DULWICH COLLEGE
THE JUNIOR SCHOOL

JUNIOR SCHOOL WELLBEING POLICY

Aims

Wellbeing is an integral part of the pastoral care system and as such is central to promoting the pupils' happiness and enjoyment. There are many other areas of school life that also contribute to this including our strong pastoral care system, our Core Values, Assemblies, Religious Studies and the co-curricular programme; indeed, Wellbeing is embedded in every aspect of school life.

We strive to provide an environment where pupils feel safe and secure and so can learn without fear of failure or making mistakes. We hope to lay the foundations for the future so that, ultimately, the pupils grow into kind, considerate responsible members of society who have both the skills and the confidence to lead healthy, happy, independent lives. We also aim to make the children good citizens: of the Junior School; the local community; the country; and the world.

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

Objectives

- To provide an environment where pupils feel secure and confident, and so can voice opinions or concerns freely in the knowledge that they will be heard and supported;
- To help the pupils understand and manage their feelings and emotions;
- To help the pupils understand the cause and consequences and of the actions and so to manage their behaviour;
- To promote consideration, kindness, tolerance and respect towards others, and to promote equality and inclusion;
- To encourage moral responsibility;
- To give the pupils strategies to help them cope with difficult situations or with difficult feelings, including social pressures;
- To teach the pupils about the importance of personal safety and a healthy lifestyle and to help the pupils make choices about their lives;
- To start preparing the pupils for the physical and emotional changes puberty will bring;
- To give the pupils a basic understanding of the necessity for rules and laws in a community or society and to give the pupils some understanding of democracy and our parliamentary system;
- To give the pupils a concern for their environment and an understanding of why we need to take care of it;

- To consider issues facing the Junior School, local or global community, and to take direct action to address them;
- To encourage pupils to apply the principles learned in Wellbeing lessons to their lives both within and outside school.

Teaching Wellbeing is important because:

- It gives the pupils the opportunity to develop personally, and as part of society;
- It provides opportunities for the pupils to explore and articulate their feelings in a calm and protected environment;
- It gives the pupils the opportunity to listen to others' points of view and so develop tolerance and understanding;
- It helps the pupils to build positive personal relationships with their peers;
- It gives the pupils the opportunity to consider many issues, both in their own lives and in the world around them;
- It gives pupils confidence so that they know they are not alone in the world and that other pupils share similar emotions and experiences;
- It raises self-awareness and helps to foster self-esteem and resilience;
- It develops a moral compass in each boy to help him make the right choices/ do the right thing;
- It helps to inform them so that they know how to stay safe online.

Timetabling

Forms in Years 3, 4, 5 and 6 have one 55-minute lesson of Wellbeing each week. Additional form periods may be used for circle time, or similar, as required. All Wellbeing lessons are taught by the Form Teacher.

Curriculum

The Junior School approach to Wellbeing is based on the PSHE Association Scheme of work.. This is a whole-school approach, which emphasises the importance of praise and the language of choice and consequence. This is reflected in our whole-school reward and sanction system, and in our Kindness Tree, which is displayed prominently in the Junior School Hall and celebrated weekly.

The PSHE Association's programme of study is based on three core themes – Health and Wellbeing, Relationships, and Living in the Wider World. These are sub-divided into ten core sessions, and each year group covers most of these sessions throughout the year at a level appropriate for their age:

1. Why are we here
2. Praise and Criticism
3. Personal Power & Self Esteem
4. The Power to Choose
5. Understanding Feelings
6. Managing difficult feelings
7. Nurturing Ourselves
8. Peer Power
9. Celebrating Differences
10. Saying Goodbye

In addition, each year group works together to undertake a Community Action project where their actions have a direct impact on others either by raising awareness, raising money, or making links with local groups.

All year groups receive a half term unit of Internet Safety lessons as part of the Computing curriculum. Each year group also celebrates Safer Internet Day in February each year.

All year groups celebrate Mental Health Awareness week and Anti-bullying week, which is promoted during assemblies as well as being used as a basis for the Wellbeing lesson. Occasionally, Anti-bullying week is celebrated in a different week to the national campaign to fit into the busy school calendar.

