



**CYNGOR CAERDYDD**

**CARDIFF COUNCIL**

**Western Learning Federation**

**Ty Gwyn School**



## **Health & Wellbeing Policy**

Date Reviewed:	1 <sup>st</sup> July 2021
Date for Review:	1 <sup>st</sup> July 2023
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## MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: W.A.M. Date: 1/12/21  
Executive Headteacher

Signed: D. Sheen Date: 8/11/21  
Head of School

Signed: J. Saunders Date: 8.11.21  
Chair of Governors



# The Western Learning Federation

## Our Vision, Mission Statement, Values & Principles

### Our Vision

Together we learn, grow and achieve





### Our Mission Statement

Together we collaborate in all that we do

### Our Values and Principles



Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become; Ambitious Capable Learners Healthy Confident Individuals Enterprising Creative Contributors Ethical Informed Citizens.

<b>Ambitious Capable Learners</b> 	<b>Healthy Confident Individuals</b> 	<b>Enterprising Creative Contributors</b> 	<b>Ethical Informed Citizens</b> 
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# Ty Gwyn's Vision Statement

## "Learning to Achieve"

At Ty Gwyn School we believe that every pupil should have the opportunity to learn and develop to the full within an environment where they are happy, ambitious, capable learners.

Pupils will take increasing responsibility for their own learning in becoming healthy confident individuals.

All pupils will be supported and challenged to become enterprising, creative contributors to prepare them to reach their full potential in life and work.

We believe every child has the right to an education of high quality where everyone is valued and encouraged to respect others.

We believe that every pupil has the right to develop their knowledge about their culture, community and society in order to help them become ethically informed citizens of Wales and the wider world.

Our vision statement incorporates the four purposes of the new curriculum for Wales 'Successful Futures' (2015) which states that:

"Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges".

### Rationale

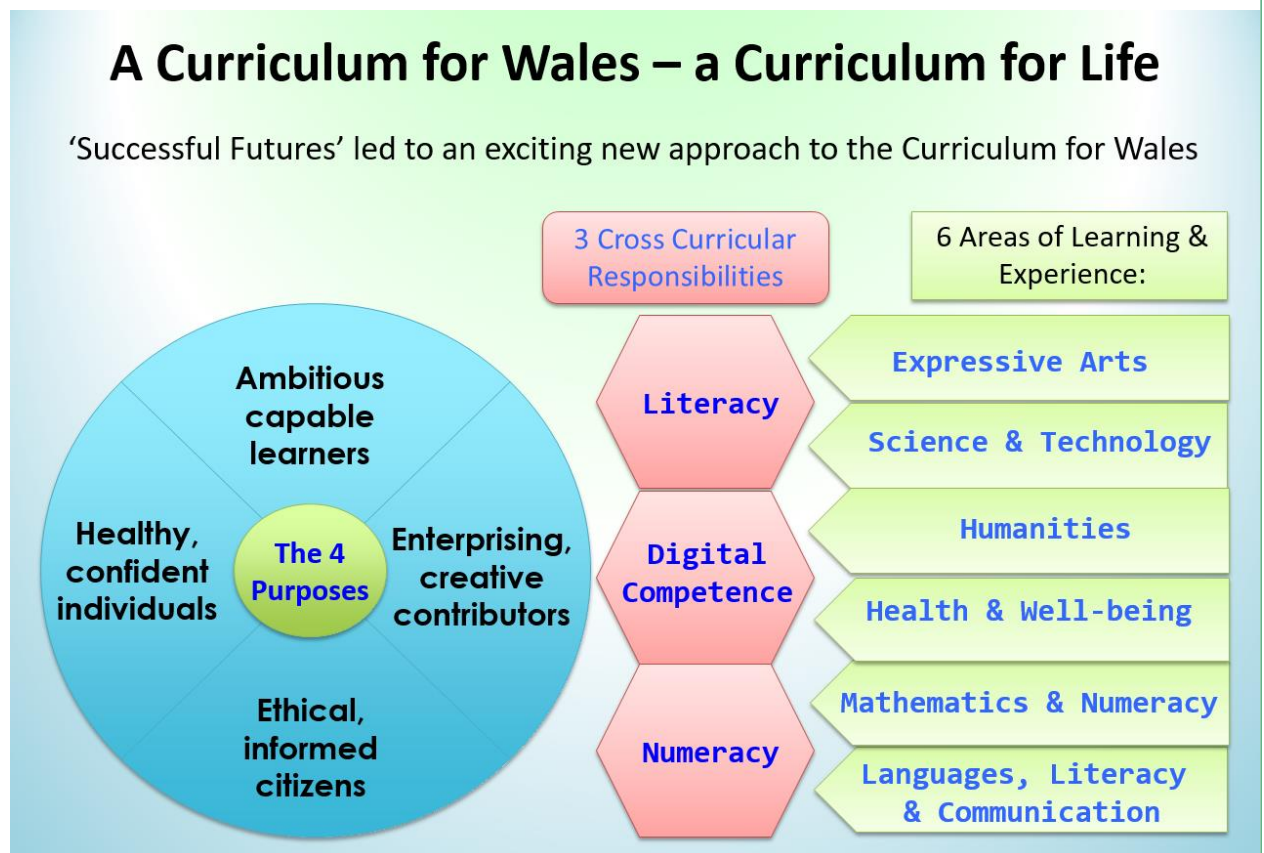
#### **The four purposes of the 2021 Curriculum for Wales**

