

Mental Health and Wellbeing Policy

Springdale Primary School



Approved by:

Governors

Date: March 23

Last reviewed on:

Next review due by:

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1. Policy statement

At Springdale Primary School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. We aim to provide a secure and stimulating learning environment which will enable our children to achieve their full potential and encourage them to develop skills for life in the 21st Century.

This policy was written in consultation with Mrs Hopkins Headteacher, Staff and Governors.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school.
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing.

Read this policy in conjunction with:

- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Safeguarding Policy
- PSHE Policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school.
- Create a culture of wellbeing and inclusion.
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with Mental Health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)
- [Keeping Children Safe in Education](#) (September 2022)
- [The Education Act 2002](#) (section 175/157)
 - **Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.**

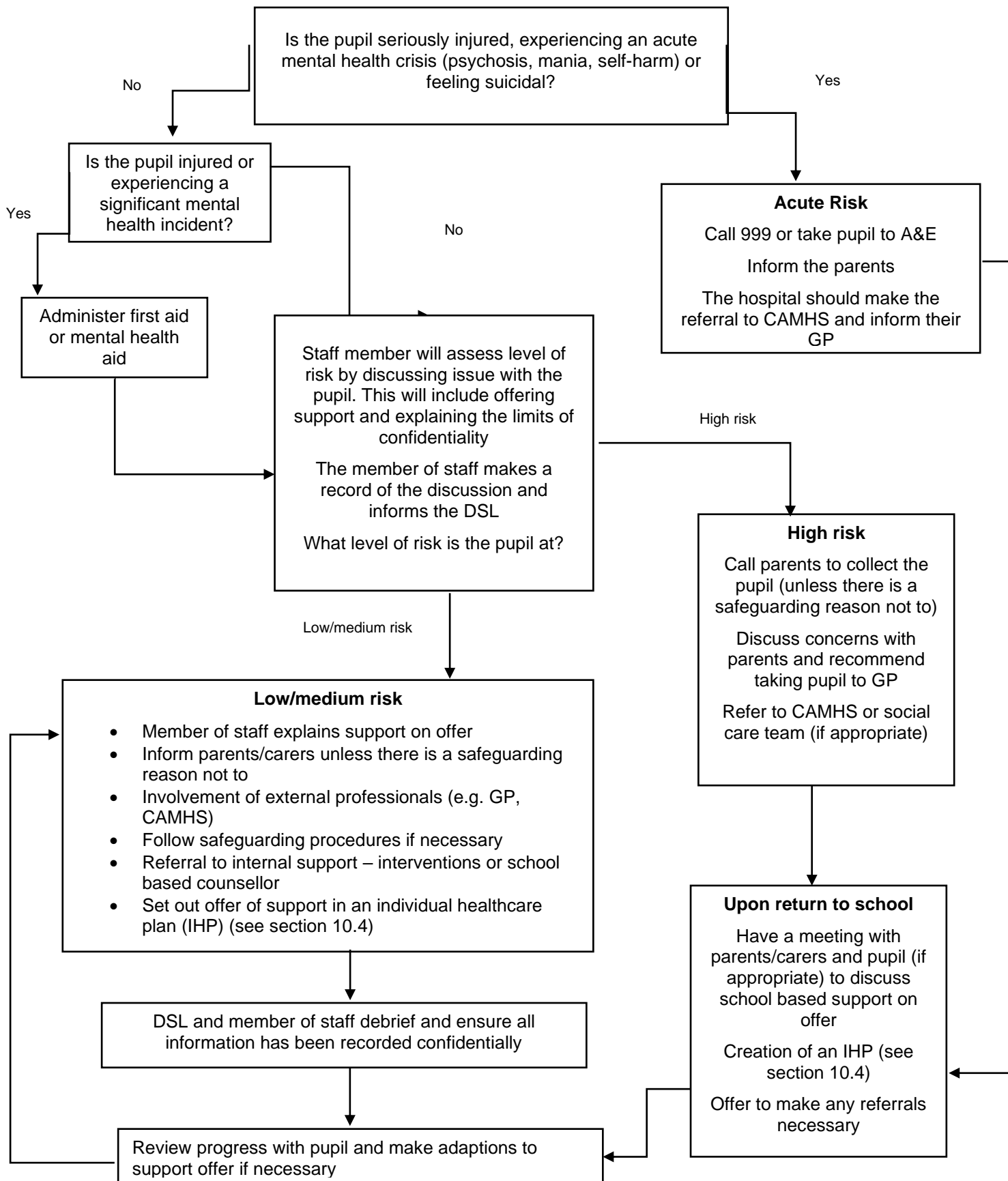
5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding / DSL/ mental Health lead

