



**YSGOL
LLANFYLLIN**

Health & Wellbeing Policy

Including Relationship and Sex Education

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1. Health & Well-being Vision

At Ysgol Llanfyllin, our goal is to ensure that learners' physical, mental and emotional well-being is at the very heart of everything we do. We strive to create a school culture that enables our learners to be healthy, confident, resilient individuals who demonstrate mastery in physical literacy. Using our TEULU ethos as the foundation for our new curriculum, we aim to inspire learners to acknowledge and appreciate the fundamental role played by health and well-being in creating ambitious, motivated individuals who are ready to learn throughout their lives.

2. Context

The New Curriculum states that the four purposes should be the starting point and aspiration for schools' curriculum design. Ultimately, the aim of a school's curriculum is to support its learners to become:

1. Ambitious, capable learners, ready to learn throughout their lives
2. Enterprising, creative contributors, ready to play a full part in life and work
3. Ethical, informed citizens of Wales and the world
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The 'Curriculum for Wales' states that: The Health and Well-being Area of Learning and Experience provides an holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning. Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

At Ysgol Llanfyllin we teach Health and Wellbeing as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity. At Ysgol Llanfyllin we deliver the JIGSAW programme from progression step 1 to progression step 3. At progression step 4, students will study the Agored Personal and Social Education programme.

Jigsaw Health and Well-being is an integrated scheme of learning, for personal, social and health education, with particular emphasis on emotional literacy, mental health, social, moral, cultural and spiritual development. Jigsaw addresses the needs of children today and will continue to do so by keeping the materials updated and relevant and aims to equip children for life, helping them really know and value who they are and how they relate to other people in this ever-changing world.

3. Jigsaw Programme

At Ysgol Llanfyllin we allocate one hour each to PSE/RSE every week in order to teach the knowledge and skills in a developmental and age-appropriate way. We use the Jigsaw programme to ensure that the appropriate context is covered. However, PSE and RSE is also taught across the curriculum and enhanced through workshops and the support of external agencies.

The Jigsaw programme is designed to be taught in a specific way. Progression step 1 to progression step 3 is taught in the following way throughout the year

Term	Topic
Autumn 1	Being me in My World
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me

Progression Step 1 and Progression Step 2

The Jigsaw programme covers all areas of PSE including statutory RSE. The table below gives the learning theme of each of the six puzzles and these are taught across the school; the learning deepens and broadens every year.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Progression Step 3

The Jigsaw programme covers all areas of PSE including statutory RSE and Health Education. The table below gives the learning theme of each of the six puzzles and these are taught across the school; the learning deepens and broadens every year.

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

4. Mindfulness in JIGSAW

Growing the ability to be mindful as much of the time as possible is considered to be a great asset. Being mindful means being aware of what your mind is focusing on at any given moment either externally or internally. The mindfulness practice in Jigsaw builds the ability to observe thoughts and feelings as they arise, giving students the opportunity to 'press pause' and make choices as to how they respond.

Mindfulness practice also engenders quieter minds that are more able to focus, concentrate and learn. In Jigsaw lessons there is a short mindfulness practice at the beginning of each lesson. The teacher or a student can lead the group by reading the Mindfulness Script out loud, the teacher can press 'play' on the in-built audio player embedded the slide show, or employ silence alongside mindful breathing.

5. Relationship and Sexuality Education (RSE) Code

What is RSE

Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults. RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, sex, gender or sexuality

RSE is a mandatory part of the Curriculum for Wales. The world around us is evolving rapidly and significantly. As a society we are becoming ever more aware of:

- ✓ changing family structures and relationships
- ✓ shifting social, cultural and religious norms in relation to sex, gender and sexuality
- ✓ advances in technology including the rising influence of social media and increased use of digital communications and devices
- ✓ changing laws and rights around relationships, sex, gender and sexuality

The Welsh Government believes all children and young people have the right to receive high-quality, holistic and inclusive education about relationships and sexuality. High-quality, holistic and inclusive RSE is associated with a range of positive and protective outcomes for all learners and their communities and can, for example:

- ✓ help increase learners' understanding of and participation in healthy, safe, and fulfilling relationships
- ✓ help young people recognise abusive or unhealthy relationships and seek support
- ✓ help reduce all bullying, including homophobic, biphobic and transphobic bullying, and increase safety and well-being for all learners
- ✓ help all learners make informed decisions about sexual intimacy and reproductive health
- ✓ help promote equality and equity of sex, gender and sexuality
- ✓ increase awareness, knowledge and understanding of gender-based and sexual violence

At Ysgol Llanfyllin we believe RSE has the potential to be transformative for learners and communities, it is important in empowering learners and in developing their critical thinking.

