Building a culture of wellbeing - ideas to impact.

Our journey - the successes and failures

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What does wellbeing mean to you?

What does wellbeing look like in your school for students and staff?

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SESSION AIMS:

- Understand how a PLC can create meaningful change
- Practical takeaways for your own school or setting
- Ideas for PSHE curriculum design

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INTERNATIONALISM ■ INCLUSIVITY ■ EXCELLENCE

CONTEXT

St George's British International School

La Storta Primary Campus

- 201 students
- 31 teaching staff

Staff tenure: 19 years to ECTs

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What is a PLC?

- Group of diverse practitioners, non-hierarchical
- Drive the school action plan through research, trial and a safe space
- Open forum for discussion and learning from your peers

To be successful:

- Leader and established norms
- Regular dedicated time to meet
- Leadership support
- Action driven - positive environment

Our challenges:

- Will real change happen? More work! Yet another initiative, lack of choice, reasons for joining unclear.

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INTERNATIONALISM ■ INCLUSIVITY ■ EXCELLENCE

OUR PLC JOURNEY

Identify area for development - comes from school action plan

- Wellbeing
- PSHE curriculum

Not about adding another initiative but improving what we do already, supporting practitioners to succeed.

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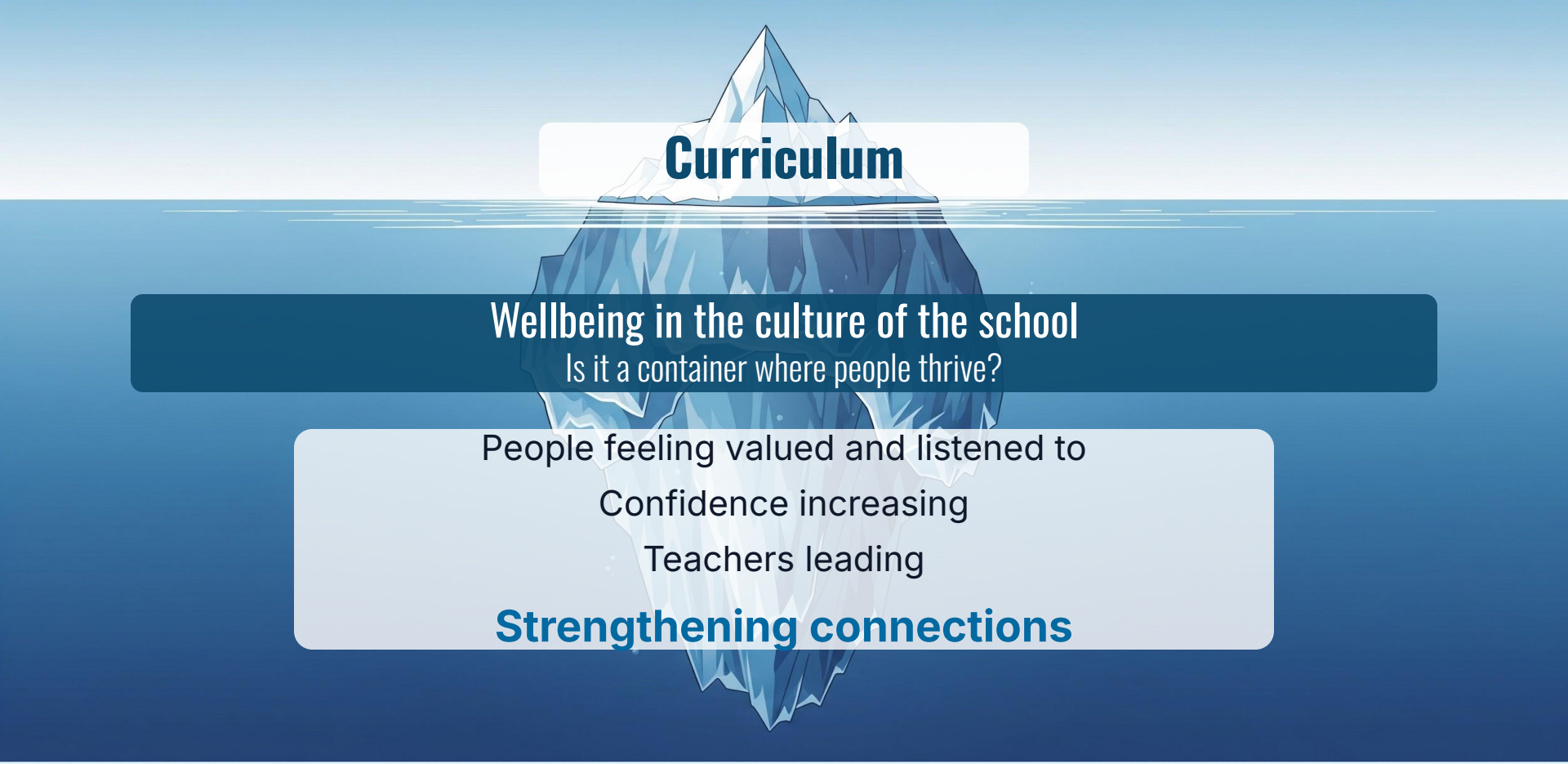
Curriculum
Wellbeing in the culture of the school
Is it a container where people thrive?
People feeling valued and listened to
Confidence increasing
Teachers leading
Strengthening connections

