



St Leonard's Church of England Primary School

PSHE Policy

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In Jesus' Footsteps, we will grow in grace and knowledge.



St Leonard's Church of England Primary School

Personal, Social, Health and Economic Education (PSHE) Curriculum



The PSHE policy is intended as a framework to enable the children of St Leonard's Church of England primary school to be educated in how to keep themselves safe and maintain a healthy body and mind. At St. Leonard's, we believe it is our responsibility to teach children valuable life lessons that will enable them to leave our school as happy children who are confident to make healthy life choices and who will make a positive contribution to society.

This is in line with the school's vision:

In Jesus' footsteps, we will grow in grace and knowledge.

*At St Leonard's, children will understand that God's grace is the gift given freely out of unconditional love and that **all** are precious. By following in Jesus' footsteps, with Pupil Promises at the heart of everything we do, we are shaping confident, thoughtful, courageous advocates of the future and growing God's kingdom on Earth.*

By following Christ's example we "Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ." 2 Peter 3:18

This policy should be read in conjunction with other policies including:

RSE (Relationships and Sex Education) Policy
Safeguarding / Child Protection Policy
Science Policy

Intent

The vision for PSHE at St Leonard's is to provide high quality health and relationship education that forms a foundation of all children's education. PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society. We aim to support our children as they develop a deep sense of belonging within our school, community, and wider world and to ensure they are happy, healthy, and safe. Through discrete lessons as well as a cross-curricular approach to teaching PSHE, children acquire knowledge and skills that enable them to access the wider curriculum. We aim to instil the values of love and respect for all across the whole school curriculum, underpinned by the fundamental British Values and our school Christian values. We feel it is important for pupil voices to be heard and that children feel empowered to make a change in the world, so we encourage pupils to make healthy choices and decisions to prepare them for their future. Children will be able to tackle the moral, social and cultural issues that are a part of growing up. We provide children with opportunities to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in school life and contributing to the wider community.



St Leonard's PSHE and RSE curriculum fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Primary PSHE and RSE aims to ensure that all pupils know about:

- Families and people who care about them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Implementation

Foundations for PSHE in nursery and EYFS

In St. Leonard's EYFS, our Personal, Social and Emotional Development (PSED) curriculum is designed based on the EYFS Statutory Framework 2021. We use the guidance described in the Development Matters document to support the children's experience and to guide opportunities given to every child. We aim to help all children meet the Early Learning Goals:

- Self-Regulation
- Managing Self
- Building Relationships

Early Years	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Children are supported to settle in and form friendships with others. They become familiar with daily routines and form positive relationships with staff, in particular their key person. • Daily circle times take place which are planned to offer a sense of our school values alongside getting to know the children / each other well. • There are opportunities to watch, listen and join in as children's confidence develops over time. • Children are encouraged to talk about themselves and begin to be aware of how they are welcome and how they fit into our school family. 	<ul style="list-style-type: none"> • Children are supported to settle in and form friendships with others. They become familiar with daily routines and form positive relationships with staff, in particular their key person. <i>(This happens throughout the year for new Nursery children and for any Reception newcomers.)</i> • Emphasis on social stories, problem solving with greater independence and managing themselves in social situations occurs. Daily observations and key times allow for practitioners to dynamically assess next steps for teaching and learning on a daily basis. • Learning focuses on noticing feeling in ourselves, describing these and why they occur. • Continuous Provision enables practitioners to guide and support children's developing skills. Staff model conflict resolution and scaffold opportunities for children to interact successfully. 	<ul style="list-style-type: none"> • Children are supported to settle in and form friendships with others. They become familiar with daily routines and form positive relationships with staff, in particular their key person. <i>(This happens throughout the year for new Nursery children and for any Reception newcomers.)</i> • Focus on independence and self-confidence. • Providing opportunities that allow children to use their skills of negotiation and compromise. • Learning focuses on noticing feelings and emotions in others and responding to them appropriately. • Key times and groups remain vital in maintaining children's positivity for the future when focusing on transition into Reception class or Year 1.



PSHE in KS1 and KS2

At St Leonard's, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage statements as set out in the Relationships and Sex Education (RSE) and Health Education Guidance 2019.