"Successful Futures" makes it explicit that the new curriculum and assessment arrangements in Wales will be fully inclusive and easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society."

We are fully committed to developing and implementing the four purposes of the curriculum, as they will apply within a special school context. Full details of these can be found on **Pages 29-31** of "Successful Futures". In summary we want all of the pupils at Ty Gwyn School to be;

- **Ambitious**, capable learners;
- **Enterprising**, creative contributors;
- **Ethical**, informed citizens;
- **Healthy**, confident individuals.

A summary of the four purposes taken from “Successful Futures” can be found on page 21 on the following link. <https://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf>



This policy is based upon our core principle and commitment to the United Nations Convention on the Rights of the Child (UNCRC).

We believe that everyone at Ty Gwyn School is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs.

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

“Learners are the heart of everything we do” and further “the potential of every child and young person is actively developed”

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

- Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 16 – Every child has the right to privacy.
- Article 17 – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
- Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 28 – Every child has the right to an education.
- Article 29 – Education must develop every child's personality, talents and abilities to the full.

### **Pupil friendly policy (See attached sheet)**

This policy will provide an overview of the principles and practice of Health and Wellbeing. It brings together Welsh, English and international languages and includes literature for all learners, together with home / community language(s) where applicable. The policy was written in consultation with members of the school council who gave representation for their class.

### **Links with other policies:**

This policy should be read in conjunction with the following school policies:

- Teaching, Learning and Curriculum Policy
- Assessment Policy
- Food and Fitness Policy
- Substance Use and Misuse Policy
- Sun Protection Policy
- RSE Policy
- PE Policy
- Eco Schools Policy
- ESDGC Policy
- Pupil Participation Policy
- E- Safety Policy
- Confidentiality
- Safeguarding/Child Protection
- Anti-bullying Policy
- Equal Opportunities Policy

## **Introduction:**

# **Health and Wellbeing**

Within the new Curriculum for Wales, Health and Wellbeing is one of six new Areas of Learning and Experience (AOLE) alongside Expressive Arts, Science & Technology, Humanities, Mathematics & Numeracy and Literacy, Language & Communication.

## **What matters Health and Wellbeing statements:**

### **1. Developing physical health and well-being has lifelong benefits.**

The Health and Well-being Area of Learning and Experience will help learners to understand the factors that affect physical health and well-being, such as a balanced diet, physical activity, personal care and hygiene, sleep, and protection from infection. From this understanding, learners will be able to develop positive, informed behaviours that support them both to care for and to respect themselves and others. These behaviours in turn will contribute towards developing learners' sense of self-worth and their overall mood and energy levels.

