

## Sheredes Primary School

### Report from the Wellbeing Quality Mark Validation 'Virtual Visit', March 2021

#### Specialist theme: **PSHE CURRICULUM including RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION (RSHE)**

Following the validation visit undertaken (via Microsoft Teams) by Kate Stockdale, Wellbeing Adviser for Herts for Learning, on 24<sup>th</sup> March 2021, I am pleased to confirm that Sheredes Primary School has been awarded the Herts for Learning Wellbeing Quality Mark (WQM) with a focus on PSHE CURRICULUM including RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION (RSHE)

The activities identified in the school WQM action plan to support outcomes have either been fully met or there are plans in place to show how work will be further developed across the year. The actions undertaken have been well documented and monitored by staff and governors for impact.

It is impossible to capture everything that has been delivered and achieved by the school in a single short report, but the following notes some of the particular strengths that were highlighted on the validation visit.

The approach to mental health and wellbeing at Sheredes School is a holistic one which pervades all aspects of school life. The school environment has been thoughtfully created to be a welcoming, caring, calm, organised and safe space that is accessible to all. Pupils work and achievements are carefully and proudly displayed. The nurturing environment mirrors by the kindness and care shown and modelled by the adults in the school. Pupils highlighted that they were 'surrounded by kindness and felt safe.' They appreciated the environment of the school and found the motivational quotes really inspiring.

The school's approach to supporting positive behaviour for learning is a therapeutic one and staff have received the Hertfordshire STEPS training. All staff are highly skilled in looking out for any signs which may suggest a child was not feeling happy and a reassuring conversation are an immediate response and this then followed, where needed, by a supportive plan of action. This could be a short, quick intervention or one spanning several weeks. As an example, the '20-20' club which offers children 20 minutes focused on an indoor activity tailored to their needs and interests and 20 minutes after lunch with a 'distanced' supervision out in the playground has been really successful. Several children spoke about their 'helping hand' of adults they would talk with if they felt they needed to about a problem at any time.

The school strives to give children the skills and understanding to be 'confident, kind, resilient and fearless', equipping them with life skills that will help them with their ambitions and goals now and through adult life. This nurturing school helps the pupils to be outward looking and develop an awareness of worldly issues and challenges. Pupils were introduced to the poet Amanda Gorman recently and lines below resonate with the schools vision.

'For there is always light,  
if only we're brave enough to see it  
If only we're brave enough to be it.'

School council representatives shared examples of changes that they had helped instigate on behalf of all pupils. Examples such as new book purchases and planning events week were highlighted. All children that I spoke with as part of the visit engaged confidently, articulately and in a mature and thoughtful manner. They really helped me see the positive impact the school's approach to mental health and wellbeing was having. They were all truly amazing individuals with a zest for life and learning.

Mental health and wellbeing is a thread that runs through all aspects of school life, through the curriculum and all corners beyond! The creative curriculum introduces children to a range of great works including those of artists, poets, writers, musicians, dancers and actors. Care is taken to ensure representation is inclusive and represents both local and worldwide creators. When resources are chosen care and time is taken to ensure they are of the richest quality and help to help promote ambition, motivation and good mental health and wellbeing. Pupils are helped to understand the value of creativity in developing positive mental health and wellbeing, the 'remote' 2021 Book Week was an absolute testament to this.

The outside environment is also purposefully used to promote health and wellbeing. Children articulated the link between nature, the outdoors physical activity and their feelings and moods. One pupil explained, 'in the woods I feel relaxed and calm.' Another pupil added that a run outside made them 'ready to do some learning!'

The school works in true partnership with parents and carers. Parents are encouraged at all times to share the positives and any concerns they may have. The school works closely with parents to 'normalise' any feelings of anxiety they or their child may be experiencing. Home support strategies are shared and external organisations such as HABS may provide wider family support. Parent governors highlighted the care that was taken during periods of lockdown to find ways to continue the close and regular communication with parents. Parent voice certainly showed their gratitude for the wide ranging support the school gave to families during lockdown.

The PSHE &C subject lead has overseen and driven extensive work to remodel the existing PSHE&C curriculum and ensure it encompassed full coverage of the new RSHE learning outcomes. The school invested in the Jigsaw programme a couple of years ago and the subject lead has ensured it is delivered in a flexible way to meet the needs of pupils at Sheredes School. The school supplements this scheme with other resources when needed. Teacher voice evidenced the value they placed on 'the new planning as it is clear, relevant and updated. The PSHE&C policy has been updated to include RSE in line with government requirements and ratified by governors. Following the government recommendation that teaching should be underpinned by British Law, key laws have been identified by the subject lead and opportunities for teaching identified across all units of work. The teaching of PSHE is delivered in very active and creative ways including the use of stories, debate, role play and exploration of real life scenarios. The PSHE &C curriculum has been planned in a spiral way to ensure pupils revisit topics in greater depth as they progress through the school. Evidence was shared showing how the school plans for inclusivity and progression. The school attributes of kindness, fearlessness, confidence and resilience are fully embedded in the curriculum. PSHE&C and RSE are highly valued subject areas, quality first teaching is delivered through regular weekly lessons led by class teachers. The same very high expectations are in place for this subject area as with all others in the school. Opportunities to consolidate skills in wider curriculum areas have been identified. The Governing body are fully supportive of the importance of PSHE&C and RSE and a governor has a specific oversight of this curriculum area. Pupils described PSHE as a 'talking' lesson that helped them 'explore their feelings' but also explore their 'dreams for the world!'

This report captures a small part of the wide ranging and embedded wellbeing work being delivered by the school. I have no hesitation in validating this submission and awarding the school the HfL Wellbeing Quality Mark.

**Kate Stockdale**

**26.3.21**

**Herts for Learning Wellbeing Adviser**