



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

Religion and Worldviews Policy

Policy agreed (date):	November 2025
Policy published (including on website) (date):	November 2025
Next review (date):	November 2028

1. Introduction

1.1 Purpose of the Policy

This policy sets out the school's commitment to promote and support the emotional, social, and physical wellbeing of all stakeholders, including pupils, staff, parents and carers. We believe that wellbeing is inseparable from learning and is fundamental to flourishing in life.

By grounding our policy in the parable of the mustard seed (Matthew 13:31–32), we acknowledge that small, intentional acts of kindness, resilience, and personal growth can lead to significant transformation. Just as the humble mustard seed grows into the largest of garden plants, supporting the birds of the air, we endeavour to nurture the potential in every individual so they can grow, thrive and support others.

1.2 Policy Context

This policy is informed by and aligns with the following frameworks and statutory guidance:

- **SIAMS Evaluation Framework (2023):** Particularly Strand 3 – *Character Development: Hope, Aspiration and Courageous Advocacy*.
- **EEF Guidance (2021):** *Improving Social and Emotional Learning in Primary Schools*.
- **Health and Safety Legislation:** The Health and Safety at Work etc. Act 1974, ensuring duty of care around both physical and emotional wellbeing.
- **Department for Education Guidance:**
 - *Promoting and supporting mental health and wellbeing in schools and colleges* (DfE, 2022)
 - *Relationships, Sex and Health Education (RSHE) statutory guidance* (DfE, 2025)
 - *Keeping Children Safe in Education (KCSIE)* (2025)
- **Ofsted Education Inspection Framework (2025):** With emphasis on promoting wellbeing through curriculum intent and provision, positive school culture, and inclusive practice.

2. Vision and Ethos

2.1 Embedding the Parable of the Mustard Seed

The parable of the mustard seed exemplifies our belief in the transformative power of nurture, faith, and perseverance. We celebrate what may seem small at first — the quiet acts of kindness, the encouraging word, the seemingly small decisions to keep going — knowing these actions can lead to holistic growth.

Every member of our school community is seen as capable of flourishing. Just as the mustard seed grows into a home for others, we encourage each person to grow into a supportive and courageous presence within the wider community.

2.2 Core Values: Compassion, Curiosity, Courage

- **Compassion:** We model empathy, kindness and inclusive regard for the wellbeing of others, making our school a place where everyone feels seen and supported.
- **Curiosity:** We encourage a reflective mindset in exploring wellbeing, identity, emotion, and personal development through inquiry and self-awareness.
- **Courage:** We strive to be brave in adversity, to speak out when we need help, and to challenge injustice. We build resilience through facing challenges together.

3. Aims and Objectives

- To support the mental, emotional and physical wellbeing of all pupils and staff.
- To embed a whole-school approach to wellbeing across policies, curriculum, and practice.
- To foster a safe, inclusive school culture that encourages emotional expression, empathy, and resilience.
- To identify and address wellbeing concerns early through targeted interventions and partnerships with appropriate services.
- To increase understanding and awareness of wellbeing through the curriculum, particularly Relationships, Sex and Health Education (RSHE).
- To ensure staff feel supported and that their professional wellbeing is prioritised.
- To monitor the effectiveness of wellbeing strategies and adjust provision using evidence and stakeholder feedback.

4. Leadership and Responsibilities

4.1 Leadership Team

- Ensure wellbeing is a core priority in school improvement and strategic planning.
- Appoint and support a designated **Mental Health and Wellbeing Lead**.
- Ensure compliance with statutory and safeguarding duties.

4.2 Governing Body

- Review and approve policy updates and ensure implementation.
- Receive regular reports on wellbeing indicators and pupil/staff feedback.
- Appoint a link governor for wellbeing.

4.3 Staff Responsibilities

- Promote positive wellbeing through modelling, curriculum delivery, and relational approach.
- Take part in regular CPD to improve understanding of mental health and wellbeing.
- Identify pupils whose wellbeing may be at risk and follow intervention protocols.

4.4 Mental Health and Wellbeing Lead

- Coordinate whole-school initiatives, training and partnerships related to wellbeing.
- Manage systems for identification and monitoring of vulnerable pupils.
- Liaise with external agencies and support services.

4.5 Pupil Participation

- Promote pupil voice through school council and surveys.
- Ensure access to peer support systems and opportunities to co-create initiatives.

5. Implementation

5.1 Whole-School Approach

- Ensure all school policies support wellbeing and inclusion.
- Embed inclusive language, routines and opportunities for reflection into daily life.
- Provide whole-school events and workshops on mental health and emotional resilience.