If learners are provided with enjoyable and informative experiences, such as regular physical activity and a nutritious, balanced diet, they will develop the dispositions to lead lifestyles which support their physical health and well-being.

Through developing well-being and good physical health, learners' physical competence will be enhanced along with their knowledge and understanding about the human body. In addition, their confidence and motivation will increase and this in turn will support them to lead healthy and active lifestyles.

This area of learning and experience recognises how physical development is closely interrelated with lifelong cognitive development, for example how it supports speech and language development during the early years. It also recognises how physical health and well-being are influenced by the way we view ourselves in relation to our environment and to others, and recognises the importance of acknowledging and accepting differences.

### **2. How we process and respond to our experiences affects our mental health and emotional well-being.**

This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which *empathy* can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.



By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

### **3. Our decision-making impacts on the quality of our lives and the lives of others**

This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions.

Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process.

A key decision that affects learners for life is around their career pathways.

### **4. How we engage with different social influences shapes who we are and our health and well-being.**

This Area can help learners understand the important role of *social influences* on their lives. These influences are comprised of rules, *social norms*, *attitudes* and *values* that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, *values*, behaviours and health and well-being, and often do so without our being aware of it.

Learners will need to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

### **5. Healthy relationships are fundamental to our sense of belonging and well-being.**

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

### **Key Principles**

The Health and Well-being Area of Learning and Experience is about the physical, psychological, emotional and social aspects of our lives.

It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. To enable this, it will build learners' capacity to make informed decisions about their health and well-being and also to engage critically with a range of social influences which may impact on their values and behaviours.

This area of learning and experience supports learners to develop an understanding and appreciation of how these aspects are interconnected, and how they can all contribute to a positive state of well-being. This understanding in turn will enable learners to develop the behaviours, habits and dispositions which will support their health and well-being in a rapidly changing world.

### **Relationships between what matters statements in Health and Well-being**

What matters statements in this area of learning and experience seek to describe the fundamental factors which underpin our health and well-being. They do not and cannot articulate every possible topic or issue. Instead, they give professionals the flexibility to identify those topics and issues which are relevant to the needs of their learners, school and community. They are meant to act as lenses through which different topics and issues can be explored.

In order to achieve a holistic approach, professionals should seek to draw from across what matters statements when planning learning and teaching in Health and Well-being. Such an approach allows learners to consider how their health and well-being may be affected in different ways by a particular behaviour or issue.

Learning about an issue should draw across what matters statements as much as possible. An example of how this could be done is shown here for online behaviour (which could include social media, online dating, digital footprint and online sexual content).

*Developing physical health and well-being has lifelong benefits.*

- The use of online sources to develop strategies to support physical health and well-being.

- The impact of online behaviour on body image and choices around food and exercise.
- The use of technology and physical health and well-being.

*How we process and respond to our experiences affects our mental health and emotional well-being.*

- The use of technology and online communities to support mental health and emotional well-being.
- The impact of positive and negative online behaviours on mental health and emotional well-being.
- The exploration of types of positive and negative experiences online.

*Our decision-making impacts on the quality of our lives and the lives of others.*

- Making decisions in an online context.
- Using online sources to make decisions and seek information and support.
- Managing risk and safety online such as sharing personal information (including images) and legal implications.

*How we engage with different social influences shapes who we are and our health and well-being.*

- Positive online behaviours and digital citizenship.
- Positive role of online communities.
- Different attitudes and norms presented online (e.g. about different types of relationships).
- Norms and attitudes about appropriate online contact and content.
- The way we consider, promote and challenge norms and values in different digital platforms (including social media).

