



# Personal, Social and Health Education Policy

|                                 |                               |
|---------------------------------|-------------------------------|
| Date Approved by Governing Body | 13 <sup>th</sup> October 2024 |
| Reviewer                        | Mrs Taylor/Mrs Boyd           |
| Date of Review                  | May 2024                      |
| Next Review Due                 | May 2026                      |

## Contents

1. Introduction
2. Statutory requirements
3. Aims
4. Content and delivery
5. Roles and responsibilities
6. Monitoring & Review

### 1. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

This PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and **Keeping Children Safe in Education, 2018**) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

### 3. Aim of the PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Kapow, the mindful approach to PSHE.

#### 4. Content and delivery

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

As a school we have made the decision to follow the Kapow scheme of work which meets all the outcomes in the PSHE Association Programmes of Study, 2017 and the requirements of the DfE publication Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education, 2020.

Kapow PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

##### 4.1 Kapow Content

Kapow covers all areas of PSHE for the primary phase, as the following table shows:

| Term     | Puzzle Name                  | Content                                                                                                                                                                            |
|----------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | Family and Relationships     | Learning how to: form respectful relationships with others, deal with conflict and bullying, and the importance of challenging stereotypes                                         |
| Autumn 2 | Health and Wellbeing         | Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep |
| Spring 1 | Safety and the Changing Body | Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty              |
| Spring 2 | Citizenship                  | Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment                                                        |

|          |                                      |                                                                                                                             |
|----------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Summer 1 | Economic Wellbeing                   | Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices |
| Summer 2 | Identity (Year 6 only)<br>Transition | Considering what makes us who we are whilst learning about body image                                                       |

## 4.2 Health Education including substance education, mental health education and safety education

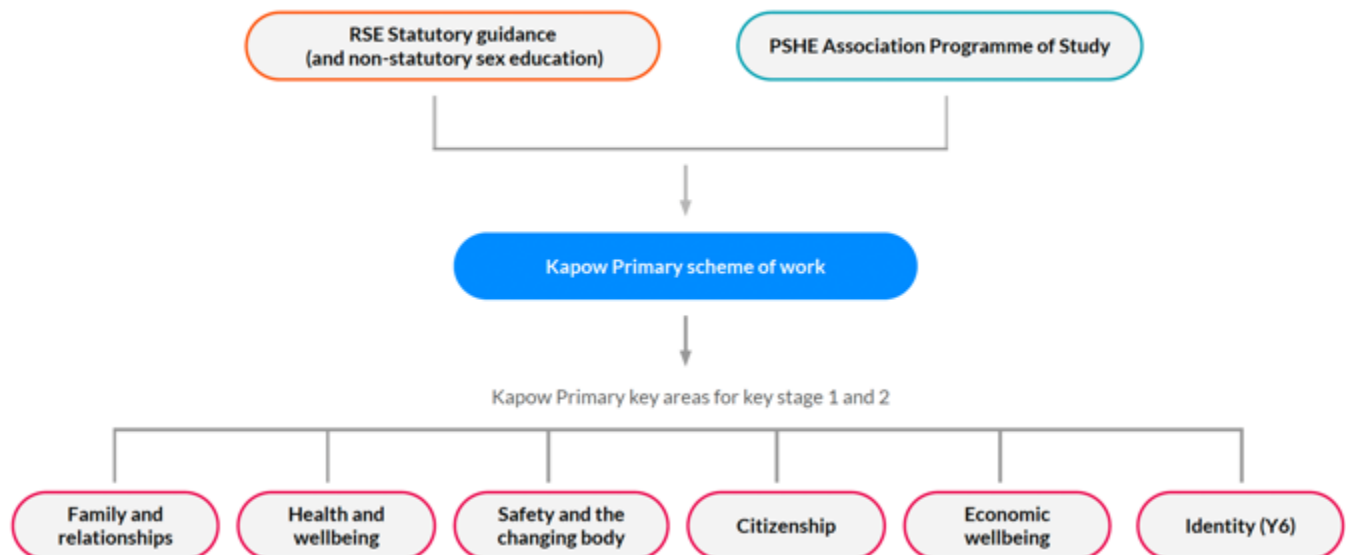
Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

### 4.3 Moral and Values Framework

The PSHE programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their, family, friends, school and wider community

### 4.4 How is Kapow PSHE organised in school?



### 4.5 The Learning Environment

It's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas. Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our RSE & PSHE curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing scenarios to gain understanding.
- Role-playing characters in scenarios to help empathise.