Children and young people are navigating a range of complex and contradictory messages about relationships and sexuality that will shape their sense of self and their relationships with others. High-quality RSE provision will support learners to critically engage with what they are learning and experiencing. This supports them to understand their values and beliefs and to advocate for respect and understanding of others.

RSE in the curriculum focuses on three broad strands and will be integrated into the **Jigsaw Programme**. It will also be taught cross curricular in the different AOLEs and will be enriched through external agencies, presentations and workshops.

- ✓ **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- ✓ **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- ✓ **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Developmentally-appropriate learning

There are legal requirements for RSE to be developmentally appropriate, including the resources we use in implementing RSE. Topics like online safety, consent and sexual health are all included in the code, but at developmentally appropriate phases so learners aren't exposed to things that aren't appropriate to their age and development. At a younger age, for example, they will be taught about treating each other with kindness and empathy. As children grow older, they will gain an understanding of topics such as online safety, consent and sexual health – all of which will be handled in a sensitive way. Learning in RSE will also include recognising, understanding and speaking out about all forms of discrimination, violence, abuse and neglect and to seek support and advice on a range of issues from trusted sources. RSE is also legally required to be objective, critical and pluralistic: meaning we must provide factual information and on questions of values, a range of views on a given subject, commonly held within society.

All learning in RSE at Ysgol Llanfyllin will be developmentally appropriate. The RSE Code sets out each strand of teaching and learning in three broad developmental phases as follows:

- ✓ Phase 1: from age 3
- ✓ Phase 2: from age 7
- ✓ Phase 3: from age 11

What will Primary school age children be taught?

The aim is to gradually build learners knowledge, skills and values as they develop emphasising the social and emotional aspects of relationships. Schools are legally required to ensure that learning is developmentally appropriate for every learner. That means they must not be exposed to learning they're not ready for. Education about relationships in early development is required to focus on building healthy relationships and self-esteem by encouraging learners to value themselves; recognise and communicate their feelings and form friendships.

For example, at age 5, children currently in the Foundation Phase learn about relationships with parents, family and friends - not romantic relationships. This will be mirrored in the new curriculum.

Up until the end of primary school children will learn:

- ✓ Developing empathy and kindness through positive interactions.
- ✓ Promoting awareness that there are different types of families and relationships – and everyone is unique.
- ✓ Learning how human beings change as they grow.
- ✓ Recognising the importance of looking after yourself and personal hygiene.
- ✓ Learning the right words for all body parts.
- ✓ Knowing the benefits of asking for help and who to ask for help.
- ✓ Realising that everyone has a right to privacy and to understand the general idea of consent in everyday dealings with others.
- ✓ Being able to interact with others in a way that is fair and respectful to all. By the end of primary school, in line with what happens currently, we would expect most learners to have learned about reproduction. We expect schools to handle this very sensitively and only when learners are ready

For further information regarding what is taught at each Phase please visit [Curriculum for Wales: Relationships and Sexuality Education \(RSE\) Code | GOV.WALES](#)

6. Other approaches to developing positive interactions and relationships at Ysgol Llanfyllin

All pupils in progression steps 1 and 2 are involved in daily Cylch Cwtch (Check in). Additional to this the Incredible Years Programme and KiVa are delivered

✓ Progression step 1- Incredible Years

The Incredible Years programmes is a set of complementary and interlocking programmes for parents, teachers, and children. The programmes are designed to work jointly to promote emotional, social, and academic competence, and to prevent and reduce behavioural and emotional problems in young children.

✓ Progression step 2- KiVa

KiVa is a whole-school program for bullying prevention and intervention. The philosophy underlying KiVa relates to the importance of understanding the social architecture of bullying. KiVa focuses on the role of bystanders (other learners) and how their actions can help to tackle bullying, by supporting a victim, telling a teacher, or simply not endorsing the behaviour of a perpetrator. The KiVa program includes: - bullying prevention lessons - engaging the whole school in raising awareness about bullying and its consequences - informing learners, parents, and the whole school community - using a clear intervention model when bullying incidents arise.