*Healthy relationships are fundamental to our sense of belonging and well-being.*

- Collaboration, mutual respect when building relationships online.
- The use of online platforms for advocacy.
- The role that digital technologies and platforms play in developing and maintaining relationships.
- Online dating.
- The impact of online behaviours on particular relationships.
- The characteristics of harmful relationships online.
- Online bullying and trolling.

## **Key links, dependencies and interdependencies with other areas of learning and experience**

### **Expressive Arts**

- Creative movement and dance as a physical activity.
- Developing gross and fine motor skills to support participation in art forms.
- Provides a range of opportunities to express emotions.
- Engaging with art forms to explore and understand how these make us feel.
- The importance of the Expressive Arts and related pedagogies in exploring social influences.
- The importance of the Expressive Arts and related pedagogies in exploring relationships.

- Developing relationships through collaborations to create art.

### **Humanities**

- Elements of citizenship can be developed through respecting rules and fair play in team games.
- Environmental factors that affect health and well-being.
- Food production and sustainability.
- How individuals perceive and interpret events and experiences in different ways.
- How decision-making is a part of citizenship.
- Ethical considerations in decision-making.
- How citizenship is linked to and impacted by social influences.
- How the values and norms of individuals form a collective identity and collective values.
- The importance of developing relationships in supporting citizenship.
- Understanding of spiritual relationships.
- Understanding of rights, respect and equity.

### **Languages, Literacy and Communication**

- The relationship between physical and cognitive development has an impact on the acquisition of speech and language.
- Acquisition of gross motor skills as a precursor of fine motor skills such as handwriting.
- The role of language, both written and spoken, and the role of body language in communicating and expressing emotions.
- The potential of literature to develop empathic skills.
- Exploring social influences as presented in and through different literature.
- The role of language in communicating and expressing emotions in relationships.
- The importance of communication in developing and maintaining relationships.
- Using literature to explore relationships.

### **Mathematics and Numeracy**

- The role of numeracy in purchasing and preparing food to support nutrition.
- The role of numeracy in measuring distance, weight and time.
- The influence of financial circumstances and decisions on mental health and emotional well-being.
- Using numeracy to support positive decision-making, particularly financial decision-making.
- Critically engaging with social norms in respect of money to support financial literacy.

### **Science and Technology**

- The nature of enquiry.
- Biological aspects of growth and physical development.
- Nutrition and food technology.
- The biology of physical health and well-being (including impact of disease, physical activity and nutrition).
- The relationship between physiology and mental and emotional health

(including growth and the structure of the brain).

- Decisions, safety and addictive behaviours in respect of technology and in an online context.
- Critically engaging with social norms and influences in respect of technology, and in an online context.
- Exploring relationships in an online context. (from Progression step 3 onwards).
- Biology and sexual relationships.

### **Structure**

Health and Wellbeing is taught and developed through a wide range of experience and through a multi-sensory approach that suits the needs of all pupils across the school. Class teachers and support staff utilise a variety of teaching styles and are capable of adapting them so that provision matches ability.

### **Content and Delivery**

Health and Wellbeing is divided into several sub headings and subjects, but is promoted through a holistic and cross-curricular approach across all the areas.

The subjects are as followed:

### **Physical Education**

Physical Education aims to engage pupils in physical activities which involve the whole body and which will develop strength, stamina, flexibility, posture, positioning, control, co-ordination and health related exercises.

### **Aims of Physical Education:**

- Increase the pupil's range of effective movements needed for daily living.
- Promote body awareness through the learning of new activities and movements.
- Develop an understanding of the importance of health related exercise
- Promote self-movement.
- Promote independence
- Help to develop fine motor skills
- Help to develop gross motor skills
- Foster the pupil's ability to co-operate, encourage social interaction, and build relationships with others
- Develop choice making skills.
- To stimulate pupils through sensory aspects of each task
- Reduce tactile defensiveness.
- Develop inter-active communication through touch.
- Introduce and develop passive exercise to compensate for lack of able movement.
- Develop the pupil's self confidence through the acquisition of skills and the understanding of their capabilities and limitations of oneself and others
- Develop self-esteem in the acquisition of physical skills and to take pride in the quality of their movements
- Develop positive attitudes within the pupils towards a healthy approach to living

- Foster an awareness of the need for health and safety taking care of oneself, others, resources and following instructions
- Work in partnership with parents and other professionals to plan and deliver an appropriate curriculum

### **Healthy Schools**

The 'Healthy School' is one which takes responsibility for maintaining and promoting the health of all who 'learn, work, play and live' within it not only by formally teaching pupils about how to lead healthy lives but by enabling pupils and staff to take control over aspects of the school environment which influence their health.

