



# Flushing C of E Primary School Curriculum Overview for

## Mental Health & Well-being

Subject Lead: Tamsin Lamberton

Link Governor: Lisa Beverley-Jones

### Rational

Flushing Primary School focuses on the individual, nurturing them to flourish in our world. The emotional health and wellbeing of all members of our school (including staff, students and parents) is fundamental to our philosophy and ethos of caring for everyone, where each individual and contribution is valued.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues. These are a reflection of the school's curriculum intent statement and core values.

### Planning

Our curriculum is progressive, sequenced, coherent, challenging and enjoyable. It is accessible to all pupils, including SEND. The curriculum and our wider work supports learners in developing resilience, confidence and independence. Our PE and PHSE/SRE curriculums help ensure our pupils know how to keep physically and mentally healthy. Through the new mandatory health education curriculum, pupils are taught; how to recognise the early signs of mental wellbeing concerns, including common types of mental ill health, where and how to seek support, and whom they should speak to in school if they're worried about their own or someone else's mental wellbeing.

### Delivery ;

Pupils receive at least one lesson of PSHE/SRE per week. PSHE/SRE topics are also explored in weekly assemblies. Year 5/6 children hold the post of playground leaders, where they support younger children during PE/break times with games and other activities. Elements of our PSHE/SRE programme are delivered in cross-curricular contexts where possible, e.g. through Science, RE, English, History, Drama and Art lessons. PSHE/SRE is also linked to our school 'Values' which contains the following attributes: Friendship, Kindness, Trust, Hope, Forgiveness and Creativity. These themes are taught within a religious context which reflects the Christian nature of the school.

### Assessment

We monitor pupils' knowledge, skills and understanding by various means including; Self-assessment, teacher observations, PSHE/SRE Book looks, PSHE/SRE is audited by both the PSHE leader following discussion with all staff.

## Monitoring and evaluation

Parent surveys  
Staff surveys  
Pupil surveys  
Book looks  
Class drop-ins

## Visits, visitors and extra-curricular activities

We welcome parents into our school and share learning together. We provide opportunities for parents and children to learn together in key issues such as online safety, as well as a host of other areas.

Play therapy, music lessons and dance specialists are employed to promote children's wellbeing. After school clubs include; art, sports, dance.

## EYFS

PSED can be thought of as three building blocks - emotions, sense of self and relationships – which contribute to a child developing in the early years. Though PSED is a separate prime area in the EYFS, it is a foundation that connects the whole curriculum – through positive relationships with adults, children learn what their emotions are, how to regulate them and how relationships with their peer's work. By establishing solid and positive relationships with young children, we are helping them in all the prime areas.

## Staff Professional Development (CPD)

Training this year includes;

## Budget

Managed by Governors/HT

## Governance

We expect Governors to take an active role in their subjects