7. Wales Police Schools Programme

At Ysgol Llanfyllin we embed the Wales Police Schools Programme. This programme is co-ordinated with Powys Police before the start of each academic year to ensure that pupils are receiving the appropriate workshops at the correct time of the year.



Lesson Matrix 2023/24

School Year	Critical Core	Targeted Delivery	Support Menu
Y1		Y1-2 Safety/Domestic Abuse Safe Haven	Y0-2 Safety People Who Help Us Y1 Safety Playing Safe
Y2			Y2 Drugs Who? What? Where? Y2 Behaviour Right and Wrong
Y3		Y3 Internet Safety Stay SMART	Y3 Bullying Sticks and Stones
Y4		Y4 Drugs Sinister Substances Y4 Safety/Abuse Friend or Foe	
Y5	Y5-6 Drugs It's Your Choice	Y5 Internet Safety/ Cyberbullying Be Cyber Safe Y5-6 Anti-Social Behaviour I Didn't Think	Y5 Anti-Social Behaviour The Park Y5-6 Mobile Phones Picture This!
Y6	Y6 CSA/E Griff's Story		Y6 Drugs/Alcohol and Solvents So, What's the Problem? Y6 Safer Relationships The Right to Be Safe
Y7	Y7 Drugs/Alcohol Thinking About Drinking	Y7 Sexting Risky Pics	Y7 Drugs/NPS New and Nasty Y7 Consequences of Crime Kiddo's Choice
Y8	Y8 Drugs Rue the Day	Y8 Internet Safety Look Who's Talking Y8 County Lines Tricked and Trapped	Y8 Bullying Breaking the Cycle Y8 Cyber Crime Don't Cross the Line Y8 Extremism and Radicalisation Extreme Encounters Y8 Anti-Social Behaviour New Lesson *Content in development
Y9	Y9 Sexual Exploitation Dangerous Deception *Content in development Y9 Drugs/Alcohol Double Trouble Y9-11 Sexual Consent No Means No	Y9 Safer Relationships /Domestic Abuse Hidden Hurt	Y9 Safety Why Weapons?
Y10	Y10 Drugs Class Act		Y10-11 Drugs/SIEDs Vanity Insanity Y10 Diversity Save Me! Y10 Safety/Car Crime Fatal Distraction
Y11			Y11-13 Safety/ Traffic Collisions Olivia

Further information available from **SchoolBeat.cymru**

8. Religion, Values and Ethics (RVE)

RVE is statutory requirement in the Curriculum for Wales for all learners from age 3 to 16. One of the features of the four purposes of the curriculum is that learners will be supported to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society. Opportunities are provided for spiritual development in the statements of what matters for the Humanities Area and RVE has many valuable and distinctive contributions to make.

RVE should include support for learners to; develop a sense of their uniqueness and value; reflect upon and express their own feelings and opinions; develop aspirations and learn to live with disappointment; show empathy and consideration for others; develop compassion and help others; develop a voice and listen with respect to the voices of others and form good relationships. All of these factors can have a positive impact on the mental health and emotional wellbeing of learners.

In progression step 1 and 2 pupils follow the 'Greenwich Education Agreed Syllabus for Religious Education'. In progression step 1 and 2, Christianity is taught to all pupils. In addition to Christianity pupils are taught the following:

- ✓ Progression Step 1 Judaism
- ✓ Progression Step 2 (Y3/4) Hinduism and Islam
- ✓ Progression Step 2 (Y5/6) Sikhism and Buddhism and comparisons between religions are explored

For progression step 3, pupils have 1 hour per week and the following topics are taught

- ✓ Expressions of Faith- Look at the main religions of the world
- ✓ British Multiculturalism- Examine the different religions in the UK
- ✓ Local Lives - Explore religion in Wales
- ✓ Poverty- Religious attitudes to poverty
- ✓ Civil Rights Movement (Martin Luther King focus)
- ✓ Human Rights- Look at the UN Human Rights
- ✓ Life and Death- Explore religious celebrations for life and death
- ✓ The Afterlife- Different attitudes to the afterlife.
- ✓ Cultural Differences Life after Death
- ✓ Religion, Peace and Conflict