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Head teacher
- Designated safeguarding lead DSL
- Special needs co Ordinator SENCo
- Mental health lead
- Family support worker

6. Procedure to follow in a case of acute mental health crisis



7. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

8. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the Designated safeguarding lead. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental Health and well being.
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague. This will be the DSL If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.

9.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

10. Supporting pupils

10.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week
- Signposting all pupils/ parents to sources of online support on the school website

- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring of all pupils' mental health through assessments e.g. a strengths and difficulties questionnaire
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - Zones of Regulation as a whole school initiative,
 - Sensory ladders
 - Sensory rooms

PSHE Curriculum will support pupils by

- Develop healthy coping strategies
- Keep themselves safe
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental health lead will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Reduced timetable
- Time out passes
- Counselling
- Wishes and Feeling sessions

10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if outside agencies are involved

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

The mental health issue (and its triggers, signs, symptoms and treatments)

- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

10.5 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child

- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

13. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The Mental health lead and Family support worker will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

On the Wellbeing section of our website there are lots links that support the mental health of both our children and adults [Mental Health & Wellbeing | Springdale Primary](#)

Here are some useful links

[Place2Be](#)

Offers support and advice to parents and carers in supporting emotions and feelings, with a particular focus on starting school and transitioning to secondary.

[Anna Freud Centre](#)

Offers advice and guidance for parents and carers to help them support a child or young person experiencing poor mental health or wellbeing

[Parent Zone](#)

Great support for online safety

[Anna Freud Centre - Self-Care Summer](#)

Resources to help children, young people and school staff practice self-care over the summer break.

[Public Health England - Being Active](#)

Disney, Pixar and Marvel inspired resources designed to promote physical activity - provides downloadable activity packs of fun ideas to keep active.

[Family SCARF](#)

Scarf at Home

14. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in PSHE, PE and across the Curriculum

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#) and the DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

Pupils will be taught to:

- Develop healthy coping strategies
- Keep themselves safe
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- SCARF PSHE curriculum mental well being strategies are taught across school but specifically in Spring 2 where our focus is on 'Being Healthy' which is both mind and body. See curriculum overview in appendix.
- School takes part in the HRBS survey and the headlines and recommendations are shared in the appendixes.

- United against Bullying programme will be implemented across school Sept 23.
- We celebrate special days in school Odd Socks to celebrate Diversity and have a Whole School Well Being day
- The Physical health activities we do which supports mental Health: Pilates, Yoga, Mile a day, Five a Day fitness.
- The PE curriculum Champions is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. see appendices

The Parent Support Worker is able to offer advice and support staff and children

School offers a wide range of After School Clubs to pupils including sports, choir, drama, chess club etc.

School council, sports council, digital ambassadors and House Captains listen to pupils and share there voice

Each class has a worry box for pupils

Staff have access to counselling through SAS

14.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating
- Clear ground rules for discussing sensitive topics are established with the children and regularly reinforced.

15. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help
- Staff have had training on Zones of Regulation and it is implemented throughout school.
- Staff have had training on attachment and trauma to support pupils in class

16. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health seriously
- Offer staff supervised sessions
- Support staff experiencing poor mental health themselves
- Staff have access to counselling through SAS
- Create a pleasant and supportive work environment.