QUESTION

What is already happening?

Observe.

What are we doing well already?

- Wellbeing was taught responsively
- Staff went above and beyond for students (TAs)
- Had an extensive PSHE curriculum that had been added to multiple times. Lots of great things but no vertical alignment.

Lots happening - inconsistent.

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LISTEN

WELLBEING AUDIT

ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

COMMUNITY VOICE DIRECTLY IMPACTS ACTION PLAN

A Collaborative Process

STAFF AUDIT

STAFF AUDIT

Across the entire school population.

PARENT AUDIT

PARENT AUDIT

From across all year groups.

STUDENT AUDIT

Approx ⅓ of children from Y2 - Y6.

STUDENT FRIENDLY AUDIT

- PLC members created a student friendly audit
- Child-friendly language with same criteria
- Created with EAL & AEN staff support

SEE EXAMPLE 1.

ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

CURRICULUM FOCUSED

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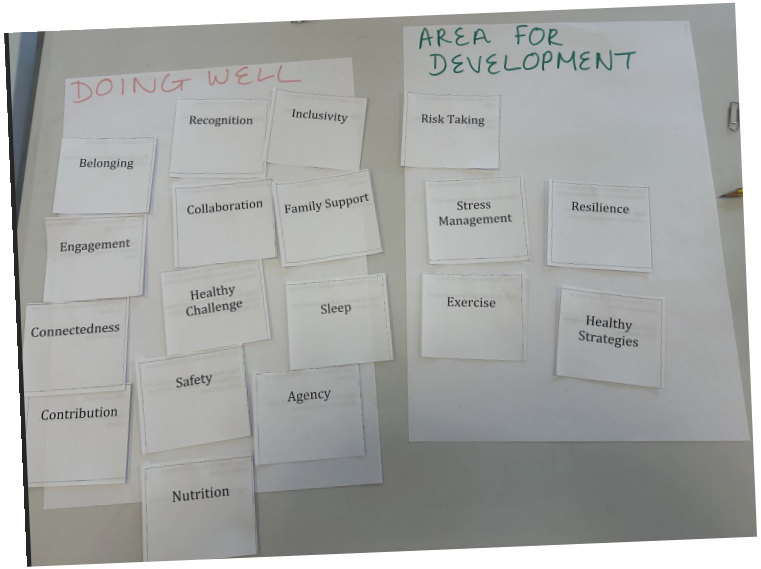
Wellbeing Audit



Time for students to lead.

ANALYSE

Staff	**Safety** **Collaboration** **Engagement**	**Recognition - how do we celebrate success?** **Resilience** **Engagement** **Risk taking**
Parents	**Safety** **Collaboration** **Contribution**	**Nutrition** **Challenge in learning** **Stress management** **Recognition**
Students	**Connectedness** **Self-esteem** **Nutrition and exercise**	**Agency (choice)** **Challenge in learning** **Inclusivity - people being treated fairly.**