For progressive step 4, pupils will have complete AGORED Worldwide Views and will work towards a qualification (Grade B). Pupils will study the following units

- ✓ Ethics of Sport and Leisure
- ✓ Understanding World View
- ✓ World Views Crime and Justice
- ✓ Exploring Diversity and Inclusion
- ✓ Medical Ethics
- ✓ World Views in Music, Film and Literature

9. AGORED- Personal and Social Education

At Ysgol Llanfyllin, KS4 pupils will study the Agored PSE qualification and will have one 55 minute lesson a week over 2 years. The qualification requires the pupils to gain 18 credits through completing a range of assessments in different topics. These topics will be chosen through a variety of ways including learner voice, the requirements of the curriculum and group of learners, questionnaires, local needs and current issues.

The qualifications support learners to increase their skills and knowledge to improve their personal and social development and emotional health and wellbeing. This ensures that young people become equipped and confident individuals so that they can effectively and successfully live in a fast changing society and fulfil their ambitions.

The Agored Quaification will also encompass RVE and appropriate topics will be choosen to ensure sufficient curriculum coverage.

The personal and social education (PSE) qualification supports

- ✓ active citizenship
- ✓ health and emotional well-being
- ✓ moral and spiritual development
- ✓ preparing for lifelong learning
- ✓ sustainable development
- ✓ Global citizenship.

For further information on the AGORED qualification please visit [Personal and Social Education \(agored.cymru\)](https://www.agored.cymru)

10. Whole School Approach

Teaching and learning in PSE and RSE should be supported by a whole-school approach, this is critical in supporting learners' well-being.

This means effectively linking all aspects of school, including the curriculum, policy, staff, school environment and community to support learners in their relationships and sexuality education. This should support the development of positive relationships, allowing learners and practitioners to thrive, reinforce a consistent, positive ethos and provide holistic high-quality support for practitioners and learners.

The JIGSAW programme will be reinforced and enhanced in many ways through a Whole School approach:

- Assemblies
- School Ethos
- Praise and Reward System
- Learning Charter
- Through relationships student to student, adult to student and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community
- Tutors time activities
- A dedicated PSE/RSE team deliveing weekly lessons
- PSE/RSE across the AOLEs
- Pastoral System /Progress Managers
- External Agencies presentations and workshops

11. Trauma Informed Schools (TIS)

Trauma Informed Schools is an organisation which is committed to improving the health and wellbeing, and ability to learn of the most vulnerable children and young people, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment

issues. At Ysgol Llanfyllin, RM has TIS practitioner status and we are working towards TIS accreditation for the whole school in 2022-2023.

Trauma informed practices are delivered in school, including the PACE model to deliver effective intervention for pupils that have suffered trauma. The sessions are delivered within our sensory rooms as safe environments.

12. Emotion Coaching

Emotion Coaching is an evidence-based whole-school approach to supporting sustainable emotional health and wellbeing. Emotion Coaching is evolving at Ysgol Llanfyllin and by the end of 2023 all staff will be trained.

Emotion Coaching provides an additional structure for Ysgol Llanfyllin staff to know "how to do" relationships with their learners in everyday encounters. These ongoing relationships benefit learner emotional development, and the training available can support both staff and learner emotional competencies and relationships: adult-learner and learner-learner.

Emotion coaching is a whole-school approach to supporting sustainable emotional health and wellbeing. Positive effects are noted in learner behaviour, emotional awareness and attainment, learner-staff relationships and also staff wellbeing. One of the main benefits of introducing emotion coaching at Ysgol Llanfyllin, is that it is a universal, sustainable provision and can be overlaid over the extensive support already provided at Ysgol Lanfyllin.

As emotion coaching is an integrated approach rather than a discrete "programme", staff need not fear that it will be abandoned or usurped without time to achieve impact. Emotion coaching is inclusive, as the focus is upon the nature of the communication between adult and learner and doesn't require a time-slot for the child or young person to go and have their individual "emotion coaching session".