- Contributing to discussions.
- Explaining choices using key vocabulary.
- Responding to questions.
- Asking questions of one another.
- Collaborating on tasks as a group or in pairs.
- Summarising key information.
- Expressing opinions in a respectful and thoughtful way.

#### **4.6 A Spiral Curriculum**

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical**: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth**: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge**: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

At St Weonards Academy we use floorbooks and Seesaw to evidence some of the work and reflections from each lesson. These are an effective visual reminder of everything we have explored.

#### **4.7 Equal Opportunities & inclusions**

At St Weonards Academy we are committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

Kapow is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their classes. To support this adaptive teaching, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

#### **4.8 Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's child protection policy is followed.

### **5. Roles and responsibilities**

*The governing body* - The governing board will approve the PSHE policy and hold the Head of School to account for its implementation.

*The Head of School* - The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

*Staff* - Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

*Pupils* - Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **6. Monitoring arrangements**

The delivery of PSHE is monitored by Mrs Taylor and Mrs Boyd through methods such as planning and work scrutinies, learning walks and pupil feedback.

This policy will be reviewed bi-annually. At every review, the policy will be approved by the governing body.

There are no requirements about how often you review and approve PSHE policies, but we have chosen to do this bi-annually.

## Appendices – Kapow Long Term Planning for each mixed year group



### Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

| Week           | Autumn                                                                                  | Spring                                                                                           | Summer                                                                                  |
|----------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Week 1</b>  | <u>Self-regulation: My feelings (6 lessons)</u><br>Lesson 1: Identifying my feelings    | <u>Managing self: Taking on challenges (6 lessons)</u><br>Lesson 1: Why do we have rules?        | <u>Building relationships: My family and friends (6 lessons)</u><br>Lesson 1: Festivals |
| <b>Week 2</b>  | Lesson 2: Feelings jars                                                                 | Lesson 2: Building towers                                                                        | Lesson 2: Sharing                                                                       |
| <b>Week 3</b>  | Lesson 3: Coping strategies                                                             | Lesson 3: Team den building                                                                      | Lesson 3: What makes a good friend?                                                     |
| <b>Week 4</b>  | Lesson 4: Describing feelings                                                           | Lesson 4: Grounding                                                                              | Lesson 4: Being a good friend                                                           |
| <b>Week 5</b>  | Lesson 5: Facial expressions                                                            | Lesson 5: Team races                                                                             | Lesson 5: Teamwork                                                                      |
| <b>Week 6</b>  | Lesson 6: Creating a calm corner                                                        | Lesson 6: Circus skills                                                                          | Lesson 6: Celebrating friendships                                                       |
| <b>Week 7</b>  | <u>Building relationships: Special relationships (6 lessons)</u><br>Lesson 1: My family | <u>Self-regulation: Listening and following instructions (6 lessons)</u><br>Lesson 1: Simon says | <u>Managing self: My wellbeing (6 lessons)</u><br>Lesson 1: What is exercise?           |
| <b>Week 8</b>  | Lesson 2: Special people                                                                | Lesson 2: Listening to a story                                                                   | Lesson 2: Yoga and relaxation                                                           |
| <b>Week 9</b>  | Lesson 3: Sharing                                                                       | Lesson 3: Pass the whisper                                                                       | Lesson 3: Looking after ourselves                                                       |
| <b>Week 10</b> | Lesson 4: I am unique                                                                   | Lesson 4: Obstacle race                                                                          | Lesson 4: Being a safe pedestrian                                                       |
| <b>Week 11</b> | Lesson 5: My interests                                                                  | Lesson 5: Blindfold walk                                                                         | Lesson 5: Eating healthily                                                              |
| <b>Week 12</b> | Lesson 6: Similarities and differences                                                  | Lesson 6: Treasure hunt                                                                          | Lesson 6: A rainbow of food                                                             |

Please note that our reception units have not been organised into Cycle A and Cycle B because they follow the EYFS framework, rather than the statutory guidance for RSE, like our other year groups.