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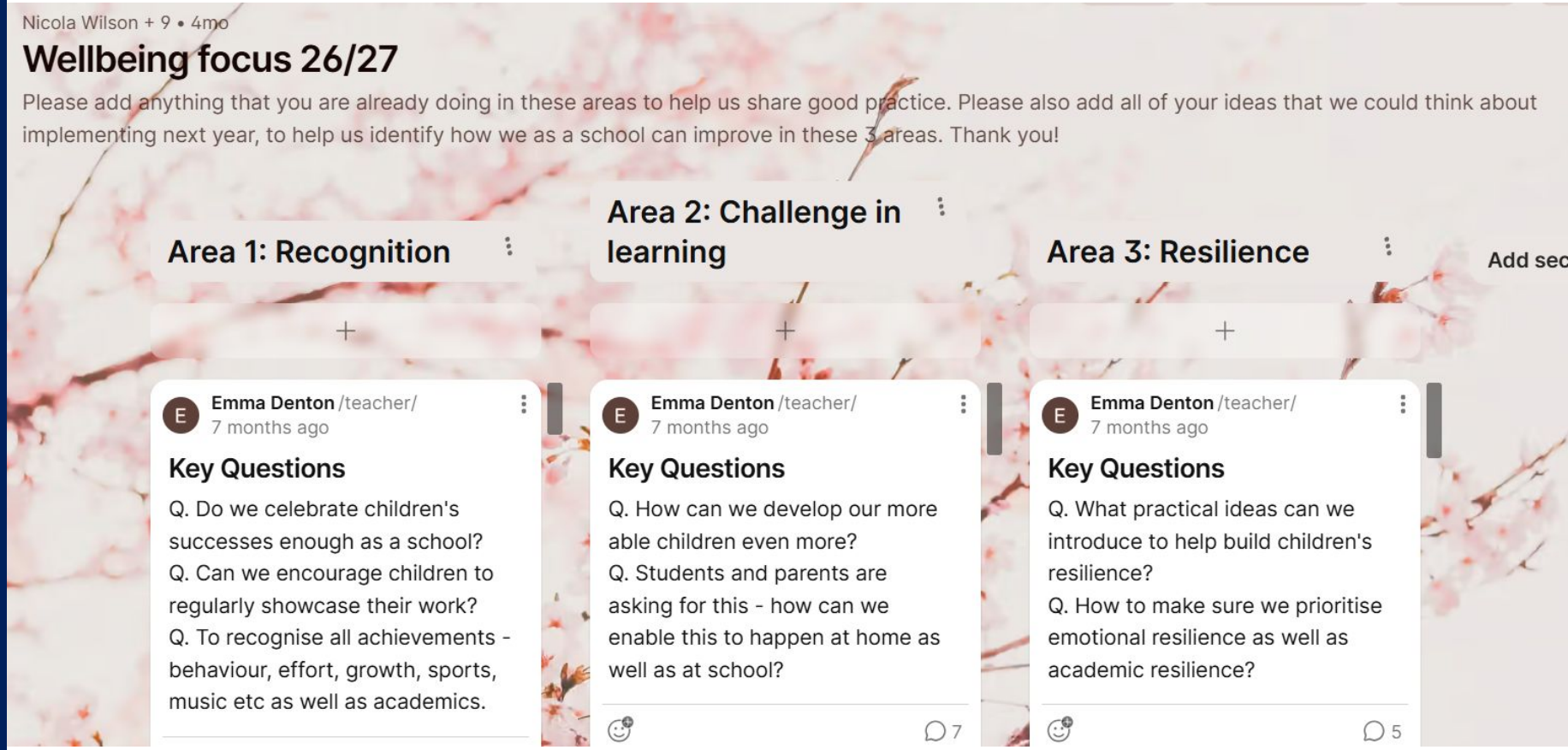
KEY QUESTIONS - BACK TO STAFF. ACT



REFLECT

A couple of focus points for each area of development.

Will reflect on these later on in the year.

PSHE CURRICULUM - TOP OF THE TRIANGLE. EXPLICIT TEACHING.

- Provision is detailed and thorough.
- Content can feel overly complex and difficult to navigate.
- Some inconsistencies in vertical progression between year groups.
- Diversity and protected characteristics not always explicitly embedded.
- Staff want clearer objectives and greater usability.

Conclusion: Strong foundations - now we need clarity.

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HOW WE RESPONDED...