Emotion coaching is mindful in that it occurs in the moment – the focus is upon the emotion being felt in that instance – and that emotion coaching adults have noticed the pupil's emotion in a non-judgemental manner. Emotion coaching isn't something that is 'saved' for dealing with moments of extreme negative behaviour or crisis. In fact, it is likely to be at it's least effective at these points. Emotion coaching should be an ongoing process, supporting children and young people to become independently mindful of their emotions and reactions. Emotion Coaching is a universal level of support and does not require parental permission.

There are four steps to Emotion Coaching. These are:

Step 1: Recognise the other child's feelings and empathise with them.

- ✓ Genuinely empathise with the child from their point of view. This doesn't mean agreeing with them, just view things from their perspective
- ✓ Recognise all emotions as being natural and not always a matter of choice
- ✓ Recognise behaviour as communication
- ✓ Look for physical and verbal signs of the emotion that is being felt
- ✓ Take on the child's perspective

Step 2: Label the feeling and validate with the child

- ✓ Use words to reflect back the child's or young person's emotion and help them to label the emotion
- ✓ Observe – say what you see rather than asking probing questions (young people might not know the answers)

- ✓ Tell the emotional person that you understand their emotional situation and that you don't blame them

Step 3: Set limits on behaviour (if needed)

- ✓ State boundary limits of acceptable behaviour (positive limit setting)
- ✓ Make it clear that certain behaviours cannot be accepted
- ✓ Retain the child's dignity

Step 4: Problem-solve with the child or young person

- ✓ Explore the feelings that have given rise to the behaviour/problem/incident
- ✓ Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- ✓ Empower the learner to believe they can overcome difficulties and manage feelings/behaviour

13. Pastoral Support System to Support Health and Wellbeing

At Ysgol Llanfyllin all year groups have a Progress Manager (PM) who is responsible for overseeing all aspects of pupil academic progress, behaviour, attendance and wellbeing. However, PMs have a teaching commitment so may not always be able to deal with incidents during the school day. The pastoral support team will be available to support pupils throughout the school day and will work with the PM and/or SLT and will deal with all aspects of emotional and mental wellbeing and will contact parents where necessary.

Progress Managers

Progress Managers (PMs) are responsible for both academic and pastoral care of the pupils in their year groups. They will hold weekly year group assemblies; monitor all aspects of behaviour, attendance and participation in school life. When a pupil's behaviour, attendance or wellbeing is a cause for concern the PM will organise a pastoral support meeting to address the issues. PM will work closely with the tutors, the Attendance Officer, Directors of Learning and the School Leadership Team (SLT) to improve outcomes and the emotional and mental wellbeing for all pupils.

Pastoral Support/ Outside agencies

The Pastoral Support Manager and the Pastoral Assistant are committed to improving the behaviour and emotional and mental wellbeing of all pupils at Ysgol Llanfyllin and will support pupils when required. As a school we also work with a number of outside agencies who can support with the delivery of PSE and RSE. Below is a list of outside agencies that Ysgol Llanfyllin works with:

- ✓ ELSA - Emotional Literacy Support Assistants
- ✓ Kooth
- ✓ Educational Psychologist
- ✓ School Nurse
- ✓ CAMHS - Child and Adolescent Mental Health Service.
- ✓ CAMHS in Reach project
- ✓ PYJ - Powys Youth Justice
- ✓ CAIS - Powys young person's substance misuse programme
- ✓ Police School Liaison Officer
- ✓ CREDU - Powys Young Carers
- ✓ Social Services
- ✓ Early Help
- ✓ TAF - Team Around the Family
- ✓ MFCC - Montgomeryshire Family Crisis Centre
- ✓ YIS - Youth Intervention Service
- ✓ Powys Careers Service
- ✓ SALT - Speech and Language Therapy
- ✓ OT - Occupational Therapy
- ✓ Physiotherapist
- ✓ Pastoral/Emotional Support from Canolfan Teulu
- ✓ Sensory Services -
- ✓ CAFCASS
- ✓ Advocacy Services

14. Staff Wellbeing

Staff wellbeing is extremely important at Ysgol Llanfyllin and we ensure that all staff feel valued in their role. The steps we take at Ysgol Llanfyllin to ensure positive staff wellbeing are identified below