### RSE & PSHE (Mixed-age) Year 1/2

|          | Families and relationships                                 |                                                            | Health and wellbeing                                    |                                 |
|----------|------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|---------------------------------|
|          | Cycle A                                                    | Cycle B                                                    | Cycle A                                                 | Cycle B                         |
| <b>1</b> | Introduction: Setting ground rules for RSE & PSHE lessons* | Introduction: Setting ground rules for RSE & PSHE lessons* | Understanding my feelings*                              | Understanding my feelings*      |
| <b>2</b> | Family*                                                    | Family*                                                    | Relaxation - laughter and progressive muscle relaxation | Steps to success                |
| <b>3</b> | Friendships*                                               | Friendships*                                               | What am I like?                                         | Developing a growth mindset     |
| <b>4</b> | Families are all different                                 | Other people's feelings                                    | Ready for bed?                                          | Being active                    |
| <b>5</b> | Other people's feelings                                    | Getting along with others*                                 | Hand washing and personal hygiene                       | Relaxation: breathing exercises |
| <b>6</b> | Getting along with others*                                 | Friendship problems*                                       | Sun safety                                              | Healthy diet                    |
| <b>7</b> | Friendship problems*                                       | Gender stereotypes*                                        | Allergies                                               | Looking after our teeth         |
| <b>8</b> | Gender stereotypes*                                        | Change and loss                                            | People who help us stay healthy                         |                                 |

| Safety and the changing body |                                                        | Citizenship                   |                            |
|------------------------------|--------------------------------------------------------|-------------------------------|----------------------------|
|                              | Cycle A                                                | Cycle B                       |                            |
| 1                            | Communicating with adults*                             | Communicating with adults*    | Rules*                     |
| 2                            | People who help to keep us safe in our local community | Road safety*                  | Similar, yet different *   |
| 3                            | Road safety*                                           | Safety at home                | Belonging                  |
| 4                            | Safety with medicines*                                 | Safety with medicines*        | Caring for others: Animals |
| 5                            | Making a call to the emergency services                | What to do if I get lost      | The needs of others        |
| 6                            | The difference between secrets and surprises           | The internet                  | Democratic decisions       |
| 7                            | Appropriate contact*                                   | Appropriate contact*          | School council             |
| 8                            | My private parts are private*                          | My private parts are private* | Giving my opinion          |
| 9                            | Personal boundaries*                                   | Personal boundaries*          |                            |

| Economic Wellbeing |                               |
|--------------------|-------------------------------|
|                    |                               |
|                    | Cycle A                       |
| 1                  | Money*                        |
| 2                  | Needs and wants*              |
| 3                  | Looking after money           |
| 4                  | Banks and building societies* |
| 5                  | Jobs*                         |
| Transition         |                               |
|                    |                               |
|                    | Cycle A                       |
| 1                  | Transition lesson*            |

|   | Families and relationships                                      |                                                            | Health and wellbeing       |                                    |
|---|-----------------------------------------------------------------|------------------------------------------------------------|----------------------------|------------------------------------|
|   | Cycle A                                                         | Cycle B                                                    | Cycle A                    | Cycle B                            |
| 1 | Introductory lesson: Setting ground rules and signposting*      | Introductory lesson: Setting ground rules and signposting* | My healthy diary           | My healthy diary                   |
| 2 | Friendship issues and bullying*                                 | Friendship issues and bullying*                            | Diet and dental health     | Looking after our teeth            |
| 3 | The effects of bullying and the responsibility of the bystander | Healthy families                                           | Relaxation - stretches     | Relaxation - visualisation         |
| 4 | Stereotyping - Gender*                                          | Stereotyping - Gender*                                     | Wonderful me               | Meaning and purpose - my role      |
| 5 | Stereotyping - Age/disability*                                  | Stereotyping - Age/disability*                             | My superpowers             | Resilience: breaking down problems |
| 6 | Healthy friendships - boundaries                                | How my behaviour affects others                            | Celebrating mistakes       | Emotions                           |
| 7 | Learning who to trust                                           | Effective communication to support relationships           | Communicating my feelings* | Communicating my feelings*         |
| 8 | Respecting differences*                                         | Respect and manners                                        | My happiness               | Mental health                      |
| 9 | Change and loss - bereavement*                                  | Respecting differences                                     |                            |                                    |