### **Aims of Healthy Schools:**

Healthy Schools is cross-curricular and covers seven subject areas, including Food and Fitness, Hygiene, Mental and Emotional Health and Wellbeing, Environment, Safety, Substance Use and Misuse and Personal Development and Relationships.

Each topic has indicators under the headings:

- Leadership and Communication
- Curriculum
- Ethos and Environment
- Family and Community Involvement

Please refer to the Healthy Schools indicator booklets for more information and are read in conjunction with the Food and Fitness Policy, the Substance Use and Misuse policy and the Pupil Participation Policy.

### **Relationships and Sex Education**

The RSE curriculum at Ty Gwyn School has been developed by staff to reflect the individual and holistic needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

### **Aims of Relationships and Sex Education**

- Respect for their own bodies and the importance of a stable, secure and loving environment for family life and the nature of marriage and its importance to family life and the bringing up of children whilst respecting that there are committed and mutually supportive stable relationships outside of marriage;
- Moral questions;
- Feelings, Relationships and Values;
- Consequences and risks of sexual activity, including unplanned pregnancies, and sexually transmitted infections (STIs);
- Responsibilities of being a parent;
- Cultural and social influences /differences and resisting unwanted pressure;
- Links with other risk-taking behaviours, including the potential risks of online social networking;
- Self-esteem, respect for themselves and the views of other people;
- Laws relating to sexual behaviour;

- The importance of personal safety and what to do or to whom to go when feeling unsafe

### Food Technology

Food Technology aims to engage pupils in practical activities that help pupils become as independent as possible within the domestic environment. These skills include preparing and making food for themselves and others; and encouraging each pupil to perform simple domestic tasks such as: washing up, wiping tables, brushing etc.

### Aims of Food Technology

- To give each pupil the opportunity to experience: preparation of food, (this will include tasting, feeling, smelling etc.) and some domestic skills.
- To stimulate pupils through the sensory aspects of each task.
- To experience a wide range of independence, maths, scientific & communication skills.

### Cross-curriculum links

All staff are responsible for developing pupils' skills in literacy, numeracy and digital competence; these are cross-curricular and will take account of the following key guidance:

- Literacy and numeracy framework (LNF)
- Routes to literacy
- Routes to numeracy
- Digital competence framework (DCF)
- Routes to digital competence



The LNF has been developed as a curriculum planning tool to support teachers to embed literacy and numeracy in their teaching across the curriculum. The aim is to support all teachers to see themselves as having an important role in developing the literacy and numeracy skills of their pupils. The LNF sets out the skills pupils are expected to develop over time.

Within literacy we expect learners to become accomplished in:

- **oracy** across the curriculum
- **reading** across the curriculum
- **writing** across the curriculum.

Within numeracy we expect learners to become accomplished in:

- **numerical reasoning**
- using **number**
- using **measuring**
- using **data**

Routes to Literacy and Numeracy (2006) complement the LNF and support teachers in identifying progression steps for our pupils with more complex needs who are functioning at the earliest stages of development. They include skill statements which form part of the LNF and provide a continuum of development for pupils' literacy and numeracy skills.

Our Teachers will use the LNF and Routes to Literacy and Numeracy to:

- Develop our curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF and Routes to Literacy and Numeracy.
- Integrate literacy and numeracy into their teaching, whatever the subject being taught.
- Inform discussions with parents/carers, pupils and other teachers about pupil performance and progress.
- Help pupils (where appropriate) to begin to self-assess activities and work to begin to plan their next steps.
- Monitor, assess and report on individual pupil performance and progress.
- Identify pupils who may benefit from intervention or who are working beyond age-related expectations.