St Leonard's PSHE curriculum is a spiral curriculum that is taught using a two-year rolling program. PSHE is taught every week.

St Leonard's PSHE curriculum is based around the 'Kapow' PSHE scheme of learning (clearly linked to the PSHE Association framework) and the overview has been adapted to suit the unique needs of our pupils and accommodate some children learning within mixed year classes. Our Upper Key Stage 2 children access year appropriate units of work due to the fact they are taught as single year groups.

Each year, our spiral curriculum covers the following key areas:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Wellbeing
- Transition (to support moving to a new class at the end of each year)
- Identity and body image (Year 6)

Each lesson follows a similar structure and has detailed plans which include:

- A clear learning objective and list of success criteria
- Statutory guidance
- Key vocabulary
- Guidance of cross-curricular links
- Resources and presentations
- Guidance for differentiation
- Assessment opportunities and guidance
- Links to prior and subsequent learning

Our PSHE provision promotes opportunities to link British Values, Christian Values and Social, Moral, Spiritual and Cultural responsibilities. Our curriculum overlaps with other subjects, for example:

- Computing (Online Safety)
- Science (life cycles, our body, healthy eating, recycling)
- PE (promoting healthy, active lifestyles)



Our timetable is flexible to allow us to respond to local / national / global events that may occur, which we do in an age-appropriate manner. Our lessons complement key campaigns throughout the year, including Anti-Bullying Week, Black History Month and Mental Health Week.

Teacher support & training

To support teachers and pupils, key resources are included within the Kapow provision to ensure high quality teaching. Links are also provided to ensure that quality resources are available for the children to access.

Structure of Learning

Within the Kapow scheme, each unit has between five and seven sessions (based on roughly thirty minutes for each), which move through a key area at an age-appropriate level.

Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Families and Relationships Understanding different families, friendships and feelings and how issues within these can be overcome.	Health and Wellbeing Understanding the importance of our wellbeing and health through hygiene, sun safety and managing allergies.	Citizenship Understanding a sense of belonging in the community - jobs, our school and local environment.	Economic Wellbeing Exploring monetary matters of banks, cash and where money comes from.	Safety and the Changing Body Exploring safety through substance knowledge, calling emergency services, road safety and understanding appropriate contact.	Wellbeing: My World Developing good mental health habits, learning about ourselves and exploring what different emotions are and how to respond to these feelings.
Cycle B	Families and Relationships Understanding families and friendships, how to get along, stereotypes and loss.	Health and Wellbeing Exploring feelings, growth mindset, being active, relaxation and healthy diet.	Citizenship Exploring the needs of others, democracy, school council and giving our opinions.	Economic Wellbeing Understanding economics through jobs, banks, saving and spending and where money comes from.	Safety and the Changing Body Understanding safety at home, on the road, online, getting lost and with our own body.	Wellbeing: Looking Out Developing awareness of other people's feelings and emotions, investigating strategies for dealing with tough times.



Lower Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Wellbeing Theme: Getting to Know Me	Wellbeing: Who am I? Families and Relationships Learning about how to deal with friendship issues, stereotyping based on age and disability and how to deal with bereavement.	Wellbeing: Communication Health and Wellbeing Learning about how to stay healthy, especially through diet, and how to develop a growth mindset.	Wellbeing: My Superpowers Citizenship Caring for our planet through reusing and recycling, considering the role of the local council and why we have rules and consequences. (Herons Cooking)	Wellbeing: Breaking Down Barriers Economic Wellbeing Considering spending decisions, budgeting, our feelings about money and gender stereotyping. (Kingfishers Cooking)	Wellbeing: Healthy Body, Healthy Brain Safety & the Changing Body * Learning about being kind and safe online, considering who influences our choices and gaining knowledge of puberty and road safety. (Owls Cooking)	Classes covers unit missed during cooking provision.
Cycle B Wellbeing Theme: My Place in the World	Wellbeing: My Happiness Families and Relationships Learning to deal with friendship issues, gender stereotypes, effective communication and respect.	Wellbeing: Making a Positive Difference Health and Wellbeing Exploring resilience, emotions, mental health, meaning, relaxation and healthy lifestyle.	Wellbeing: My Role Citizenship Exploring diversity in the community, child rights, charity, recycling and the democracy of local councils. (Herons Cooking)	Wellbeing: Celebrating Mistakes Economic Wellbeing Gaining knowledge of jobs and careers, spending choices, budgeting and emotions dealing with money. (Kingfishers Cooking)	Wellbeing: Diet and Dental Health Safety and the Changing Body * Understanding online safety through age restrictions and consuming information, gaining knowledge of puberty, tobacco, road safety and calling for help. (Owls Cooking)	Class covers unit missed during cooking provision.