|   | Safety and the changing body                                                       |                                                                                    | Citizenship                           |                                       |
|---|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
|   | Cycle A                                                                            | Cycle B                                                                            | Cycle A                               | Cycle B                               |
| 1 | Be kind online                                                                     | Fake emails                                                                        | Recycling / reusing*                  | Recycling? reusing*                   |
| 2 | Cyberbullying                                                                      | Internet safety: age restrictions                                                  | Local community buildings and groups* | Local community buildings and groups* |
| 3 | Share aware                                                                        | Consuming information online                                                       | Local council and democracy*          | Local council and democracy*          |
| 4 | Privacy and secrecy                                                                | Tobacco                                                                            | Rules                                 | Diverse communities                   |
| 5 | First Aid: Bites and stings                                                        | First Aid: asthma                                                                  | Rights of the child*                  | Rights of the child                   |
| 6 | Choices and influences*                                                            | Choices and influences*                                                            | Human rights                          | Charity                               |
| 7 | Year 3: First Aid: Emergencies and calling for help<br>Year 4: Introducing puberty | Year 3: First Aid: Emergencies and calling for help<br>Year 4: Introducing puberty |                                       |                                       |
| 8 | Year 3: Road safety<br>Year 4: Growing up                                          | Year 3: Road safety<br>Year 4: Growing up                                          |                                       |                                       |

| Economic Wellbeing |                      |                      |
|--------------------|----------------------|----------------------|
|                    | Cycle A              | Cycle B              |
| 1                  | Spending choices*    | Spending choices*    |
| 2                  | Budgeting*           | Budgeting*           |
| 3                  | Money and emotions * | Money and emotions * |
| 4                  | Jobs and careers*    | Jobs and careers*    |
| 5                  | Gender and careers   | Jobs for me          |
| Transition         |                      |                      |
|                    | Cycle A              | Cycle B              |
| 1                  | Coping strategies*   | Coping strategies*   |

| Families and relationships |                                                     | Health and wellbeing                                |                                       |
|----------------------------|-----------------------------------------------------|-----------------------------------------------------|---------------------------------------|
|                            | Cycle A                                             | Cycle B                                             |                                       |
| 1                          | Introduction lesson: Setting rules and signposting* | Introduction lesson: Setting rules and signposting* | Relaxation - yoga                     |
| 2                          | Build a friend - what makes a good friend           | Friendship skills                                   | The importance of rest                |
| 3                          | Respect*                                            | Respect*                                            | Embracing failure                     |
| 4                          | Respecting myself                                   | Resolving conflict                                  | Going for goals                       |
| 5                          | Marriage                                            | Family life                                         | Taking responsibility for my feelings |
| 6                          | Bullying                                            | Stereotyping                                        | Healthy meals                         |
| 7                          | Stereotyping                                        | Challenging stereotypes                             | Sun safety                            |
| 8                          | Challenging stereotypes                             | Change and loss                                     |                                       |

| Safety and the changing body |                                                                      | Citizenship                                                          |                                    |
|------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------|
|                              | Cycle A                                                              | Cycle B                                                              |                                    |
| 1                            | Online friendships                                                   | Critical digital consumers                                           | Breaking the law                   |
| 2                            | Staying safe online                                                  | Social media                                                         | Prejudice and discrimination       |
| 3                            | First Aid: Choking                                                   | First Aid: Bleeding                                                  | Protecting the planet              |
| 4                            | Alcohol                                                              | First Aid: Basic life support                                        | Contributing to the community      |
| 5                            | Drugs, alcohol and tobacco: Influences                               | Year 5: Puberty<br>Year 6: Physical and emotional changes of puberty | Rights and responsibilities*       |
| 6                            | Year 5: Puberty<br>Year 6: Physical and emotional changes of puberty | Year 5: Menstruation<br>Year 6: Conception                           | Parliament and national democracy* |
| 7                            | Year 5: Menstruation<br>Year 6: Conception                           | Year 5: Emotional changes in puberty<br>Year 6: Pregnancy and birth  |                                    |
| 8                            | Year 5: Emotional changes in puberty<br>Year 6: Pregnancy and birth  |                                                                      |                                    |

| Economic wellbeing |                                 |
|--------------------|---------------------------------|
|                    |                                 |
|                    | Cycle A                         |
| 1                  | Borrowing                       |
| 2                  | Income and expenditure          |
| 3                  | Prioritising spending           |
| 4                  | Risks with money                |
| 5                  | Careers*                        |
| Identity           |                                 |
|                    |                                 |
|                    | Cycle A                         |
| 1                  | Year 6: What is identity?       |
| 2                  | Year 6: Identity and body image |
| Transition lesson  |                                 |
|                    |                                 |
|                    | Cycle A                         |
| 1                  | Roles and responsibilities*     |