5.2 Curriculum Integration

- Deliver a sequenced and age-appropriate RSHE curriculum in line with DfE 2025 guidance.
- Teach explicit social and emotional learning skills (self-awareness, managing emotions, empathy) as recommended by EEF SEL guidance.
- Embed wellbeing themes within subjects such as RE, science, literacy and PE.

5.3 Pastoral Support

- Develop a tiered support model across universal, targeted and specialist levels:
 - *Universal* – Positive relationships, a safe learning environment and responsive curriculum.
 - *Targeted* – Small group interventions, time out spaces, mentoring.
 - *Specialist* – CAMHS referrals, Educational Psychologists, etc.
- Ensure staff have clear pathways for referral and support.

5.4 Staff Wellbeing

- Provide regular staff wellbeing surveys and workload audits.
- Offer supervision, CPD for wellbeing, and time for debrief.
- Acknowledge pressures and ensure access to external support.

5.5 Parent and Community Engagement

- Offer parent sessions and materials on supporting children's wellbeing.
- Keep parents informed of wellbeing strands in the curriculum.
- Work with local services and faith-based organisations to promote community wellbeing partnerships.

6. Identifying and Supporting Need

6.1 Early Identification

- Train staff to recognise early signs of distress, anxiety, trauma or social withdrawal.
- Monitor wellbeing data including behaviour, attendance and academic indicators.
- Regularly review pastoral information (using safeguarding software) to identify emerging needs.

6.2 Assessment and Monitoring

- Use evidence-based tools to assess wellbeing, including SDQ, Boxall Profile, or wellbeing scales.
- Make termly assessments part of regular safeguarding and SEND reviews.

6.3 Targeted and Specialist Support

- Create individualised support plans where needed, in collaboration with pastoral or SEND teams.
- Offer access to school-based interventions and external mental health services when appropriate.
- Regularly review the impact of interventions and adjust provision where necessary.

7. Safeguarding and Health & Safety

- Wellbeing is part of safeguarding. All concerns are managed in accordance with **Keeping Children Safe in Education (2025)**.
- Health and wellbeing risk assessments are completed for individuals or groups where appropriate.
- Clear procedures are in place for managing disclosures, self-harm, or suicidal ideation.
- Health and Safety duties under the HSE include a responsibility to prevent and address stress and ensure appropriate staffing levels and workload.

8. Monitoring and Evaluation

8.1 Impact Assessment

- Review pupil engagement, attendance patterns, exclusions, and behavioural data.
- Review academic outcomes in relation to emotional wellbeing indicators.
- Seek feedback from pupils, staff and families through surveys, reflective tools and forums.

8.2 Policy Review

- This policy will be reviewed on an annual basis by senior leaders, staff and governors.
- Update based on new evidence, guidance or school context.
- Evaluate against Ofsted's 2025 Personal Development and Leadership & Management inspection criteria.

8.3 Data Protection and Confidentiality

- Wellbeing data will be handled under the Data Protection Act 2018 and in line with the school's GDPR and safeguarding policies.
- Records will be stored securely and access limited to designated safeguarding and pastoral staff.

9. Links to Other Policies

- Safeguarding and Child Protection Policy
- Behaviour and Attendance Policy
- Relationships, Sex and Health Education (RSHE) Policy
- SEND Policy
- Anti-Bullying Policy
- Equality and Inclusion Policy
- Teaching and Learning Handbook
- Staff Code of Conduct
- Health and Safety Policy

10. References

- Department for Education (2025). *Statutory guidance: Relationships, Sex and Health Education*
- Department for Education (2022). *Promoting and supporting mental health and wellbeing in schools and colleges*
- Ofsted (2025). *Education Inspection Framework and Wellbeing Toolkit*
- SIAMS Evaluation Framework (2023)

- Education Endowment Foundation (EEF, 2021). *Improving Social and Emotional Learning in Primary Schools*
- Health and Safety at Work etc. Act 1974
- Keeping Children Safe in Education (2025)

Appendix: Sources of Support

Appendix A.1: Support for Pupils

- [CAMHS](#)
- [Kooth](#)
- [YoungMinds](#)

Appendix A.2: Support for Staff

- [Education Support Partnership](#)
- [Mind – Workplace Mental Health](#)
- [NHS Mental Health Resources for Staff](#)

Appendix A.3: Support for Parents and Carers

- [Every Mind Matters \(NHS\)](#)
- [Family Lives – Parent Helpline](#)
- [Barnardo's Parent Support](#)

This policy is rooted in our Christian distinctiveness and our belief that every person is created in the image of God and should be nurtured to grow — with compassion, curiosity and courage — into who they are fully capable of becoming.