DUCKS
KINDERGARTEN & INFANTS' SCHOOL

DUCKS WELLBEING [inc. PSHE] POLICY

Wellbeing is what would be called 'PSHE' in other schools, but we feel that this name better promotes and reflects the provision the children receive and the impact it has.

Wellbeing i.e., citizenship and 0ersonal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage and provide our children with opportunities to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims and objectives

Wellbeing at DUCKS encompasses the same areas as at Dulwich College, these are:

- Physical health
- Spiritual health
- Emotional health
- Living in a community
- Preparation for the future

These five strands are found across our curriculum both in and out of the classroom including the following areas:

- Key People
- Circle Time
- PE lessons and play times
- Assemblies, displays and lessons
- DUCKS Values
- Class charters
- Transition planning
- Spiritual, moral, social and cultural development (SMSC)
- RULER (Recognising, Understanding, Labelling, Expressing and Regulating) emotion incorporating the Mood Meter

The aim of the DUCKS wellbeing curriculum is to enable the children to:

- understand what makes good relationships to help us form strong relationships
- promote a culture of following the DUCKS' Values
- be able to establish personal space and boundaries, show and understand the difference between appropriate and inappropriate touch or unsafe physical and other contact understand what make a positive relationship
- to develop emotional intelligence skills
- treat others with kindness, consideration and respect. Inc. the importance of honesty, truthfulness, permission seeking & giving and the concept of personal privacy
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- know and understand what constitutes a healthy lifestyle
- be aware of strategies to ensure we stay safe
- develop good relationships with other members of the school and the wider community.

Our wellbeing and PSHE and citizenship curriculum is supported by our spiritual, moral, social and cultural (SMSC) provision.

Wellbeing is the foundation of our whole school ethos underpinning the whole curriculum throughout DUCKS and encompasses the DUCKS Values.

DUCKS Values

- Determined
- Unique
- Confident
- Kind
- Selfless

Teaching and learning

We use a range of teaching and learning styles placing an emphasis on active learning by:

- Including the children in discussions, investigations and problem-solving activities. We teach PSHE and citizenship in all classes as an integral part of the topic work covered during the year.

- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g., charity fundraising, pupil leadership, the planning of school special events such as an assembly or open day, involvement in an activity to help other individuals or groups less fortunate than themselves.

- We organise classes and environments in such a way that children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

- We offer children the opportunity to hear visiting speakers, such as health workers, police, older pupils in leadership roles and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

- Working closely with our families who are an integral part of our community and are very much a part of contributing to developing the personal, social and healthy aspects of a child's education.

Early Years Foundation Stage

We teach wellbeing and PSHE in Kindergarten and Early Years as an integral part of our PSED area of the EYFS curriculum. Our plans have clear learning intentions covering making relationships, self confidence and self-esteem and managing feelings and behaviour. These are informed by our observations and the individual needs of the children.

In Pre-Reception and Reception we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the EYFS curriculum. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS. We also support citizenship education in Pre-Reception and Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'. During planning we have a weekly personal and social development adult focus for all children.

Key Stage 1

Wellbeing is the foundation of our curriculum. It is taught through a weekly dedicated lesson. The Infants' School is introduced to a wellbeing focus every week through assemblies, circle time, Family Links, RULER programs and individual class planning.

We introduce wellbeing through all subjects, e.g., when teaching about local environmental issues in geography, we offer children the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths.

Assessment and recording

Teachers assess the children's work in wellbeing, PSHE and citizenship both by making informal judgements as they observe them during play, mealtimes and lessons and by doing formal assessments of their work,

measured against the specific learning objectives. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage.

We annually survey the children's wellbeing and attitudes using an online survey through an external platform.

We report the children's progress to parents in day-to-day communications, school reports and during parents evening. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage.

Resources

We keep resources for wellbeing, PSHE and citizenship in the shared resource area. We have additional resources in the library, and our wellbeing co-ordinators ensure classrooms are well resourced with materials to deliver circle time and cover all aspects of wellbeing. Class wellbeing books are used in each class to record wellbeing throughout DUCKS.

Monitoring and review

The Wellbeing Lead is responsible for monitoring the standards of children's work and the quality of teaching. The Lead supports colleagues in the teaching of wellbeing, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Related Policies and other documents

Other documents that should be read in conjunction with this policy are:

- Transition Policy
- DUCKS Achieving Positive Behaviour Policy
- Key Person Policy
- Safeguarding (Child Protection) Policy
- Personal. Social and Health Education and Relationship Education (PSHE & RE) Outcomes document.

Policy Owner:	Head of DUCKS
Last Reviewed:	April 2026
Date of Next Review:	Academic Year 2027-28