Relationships and Sex Education (RSE) is taught from Year 3 to 6 in the Junior School (see the Junior School RSE Policy).

In addition, our Co-education Programme provides pupils with the opportunity to collaborate with girls from JAGS and Sydenham High in meaningful, interesting activities and learning across a variety of different skills and contexts to improve their direct connections with each other and to improve their understanding of themselves.

To enable pupils to become well-rounded, effective and responsible citizens of the future the Junior School seeks to embed the aims of its Spiritual, Moral, Social and Cultural Development Policy (which is attached to this Policy as Appendix 1) throughout the curriculum and co-curricular activities.

Strategies for effective teaching of Wellbeing, PSHE and Citizenship

Planning

- Lessons for Wellbeing are largely based on the schemes of work from the PSHE association, and these have then been amended and developed collaboratively by Junior School Form Teachers and the Wellbeing coordinator to best suit our pupils' needs;
- The short-term plans are discussed at weekly year group planning meetings;
- Teachers are encouraged to raise and discusses problems and topical issues when they occur and for this reason there is some flexibility in timing and delivery of the curriculum;
- The Wellbeing coordinator is available to support Form Teachers in the planning or delivery of Wellbeing lessons.

Content

- Lessons will vary but may include discussion, games, listening and responding to stories, sorting, and role play;
- Circle time is sometimes used to ensure the sessions are positive, inclusive and to help pupils develop empathy. Circle time may not be used in every Wellbeing lesson and may be used at other times to address whole class concerns or issues at the discretion of the Form Teacher.
- The types of activities undertaken by pupils include: sorting or ordering tasks, smaller discussion groups, written activities such as reflective responses, research or advice letters, dramatic activities such as role play or freeze-framing, artistic tasks such as comic strips or leaflets;
- Written activities may be used to encourage children to reflect on their feelings, their learning or their progress but may not be used in all lessons;
- A record of learning will be kept in Wellbeing books to promote reflection and retention of previous topics. This will be brief and may include photographs of activities, a sample story, a written reflection or an illustration. In Year 3, this record of learning will be kept electronically.
- A range of activities will be used to assess progress, such as described in Appendix 1 of the PSHE Association's Primary Toolkit;
- Visits and visiting speakers are arranged whenever possible, including representatives from charities, local community leaders and experts.

Monitoring

- The Wellbeing coordinator and SMT undertake lesson observations and talk to pupils about the impact of the lessons, their own Wellbeing and that of others.

Resources

- Teacher handbooks;
- PSHE programme of study and quality-assured resources from the PSHE Association;
- We.org lesson planning packs for community campaigns;
- A variety of books and textbooks, including those in our Library, are available for all staff

Safeguarding

Due to the nature of discussion in Wellbeing lessons, and the reflective content of written work, it is possible that a disclosure may be made during a lesson. In the event of a boy making a disclosure, the teacher should record what was said and speak to one of the Deputy Designated Safeguarding Leads in the Junior School (Ed Wickstead, Toby Griffiths or Sophie Wheeler) or the Designated Safeguarding Lead (Sameer Tanna), following the procedure set out in the Safeguarding (Child Protection) Policy.

Pupils with SEND or EAL

Pupils with SEND may be supported, if necessary, as detailed on their Learning profile, in consultation with the Learning Support Coordinator. EAL pupils will be given help with language-based activities, where necessary. This could include extra adult input for any specific areas of difficulty such as understanding instructions.

Assessment

There is no formal assessment in this subject, but AfL strategies are incorporated into the teaching and learning using activities such as suggested by the PSHE Association. Teachers are continuously monitoring children's awareness and understanding of the issues/themes discussed through discussion and observation.

Strategies to ensure effective teaching, learning and progression

- Everyone works from the new long and medium-term plans to ensure every aspect of the provision is covered;
- Year groups meet each week to plan together, and share ideas and resources;
- All staff are expected to use some assessment strategies as detailed in the PSHE Association to monitor whether pupils have understood the concepts and can apply their knowledge effectively.