17. Monitoring arrangements

This policy will be reviewed by Debra Porrett Mental health lead Annually At every review, the policy will be approved by the Governors and the headteacher

Mental Health is included within the School Improvement Plan the HRBS data informs our approach to Mental Health

We carefully monitor attendance trends and work with the EWO and compare our attendance to the National Data

Appendix

PSHE curriculum

| Year/Half-termly unit titles | Autumn 1 Me and my Relationships | Autumn 2 Valuing Difference | Spring 1 Rights, Respect, Responsibilities | Spring 2 Being Healthy (Being my best) | Summer 1 Keeping Safe (Keeping myself safe) | Summer 2 Growing and Changing |
|------------------------------|--|---|--|---|--|---|
| EYFS | What makes me special People close to me Getting help | Similarities and difference Celebrating difference Showing kindness | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep Growth Mindset | Keeping my body safe Safe secrets and touches People who help to keep us safe | Cycles Life stages Girls and boys – similarities and difference |
| Y1 | Feelings Getting help Classroom rules Special people Being a good friend | Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help | Taking care of things: Myself My money My environment | Growth Mindset Healthy eating Hygiene and health Cooperation | How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep | Getting help Becoming independent My body parts Taking care of self and others |
| Y2 | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation | Being kind and helping others Celebrating difference People who help us Listening Skills | Cooperation Self-regulation Online safety Looking after money – saving and spending | Growth Mindset Looking after my body Hygiene and health Exercise and sleep | Safe and unsafe secrets Appropriate touch Medicine safety | Life cycles Dealing with loss Being supportive Growing and changing Privacy |
| Y3 | Rules and their purpose Cooperation Friendship (including | Recognising and respecting diversity | Skills we need to develop as we grow up Helping and being helped | Keeping myself healthy and well Celebrating and | Managing risk Decision-making skills Drugs and their risks | Relationships Changing bodies and puberty Keeping safe |

| | respectful relationships) Coping with loss | Being respectful and tolerant My community | Looking after the environment Managing money | developing my skills Developing empathy | Staying safe online | Safe and unshared secrets |
|-----------|---|--|--|--|--|---|
| Y4 | Healthy relationships Listening to feelings Bullying Assertive skills | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money | Having choices and making decisions about my health Taking care of my environment My skills and interests | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety | Body changes during puberty Managing difficult feelings Relationships including marriage |
| Y5 | Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs | Recognising and celebrating difference, including religions and cultural Influence and pressure of social media | Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending | Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community | Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills | Managing difficult feelings Managing change How my feelings help keeping safe Getting help |
| Y6 | Assertiveness Cooperation Safe/unsafe touches Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Aspirations and goal setting Managing risk Looking after my mental health | Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Coping with changes Keeping safe Body Image Sex education Self-esteem |

Health Related Behaviour Survey

A snapshot of the potential key issues you may wish to address from both a curriculum (not just PSHE!) and whole-school perspective, based on HRBS 2022 results for Key Stage 2.

Whilst not exhaustive, these are issues which either stand-out compared to the wider Wolverhampton data or, even if they are 'better' than the Wolverhampton average, they may still highlight some issues which can be addressed or positively affected by school.

You may wish to drill-down into these issues with specific year groups, to ensure that any potential cohort-based issues are picked up. Please refer to the full report for more complete information, including gender year-group split on results.

Healthy Lifestyles (diet/activity/behaviours, etc.)