1. Regular feedback regarding staff wellbeing
 - ✓ Regular use of staff wellbeing surveys: feedback and subsequent action plans to address concerns shared with staff and governors.
 - ✓ Staff wellbeing as an ongoing priority/ standing agenda item on staff/ governors' meetings.
 - ✓ Ensure all members of the school community, including governors, understand their roles and responsibilities in supporting staff wellbeing, identifying that this is a vital part of the whole-school approach.
 - ✓ Establish a positive working environment where all staff feel valued, trusted, and respected by everyone, and mental health and emotional wellbeing can be openly and honestly shared and discussed
2. Reviewing management structure – distributive leadership
 - ✓ Promote and encourage engagement on National Leadership Programmes

- ✓ Promote participation on coaching and mentoring programmes
3. Effective lines of communication and support
- ✓ Continually review job descriptions to ensure clear roles and responsibilities. Ensure all staff know who, how and when to seek support.
 - ✓ Identify and review current resources and support provided for schools, e.g. Education Support/ Anna Freud Centre resources and adopt relevant strategies.
 - ✓ Support Professional Management targets that focusing on developing wellbeing (Professional Leadership Standards) Individual Schools may access support from outside agencies and providers such as Care First (if appropriate).
4. Reviewing workload – what is purposeful and effective in terms of staff wellbeing
- ✓ Staff meetings include regular discussions around workload and staff wellbeing.

15. Questionnaires

At Ysgol Llanfyllin we allow all stakeholders to contribute to the school policies and practice in relation to whole school emotional and mental wellbeing. This is achieved through the completion of questionnaires. The tools we will use are outlined below.

Healthy Schools' Self-Assessment Tool

The Healthy Schools' Self-Assessment Tool allows Ysgol Llanfyllin to audit their approach to mental health and emotional wellbeing across all areas of school life and learning, including environment and ethos, as well as curriculum and policies. This assessment tool will be used as part of a regular review cycle to assess current provision and offers a structured approach to the review and implementation cycle, enabling us to monitor, celebrate and identify areas for further development. This questionnaire is completed twice a year.

SHRN

The School Health Research Network (SHRN) is a network of secondary schools in Wales which have joined together with researchers, the Welsh Government and other organisations to support young people's health. Schools that join the Network receive an individualised Student Health and Wellbeing Report every two years. This is based on learner responses to an electronic Student Health and Wellbeing Survey which schools undertake. The reports include supportive text with suggested whole school approaches, up-to-date research findings and links to supportive national agencies.

SHRN is also being developed for younger children and Ysgol Llanfyllin will be participating in trailing studies. Information and the right to withdraw will be available.

16. Consent – Right to Withdraw

The Curriculum for Wales does not provide a right for parents or carers; to withdraw their child from RSE. At Ysgol Llanfyllin in September 2022 we are rolling out the Curriculum for Wales from Reception to Y8. Therefore, these parents/carers will not have the right to withdraw their children from RSE.

However parents or carers have a right to withdraw their child from RSE in Years 9-11 where still appropriate, pending the full roll out of the new curriculum. Should parents or carers wish to discuss withdrawing their child from Sex Education, they are advised to contact the school.

17. Training

Staff are provided with training on the JIGSAW programme throughout the school year and as part of their induction process. PSE and RSE training will also form part of continued professional development.

18. Monitoring and Review

PSE and RSE are encompassed within the Health and Wellbeing Area of Learning and will be quality assured and updated by the Director of Learning for Health and Wellbeing and the Assistant Headteacher in Charge of Behaviour and Wellbeing.

This policy will be regularly reviewed and updated where necessary by the Governors and the Headteacher and SLT.

19. Relevant links

[Well-being of Future Generations \(Wales\) Act \(2015\)](#)

Safeguarding

Welsh Government guidance on [keeping learners safe](#)

[Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour](#)

[Violence against women, domestic abuse and sexual violence \(VAWDASV\) educational toolkit](#)

[Violence against women, domestic abuse and sexual violence \(VAWDASV\) National Strategy | GOV.WALES](#)

[Violence against women, domestic abuse and sexual violence: guidance for governors | GOV.WALES](#) (2016)

[Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)

[Sharing nudes and semi-nudes: Responding to incidents and safeguarding children and young people: Keeping safe online: Hwb \(gov.wales\)](#)