Pupils' skills and progress in literacy and numeracy are tracked through our LNF tracker, results are collated and analysed annually with details being provided to the governing body for them to challenge as necessary; this forms part of the assessment co-ordinator's annual data presentation.

Teachers' planning takes full account of the LNF and teachers have already started embedding the DCF into their planning. Teachers' assessments of pupils' literacy and numeracy are challenged and ratified through the termly and well-established Special Schools Consortium Moderation meetings.



Ty Gwyn School is part of the Pioneer School network for digital competence. The DCF is the third of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. The DCF has been developed by practitioners from Pioneer Schools, supported by external experts; it has 4 strands of equal importance, each with a number of elements.

Citizenship which includes:-



- Identity, image and reputation;
- Health and well-being;
- Digital rights, licensing and ownership;
- Online behaviour and cyberbullying.

Interacting and collaborating which includes:-

- Communication;
- Collaboration;
- Storing and sharing.

Producing which includes:-

- Planning, sourcing and searching,
- Creating,
- Evaluating and improving.

Data and computational thinking which includes:-

- Problem solving and modelling;
- Data and information literacy.

Our staff are already beginning to familiarise with the DCF and senior leaders are working to agree a strategic vision for cross-curricular digital competence and how this will translate into whole school practice. Teachers will use the DCF to plan engaging and innovative cross curricular lessons which will focus on the creative use of ICT across the school; we will continue to develop our use of the highly successful and specialist eye gaze technology to support the progress and achievements of pupils with the most complex needs.

As with the LNF there will be Routes to Digital Competence that will identify progression steps for our pupils with more complex needs, who are functioning at the earliest stages of development.

### **Skill acquisition**

The Skills Framework for 3-19 year olds in Wales (2008) introduced a more skills focussed curriculum; this has been strengthened through the LNF and more recently through the DCF. As we move towards 2021 the development of pupils' wider skills across all stages of education will include.

- Thinking and problem solving
- Planning and organising
- Creativity and innovation
- Personal effectiveness

Pupils learn through rich, experimental, investigative and directed play activities. Our staff are highly skilled in the way in which they achieve the appropriate balance

between self-exploration and more adult led activities in order to challenge pupils to reach their full potential and allow them to access opportunities for independent learning, wherever possible. Our pupil centred ethos and approaches allow all pupils to develop their independence and make progress commensurate with their abilities and needs.

Provision for our pupils is holistic with the child at the heart of the curriculum. Our provision offers all pupils well-planned learning experiences, allowing them to be creatively involved in their own learning. Our active learning enhances and extends pupils' holistic development by building upon their abilities and interests and acknowledging prior learning and achievements. Pupils are offered choices and challenge with care and sensitivity. Our staff motivate pupils and scaffold their learning at the appropriate level to move their learning forward. Key skills are embedded into each area of learning.

The Health and Well-Being area of learning which is at the heart of Ty Gwyn and developed across all aspects of our work incorporates many areas. A full break down of coverage and further details can be found in the Health and Well-Being Policy

With the implementation of the ALN Bill our thematic plans and individual planning (IEPs/IDPs) will be fully reviewed and amended in light of significant developments.

### **Schools value and character**

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We are committed to ensuring that all members of the Ty Gwyn community are treated equally with equal opportunity to access education and services irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. In regular school council meetings pupils express their thoughts and opinions on whole school matters and act as representatives for their classmates, ensuring all pupils' voices are heard and their ideas valued.

We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Diversity is a strength which should be respected and celebrated by all those who learn, teach and visit Ty Gwyn.

### **Policy review**

In light of the ongoing and rapid curriculum and assessment developments as part of "Successful Futures" this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the 2021 curriculum.