Upper Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Wellbeing Theme: Being Responsible	Wellbeing: Taking Responsibility for my Feelings Families and Relationships Learning about the effects of positive and negative relationships with friends and family.	Wellbeing: Good Friends Cooking with Mrs Skilling	Wellbeing: Going for Goals Health and Wellbeing Learning to take greater responsibility for our own health and wellbeing, understanding the importance of rest.	Wellbeing: Embracing Failure Citizenship An introduction to the justice system, understanding parliament and our rights and responsibilities as citizens of the world.	Wellbeing: Importance of Rest Economic Wellbeing Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace	Wellbeing: Relaxation - Yoga Safety & the Changing Body Exploring the emotional and physical changes of puberty and developing knowledge of how to keep ourselves safe online.
Year 6 Wellbeing Theme: Looking Forward	Wellbeing: Our Social Media Selves Cooking with Mrs Skilling	Wellbeing: Resolving Conflict and Compromising Families and Relationships Learning to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	Wellbeing: What Can I Be? Health and Wellbeing Learning about diet, hygiene, physical activity and the facts around immunisation, developing strategies to maintain our wellbeing.	Wellbeing: Resilience Toolbox Citizenship Learning about human rights, our choices affecting the environment and recognising discrimination, diversity and democracy.	Wellbeing: Taking Responsibility for my Health Economic Wellbeing Exploring attitudes to money, how to keep money safe, career paths and the variety of different jobs available	Wellbeing: Relaxation - Mindfulness Safety & the Changing Body Learning about the reliability of online information and the risks associated with alcohol. Identity Personal identity and body image.



Skills

Skills and knowledge are introduced then revisited each year at a deeper level and in different contexts. The progression of skills and knowledge for Key Stages 1 and 2 is outlined in a separate document, accessible by all staff. This enables progression to be identified, planned for, developed and monitored.

Progression

The scheme of work used allows teaching staff to monitor progression of children by focusing on the strands that run throughout the scheme. These include:

- Family
- Friendships
- Respectful relationships
- Change and loss
- Health and prevention
- Physical health and wellbeing
- Mental wellbeing
- Being safe (including online)
- Drugs, alcohol and tobacco
- The changing body
- Basic first aid
- Citizenship, rules, rights and responsibilities
- Economic wellbeing

Assessment

The impact of the PSHE scheme can be constantly monitored through formative assessment opportunities.

Each unit contains an assessment opportunity at the start and end of each unit to help staff identify the progression of pupils in class. In addition, independent and group activities are woven throughout the units, allowing children to exhibit their understanding and new learning.



Additional opportunities

- School Council
- Pupil leadership groups e.g. Play Leaders, Playground Pals, Curriculum Ambassadors, Ethos group etc
- Fundraising opportunities (Charity committee)
- Cooking lessons with on-site chef
- Personal development through woodlands lessons and Forest School, extra curricular clubs and enhancement opportunities to develop relationships and communication skills
- Displays around the school environment
- Worship, visitors and themed weeks (eg Anti-Bullying Week, Social, Moral, Spiritual and Cultural, Mental Health Week, Black History Month).
- Cross-curricular opportunities
- Educational visits and visitors in school

Impact

The impact of our scheme of work is evidenced through pupils' behaviour, actions and decision-making and wider personal development. It is evidenced by the use and outcomes of the varied activities and assessments provided. This can be seen in PSHE books and displays and embedded learning will be evident when discussing the subject with pupils.

St Leonard's pupils leave us with valuable life lessons that will enable them to continue their education and wider life as happy children who are confident to make healthy life choices and who will make a positive contribution to society.

Resources

PSHE teaching resources are provided within the Kapow scheme of work and can be enhanced with resources chosen by staff based on the needs of the children in class.