Reporting to Parents

Information about the topics that are covered in each year are included in the Curriculum Handbook. Parents of pupils in Years 3 to 6 receive a letter before the Relationships and Sex Education topic is started. Where a boy seems unduly affected by an issue that arises in a wellbeing lesson parents may be contacted to discuss this further, and support could be put in place.

Parents do not receive a written report in this subject.

If a child is experiencing difficulties with one of the themes the Form Teacher may discuss the problems with the child on an individual basis. In these circumstances the pupils' parents may occasionally be contacted and the counsellor's advice could be sought.

Health and Safety

- There are no particular health and safety issues in the teaching of Wellbeing, but safe working practices need to be always followed;
- All Junior School staff have undertaken the necessary health and safety training;
- All visitors are risk assessed and all safeguarding procedures are followed in accordance with College's Visiting Speaker Policy;
- All trips are risk assessed according to the Educational Visits (Outings and Expeditions) Policy (Years 3 – 13).

Wellbeing Co-ordinator

The role of the Wellbeing Co-ordinator is to:

- Keep abreast of any changes in the curriculum and attend courses and meetings to keep up to date with new initiatives;
- Write, review and update schemes of work;
- Liaise with the Wellbeing and Pastoral teams and support Form Teachers in the planning and delivery of Wellbeing lessons;
- Take the lead in the subject development;
- Write a subject development plan each year;
- Purchase resources;
- Review and revise the subject policy and plans annually;

- Liaise with the Deputy Head Academic and Head of Junior School on major curriculum changes and subject development.

Policy Owner:	Head of Junior School
Last Reviewed:	August 2026
Date of Next Review:	Academic Year 2027-28

APPENDIX 1: SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Aims

The Junior School aims to provide a caring, supportive and well-ordered community, which encourages spiritual and personal development and where pupils from a variety of cultural and social backgrounds can feel secure and equally valued.

We firmly believe that effective social, moral, spiritual and cultural development is paramount in enabling our pupils to become well-rounded, effective and responsible citizens of the future. By giving this aspect, a high priority across the Junior School, pupils will develop self-esteem and self-confidence, within a clear moral framework.

Our objectives

- To link pupils' spiritual, moral, social and cultural **("SMSC")** development to the Junior School's ethos, aims and Core Values and to the College's Code of Conduct;
- To put SMSC at the heart of school life;
- To start from the premise "every child matters";
- To promote tolerance, respect and understanding of others (especially around the protected characteristics);
- To ensure that SMSC is given active consideration in all aspects of life in the Junior School;
- To embed SMSC firmly in the curriculum and the co-curricular programme.

We promote SMSC through:

- Assemblies (see list of assembly topics);
- Class Assemblies for parents;
- The curriculum (see curriculum policy and schemes of work);
- The Wellbeing programme (see schemes of work);
- Embedded experiential Community Service within the Wellbeing Curriculum (see Wellbeing curriculum);
- Religious Studies (see schemes of work);
- Music, Drama and Art lessons, displays and performances;

- Promoting creative learning opportunities ('free learning' e.g. through College events like Dulwich Creative, Dulwich Inventive, Dulwich Linguistic and Dulwich Political: Have your say);
- The teaching and learning environment;
- Learning support;
- Co-curricular activities (see co-curricular information);
- The pastoral care system (see Junior School Behaviour Policy and Junior School Anti-Bullying Policy and individual pastoral records);
- Maintaining positive relationships with parents;
- Displays celebrating cultural events and religious festivals;
- The House system and the buddy system within this;
- The pupil voice through the Junior School Council;
- The prefect system for Year 6 pupils;
- Fundraising for charity (see list of charity events);
- A wide range of trips, seminars and visitors;
- The induction and transfer policy for pupils;
- Philosophy lessons in Year 5/6;
- Community events (e.g. Founder's Day);
- Events with other schools (e.g. Junior School Symposium with JAGS, debates with SHJS);
- Close relationships between staff and pupils;
- Senior prefects and senior pupils in community service roles acting as role models for the Junior pupils.