We reviewed

- Our existing curriculum
- Updated government statutory guidance
- PSHE Association recommendations
- Strong practice from other schools

Design Principles

- Succinct and user-friendly
- Clear vertical and horizontal alignment
- Professional autonomy in delivery

Presented to staff in PLD, listened to feedback, edited

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LSJS PSHE Y1-6 Overview (taken from PHSE Association Primary PSHE Education: Long-Term Overview - Thematic Model)

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	**Media literacy and digital resilience**	**Respecting ourselves and others (No Outsiders)**	**Belonging to a community**	**Safe relationships**	**Money and work**	**Physical health and Mental wellbeing**	**Keeping safe**	**Growing and changing**
Year 1	Roles of different people; families; feeling cared for; what does a family look like Care experience Marriage/Civil P	Using the internet and digital devices; communicating online	How behaviour affects others; being polite and respectful; manners matter	What rules are; caring for others' needs; looking after the environment Disability	Recognising privacy; staying safe; seeking permission; being an upstander Age	Strengths and interests; jobs in the community Disability, Sex	Keeping healthy. different people eat different foods; food and exercise, choice, hygiene routines; sun safety. disability, sex	How rules and age restrictions help us; keeping safe online Age	Recognising what makes us unique; naming body parts; feelings; managing when things go wrong; preparing for transition Disability
Year 2	Making friends; feeling lonely and getting help Race. religion and belief - link to inclusion T1	How the internet is used in everyday life; how to stay safe when online Age T3 - digital awareness week	Recognising things in common and differences; playing and working cooperatively; sharing opinions respectfully; diversity Disability, sexual orientation, race. T2	Belonging to a group; roles and responsibilities; being the same and different in the community; helping others Religion and beliefs T1	Managing secrets; resisting pressure and getting help; being an upstander Age T1	What money is; needs and wants; looking after money Age T2	Why sleep and diet is important; keeping healthy; managing feelings and asking for help disability, sex T2	Safety in different environments; risk and safety at home; emergencies Pregnancy, disability T3	Growing older; naming body parts; moving class or year; preparing for transition Age, disability T3
Year 3	What makes a family; features of family life; what does a family look like Marriage/Civil P, sexual orientation	How the internet is used; assessing information online; what to share and what not to share online (personal and financial)	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite Religion and beliefs	The value of rules and laws; rights, freedoms and responsibilities; anti-bullying Marriage and CP	Personal boundaries; safely responding to others; impact of hurtful behaviour; being an upstander Disability, sexual orientation, race.	Different jobs and skills; stereotypes around jobs, including gender, hierarchy, value and financial reward Sex	Healthy choices and habits; what affects feelings; expressing feelings; self-esteem and resilience	Risks and hazards; safety in the local environment and unfamiliar places Age, pregnancy, disability.	Personal strengths and achievements; managing and re-framing setbacks; preparing for transition
Year 4	Positive friendships, including online. How to be a good friend.	How data is shared and used (personal and financial). Online safety including when playing video games Age	Respecting differences and similarities; discussing diversity, equity, inclusion and difference sensitively All	What makes a community; shared responsibilities; what you can do to positively impact the community All	Responding to hurtful behaviour; managing confidentiality; handling relationships online responsibly; being an upstander	Making decisions about money; using and keeping money safe, link to online purchases Age	Maintaining a balanced lifestyle; diet and exercise; managing emotions (ZoR) Disability	Medicines and household products; drugs common to everyday life	Personal hygiene routines; preparing for transition and change
Year 5	Managing friendships and peer influence. How to speak up if uncomfortable in a situation.	How information online is targeted (personal and financial); different media types, their role and impact. Online safety including when playing video games Age	Responding respectfully to a wide range of people; recognising prejudice and discrimination; discussing diversity, equity, inclusion and difference sensitively All	Protecting the environment; compassion towards others; children's rights and global citizenship	Physical contact and feeling safe; being an upstander, managing online relationships.	Identifying job interests and aspirations; what influences career choices; money and sensible choices Sex, pregnancy	Healthy sleep habits; diet and exercise; awareness of media stereotypes and body image; using social media responsibly Sex, disability	Keeping safe in different situations, including how to respond to different emergencies	Physical and emotional changes in puberty; preparing for transition Disability

Effective Communication & Positive Impact

Key Communication Principles

- Listen Listen Listen - not expert
- Be Clear
- Steering conversations back on track. Not difficult but COURAGEOUS
- Offer opportunities to others
- Be patient and self aware
- Remember the WHY

Community Engagement

Students, Staff and Parents have been listened to.

Outcomes

- Meaningful changes
- Wellbeing is improved

QUESTIONS

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