- 49% of pupils responded that they walked, scooted or cycled to school
- 10% of pupils reported they did not have anything to eat or drink for breakfast

- 14% of pupils ate at least '5-a day' F & V
- 16% of pupils responded that they have had cookery or food preparation lessons in school in the last 12 months
- 24% didn't eat any portions of fruit or vegetables on the day before the survey
- 10% of pupils didn't brush their teeth yesterday
- 60% brushed at least twice yesterday
- 25% of pupils responded that they have drunk alcohol (more than just a sip or taste)
- 6% of Year 5+ pupils responded that they drank alcohol (more than just a sip) in the 7 days before the survey.
- 18% of pupils responded that they are exposed to second-hand smoke at home
- 9% of pupils responded that they drink caffeine drinks such as Red Bull 'on most days
- 64% of pupils enjoy being active at school 'quite a lot' or 'a lot'
- 28% of boys and 42% of girls in Year 5+ responded that they 'disagree' or 'strongly disagree' that there are lots of clubs/activities they can go to near where they live
- 10% of pupils ate food from takeaways/fast food outlets on five or more days in the week before the survey
- 45% of pupils said there is something about school food/lunchtime that needs to improve

Recommendations:

- Promote active means of getting to and from school, with pupils and parents
- Potential review of any breakfast club-type offer/importance of breakfast
- Promote dental hygiene with pupils and parents
- Provide additional learning opportunities around dental health
- Promote '5-a-day' with pupils and parents, and review availability of fruit and veg across the school day (including wrap-around offer)
- Work with pupil-representative group to gain further insights into lunchtime provision and how they feel it could be improved (based on data breakdown in report, p.13)
- Review alcohol education content in KS2, promote CMO messages around alcohol intake for under 15's.
- Review curriculum provision round healthy eating, and cookery in the curriculum is covered adequately as part of D & T requirements, linking to statutory Health Ed requirements
- Potential 'pupil-led' anti-smoking project to highlight risks of 2nd hand smoking to children (parent-facing)
- Potential pupil voice activity with pupils to explore any activities that might be added to increase enjoyment of physical activity at school
- Promote any age-appropriate local external clubs/activity/sports opportunities with pupils, possibly cultivate partnerships with appropriate organisations to come into school to promote their offer
- Safety/EHWB
- 33% of pupils worry about being bullied 'quite a lot'
- 14% of pupils responded that they 'often' feel afraid of going to school because of bullying.
- 31% of pupils responded that they have been bullied in school in the last 6 months
- 24 % of pupils responded that their school deals with bullying 'not very well'
- 28% of pupils responded that they have been bullied online
- 13% of pupils responded that they have found the information and advice they have been given in school about bullying 'not useful'.
- 22% of pupils responded that, over the past couple of weeks, they have been feeling relaxed 'not much of the time' or 'never'
- 22% of pupils had a low or med-low score (6 – 17) on the Stirling Positive Outlook Sub-Scale
- 28% of pupils had a low or med-low score (6 – 17) on the Stirling Positive Emotional State Sub-Scale

- 60% of pupils responded that, if they were worried about something, they know an adult they trust who they can talk to
- 16% of pupils responded that there was violence between adults at home at least 'once or twice' in the month before the survey that frightened them
- 29% of pupils responded that they feel their views and opinions are listened to in school
- 39% of pupils responded that they 'struggle to say no' or 'can never say no' when a friend wants them to do something they don't want to do
- % of pupils responded that they haven't had any information and advice in school about the following: NB – All of these do perform better than Wolverhampton average
 - 22% - bullying
 - 20% - smoking
 - 25% - drug education
 - 19% - hygiene/vaccinations
 - 15% - Relationships, growing up and body changes/puberty (Y4 coverage may need bolstering)

Recommendations:

- Review AB policy/related curriculum content and procedures to ensure pupils understand issues around bullying and strategies to deal with potential issues
- Take part in the DfE United Against Bullying programme for 22-23 (delivered via the Anti-Bullying Alliance) – registration opens in September – can express interest beforehand via [United Against Bullying \(UAB\) Programme \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)
- Engage with pupil groups for input into AB policy
- Engage in regular, high-profile in-school pupil-voice activity (e.g. topic-specific surveys, focus groups, consulting with existing pupil representative groups)
- Review PSHE coverage to ensure that adequate coverage of themes raised as 'no information and advice' – ensure any LTP is 100% followed by staff
- Ensure practical opportunities to build resilience skills/coping strategies and ways of saying no are used within the PSHE curriculum
- Ensure regular signposting to local in-school staff/services are included within the PSHE curriculum on a variety of themes so pupils are confident in who they can go to with any issues
- Further review Stirling Wellbeing Scale data from survey to contribute to wider work around promoting positive EHWP/MH
- Drill down into home safety/violence results to ensure any specific cohorts are supported

