive social interactions
- To enable progress from dependence to independence
- To develop awareness of attitudes and values which influence the choices that can be made about future lifestyles
- To develop awareness of healthy living and keeping safe
- To develop positive patterns of behaviour and responsible attitudes to health that will prevent illness.
- To develop healthy relationships and understand emotions
- To develop and improve social and emotional understanding and communication
- To develop and improve emotional understanding and expression.
- To develop understanding of being a safe citizen within the community
- To understand signs of radicalisation as part of Prevent Strategy
- To link with safeguarding across the curriculum, such as internet safety, online bullying within ICT.

Implementation :

- PSHE is taught throughout the day, across the school, in discrete and embedded sessions. Teachers and staff take note of specific incidents or issues that might also spontaneously arise and address these with timely circle time sessions or interventions.
- In the Primary Department daily, short specific sessions to support behaviour for learning and healthy living happen in class groups or ability sets straight after morning play and before lunch. Pupils also attend specific groups to access RSHE on a needs basis weekly.
- In the Secondary Department, form time in the morning and afternoon is dedicated to personal and social skills. There are
- RSHE, social communication skills and disability awareness. Drugs education is taught through discrete PSHE session through the school
- Across the school pupils have reflection time in their class/form groups where they review the past week and think about work, attitude and events.
- Regular assemblies for Primary and Secondary pupils address issues such as bullying, responsibility and British Values.
- The school has recently greatly enhanced the garden areas for growing vegetables and working with outside agencies and professionals. This greatly supports our health provision by teaching about exercise, communication, life skills, emotional wellbeing and healthy eating.

Impact :

- Pupils will be able to interact positively with a range of people in a variety of settings
- Pupils will be able to make choices to keep safe and healthy
- Pupils will be able to actively participate in social activities and events
- Pupils will be resilient and able to problem solve and manage feelings in challenging situations

- Pupils will be able to reflect on events, outcomes and their actions
- Pupils will demonstrate social and emotional understanding and communication and share concerns about growing up and future transitions.
- Pupils will be able to understand bodies, maturity, expressing love and emotions in safe ways in relationships
- Pupils will celebrate diversity across our citizens and community

SPECIFIC SUBJECT AREA: THERAPIES including Speech and Language Therapy, Physiotherapy and Occupational Therapy

Intent:

- To meet health and education therapy outcomes in each pupils' EHCP
- To develop independent skills of mobility and access
- To support the maintenance of posture and physical strength
- To improve fine and gross motor skills
- To develop and improve speech and communication skills
- To develop assistive technology skills
- To develop relaxation and calming skills
- To develop sensory integration and visual perception and integration competences.
-

Implementation :

- Therapies are accessed on an individual needs basis according to the relevant outcomes outlined in pupil's Statement of Special Educational Need/ Education, Health and Care Plan. The school based therapists advise on programmes, support and equipment needed to enable each pupil to achieve these outcomes. These therapists might be employed direct by school or through NHS.
- Specialist 1:1 and group interventions from the therapists are given on a needs basis. Therapists and therapy liaison support staff oversee the provision of programmes and train school staff to deliver these on a regular basis. Pupils are grouped according to provision and need and access therapies on a regular basis through the week.
- The school has a Multi –disciplinary team that includes family worker, play lead, SEMH lead, SEMH team, counsellor, therapy liaison leads
- Therapy team works closely with class staff and AAC Team, Safeguarding team, Healthcare Team. They offer family workshops regularly.
-

Impact:

- Pupils will have independent mobility skills as far as possible
- Pupils will maintain posture and physical strength
- Pupils will be able to use fine motor skills in everyday settings
- Pupils will self-regulate emotions through sensory activities and programmes
- Pupils will be able to functionally communicate with a range of people in a variety of settings
- Pupils will be able to independently use ICT to control the environment and access community and social settings
- Pupils will be able to recognise symptoms of stress and use strategies as appropriate
- Pupils will have functioning sensory integration and visual perception and integration skills to enable independence in the community and home.

SPECIFIC SUBJECT AREA: SOCIAL, EMOTIONAL & MENTAL HEALTH INTERVENTIONS (SEMH)

Intent :

- To enable the ability to manage in social, leisure and transition times
- To support problem-solving, coping, conflict management/resolution and understanding and managing feelings
- To explore and develop emotional awareness
- To develop resilience and self-regulation, often in-line with sensory regulation (linked to Occupational therapy)
- To work towards SEMH outcomes in each pupil's EHCP
- To understand their emotions and ways to support their own learning through Zones of Regulation and bespoke interventions, monitored by SEMH Team.
- To support pupils using trauma and attachment -based approaches

Implementation:

- Pupils access positive wellbeing sessions on a group and individual needs basis. These are identified by staff, pupils, therapists and range from 1:1 special time to group
- Dependent on need the sessions run as frequently as necessary several times a day in extreme cases. Pupils access specialist support from the SEMH team led by the Learning Mentor. These include emotional awareness, boosting self-esteem, anger management, anxiety assistance, coping with family stress and change.
- Pupils might have a behaviour plan , linked to their EHCPs to guide focus of support.
- The school also employs the services of a trained Counsellor who will work confidentially with individual pupils over a series of sessions on a referral basis.
- The school offers additional SEMH interventions, including 'Draw and Talk' session by trained Support staff.
- A team of support staff have also been trained in specific bereavement support

Impact:

- Pupils will be able to cope in difficult and challenging situations through the use of calming strategies
- Pupils will have a positive self-esteem and confidence in their abilities
- Pupils will include input from various professionals such as CAMHs, therapists, educational psychologist, families, external agencies where relevant