Champions PE

Scope and Sequence

The scope and sequence for Champions ensures that progression is built-in across the whole school!

| | Sport | Health | Fitness |
|---------------|----------------------------------|---|---------------------------|
| Year 1 | | | |
| 1.1 | Multi-skills | Body parts and their functions | Boot camp |
| 1.2 | Story Time Dance | Healthy minds, emotions and goals | Mighty movers (running) |
| 1.3 | Groovy gymnastics | Hygiene, medicine and exercise | Skip to the beat! |
| 1.4 | Brilliant ball skills | Body protectors and body changes | Gymfit circuits |
| 1.5 | Throwing and catching | Relationships with others, and opinions | Cool core (strength) |
| 1.6 | Active athletics | Diet and vitamins | Fitness frenzy |
| Year 2 | | | |
| 2.1 | Multi-skills | Body parts and their functions | Boot camp |
| 2.2 | Ugly bug ball dance | Healthy minds, emotions and goals | Mighty movers (running) |
| 2.3 | Groovy gymnastics | Hygiene, medicine and exercise | Skip to the beat! |
| 2.4 | Brilliant ball skills | Body protectors and body changes | Gymfit circuits |
| 2.5 | Throwing and catching | Relationships with others, and opinions | Cool core (strength) |
| 2.6 | Active athletics | Diet and vitamins | Fitness frenzy |
| Year 3 | | | |
| 3.1 | Multi-skills | Body parts and their functions | Boot camp |
| 3.2 | African dance | Healthy minds, emotions and goals | Mighty movers (running) |
| 3.3 | Groovy gymnastics | Hygiene, medicine and exercise | Skip to the beat! |
| 3.4 | Brilliant ball skills | Body protectors and body changes | Gymfit circuits |
| 3.5 | Throwing and catching | Relationships with others, and opinions | Cool core (strength) |
| 3.6 | Active athletics | Diet and vitamins | Fitness frenzy |
| Year 4 | | | |
| 4.1 | Invaders | Healthy body: inside out! | Boot camp |
| 4.2 | Dynamic dance, Line Dancing | Healthy mind: going for goals | Mighty movers (boxercise) |
| 4.3 | Gym sequences | Healthy lifestyles: you are what you eat! | Step to the beat! |
| 4.4 | Striking and fielding | Healthy body: blood and guts | Gymfit circuits |
| 4.5 | Nimble nets | Healthy mind: healthy body | Cool core (pilates) |
| 4.6 | Young Olympians | Germ busters! | Fitness frenzy |
| Year 5 | | | |
| 5.1 | Invaders | Healthy body: inside out! | Boot camp |
| 5.2 | Dynamic dance, Bollywood Dancing | Healthy mind: going for goals | Mighty movers (boxercise) |
| 5.3 | Gym sequences | Healthy lifestyles: you are what you eat! | Step to the beat! |
| 5.4 | Striking and fielding | Healthy body: blood and guts | Gymfit circuits |
| 5.5 | Nimble nets | Healthy mind: healthy body | Cool core (pilates) |
| 5.6 | Young Olympians | Germ busters! | Fitness frenzy |
| Year 6 | | | |
| 6.1 | Invaders | Healthy body: inside out! | Boot camp |
| 6.2 | Dynamic dance, Street Dance | Healthy mind: going for goals | Mighty movers (boxercise) |
| 6.3 | Gym sequences | Healthy lifestyles: you are what you eat! | Step to the beat! |
| 6.4 | Striking and fielding | Healthy body: blood and guts | Gymfit circuits |
| 6.5 | Nimble nets | Healthy mind: healthy body | Cool core (pilates) |
| 6.6 | Young Olympians | Germ busters! | Fitness frenzy |