



*Kirkstall St Stephen's  
C of E Primary School  
Personal, Social and  
Health Education  
Policy*

*May 2024*

This school is committed to safeguarding and the wellbeing of all children, and expects our staff and volunteers to share this commitment.

# Kirkstall St Stephen's Primary School

## Personal, Social, Health Education Policy

### KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of PSHE at Kirkstall St Stephen's Primary School.

### Intent

At Kirkstall St Stephen's we intend for children in our school to become independent, confident and healthy individuals, equipped with essential skills for life and a positive sense of identity. Through PSHE lessons, children learn to: maintaining good physical, mental and emotional; build and maintain healthy relationships; keep safe and manage risk; and understand the dangers of drugs, alcohol and tobacco.

The health and well- being of our children is embedded into all that we do.

### Rationale

Personal, social and health education (PSHE) is a planned, developmental programme of learning opportunities and experiences through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE can help schools to reduce or remove the barriers to education experienced by pupils, significantly improving their capacity to learn and achieve. PSHE makes a significant contribution to pupil's spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to pupils' wellbeing. In addition, the learning provided through this comprehensive PSHE provision is essential to safeguarding pupils as Ofsted has set out.

PSHE equips pupils with the knowledge, skills, understanding and strategies required to live safe, healthy, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE is providing opportunities for pupils to clarify their own values and attitudes and explore the complex and

sometimes conflicting, range of values and attitudes they will encounter throughout their lives.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better manage their lives.

## **Teaching and learning in EYFS KS1 &2**

At Kirkstall St Stephen's Primary School we will provide children with a range of experiences and opportunities that can enrich and broaden their learning in PSHE. Much of what we teach will be delivered through class discussion and will include time for personal reflection. Teaching is responsive to class and pupil needs and decisions may be taken to explore one aspect in greater depth, or move on, as dictated by the needs of the cohort. From whole class sessions, the PSHE lead, mental health lead or teacher may follow up certain themes with individual pupils in more detail dependent on need. Whole school focus weeks will be adapted to meet the needs of each year group and to ensure coverage of the scheme of work. Some aspects of the programme may need to have parental approval.

## **Objectives**

Kirkstall St Stephen's is committed to the ongoing development of PSHE. Pupils receive a curriculum in line with national and local guidance and respects and takes account of pupils' prior learning and experiences. We also ensure we are following the recommendations set out in the Dioceses document for Church of England schools 'Valuing all God's Children'. Our teaching reflects the needs shared by all children and specific needs of pupils at Kirkstall St Stephen's Primary School. As part of our teaching we aim to develop our pupils understanding of identity, relationships, including different types, the development of a healthy lifestyle, diversity and equality along with human rights.

Our scheme of work is for years 1-6. and recommended by the Leeds local authority – You, Me, PHSE is taken from the Islington primary scheme of work and is adapted to meet the needs of our children.

The scheme is divided in to five main themes:

- 1. Relationship and Sex education (RSE) – for more information please see RSE policy**
- 2. Drug, alcohol and tobacco education (DATE)**
- 3. Mental health and emotional wellbeing**
- 4. Careers, financial capability & economic wellbeing**
- 5. Identity, society and equality**

Lessons are taught on a weekly basis, for up to 30 minutes. Each lesson is divided into sections which enable pupils to use key questions to lead them through specific activities enabling them to explore and discuss their own experiences, whilst comparing these to others. As a result pupils start to become more reflective, make informed choices about the world around them and make choices about their contribution to the wider world. In addition

to these lessons school plan themed weeks which are taught through a planned programme of focus weeks, assemblies and visits/visitors. These themes are also complemented by, and contributed to, by the planned RE curriculum and a range of activities planned to promote SMSC and the promotion of British Values.

Within EYFS, PSHE is taught through the strands of personal, social and emotional development, knowledge of the world, along with language and communication.

### **Extra supporting teaching and learning for PSHE**

Along side our PSHE curriculum we also do Mindmate lessons. Mindmate is an emotional literacy curriculum designed to support class-based discussions and learning around mental health and well being. These lessons happen the first Monday back to school after half term and we call these 'Mindful Mondays'.

The Mindmate lesson themes are:

**Feeling good and being me**  
**Friends and family**  
**Life changes**  
**Strong emotions**  
**Being the same, being different**  
**Solving problems making it better**

### **Zones of regulation**

To support our PSHE curriculum we have started using the Zones of regulation. The zones of regulation is a curriculum framework organised into four coloured zones to describe our feelings energy and emotions. We learn to regulate, identify emotions using the zones and this helps us to meet our goals and task demands as well as support our overall well being. Some of the aims of The Zones of Regulation are :

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones e.g. disagreement with a friend, a certain subject being taught or a fire drill.
- To help children understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (e.g. use of putty at key times), calming techniques or thinking strategies.

### **Resources**

At Kirkstall St Stephen's Primary School we recognise that the style and delivery of PSHE is crucial to the child's enthusiasm and understanding. In order to make PSHE a lively, active subject we use a variety of teaching methods and resources. These include art, music, creative writing, discussion, debate, dance, drama, use of artefacts, photographs, DVDs,

visits & visitors, IWB materials, residential trips, assemblies, themed weeks and opportunities for periods of stillness and quiet reflection.

PSHE resources are kept in each class and resource books are kept in the sunshine room, with more children's books on PSHE in the library. The PSHE coordinator will be responsible for the managing and resourcing of the subject and provide support and assistance to staff where necessary.

### **Assessing and reporting**

Children will be assessed against a set of performance descriptors for PSHE, taken from the Islington primary scheme of work. These set out the knowledge, skills and understanding for PSHE that children of different abilities and age groups are expected to have by the end of each key stage.

Prior to the start of a unit being taught children will complete a pre-assessment enabling teachers to reflect on what children already know and plan lessons accordingly. The children will then complete a post assessment at the end of the unit. Staff will annotate plans, use photographic evidence, use observations and use the children's comments to inform their judgement and the progress each pupil has made in each PSHE unit taught. Teachers will then complete the unit assessment form. This document will show how the children have attained in the unit, demonstrating where they are working in regards to the PSHE standards.

EYFS assessments will be made in line with the expectations of the EYFS ELG.

Reports will be given to parents regarding children's progress in PSHE, alongside other curriculum subjects. They will be informed on the report as to whether children are working towards, at, or above, expected year group outcomes.

We also carry out the 'My healthy schools' survey in upper KS2. This data allows us to see when lessons have been successful and any areas for improvement. It gives us data to show how children are feeling and if we need to put any SEMH interventions or support in place.

### **Monitoring**

PSHE is monitored in-line with the schools long term monitoring plan. There is an ongoing cycle of subject monitoring at Kirkstall St Stephen's Primary. The Subject Leader will be allocated a block of time during the academic year to monitor the subject across the phases linked to whole school development priorities. This will focus on PSHE specific teaching and learning with reference to how we teach PSHE and may include: classroom observations, talking to children and adults, planning, pre and post assessments, children's work and evidence of first hand experiences. Results of monitoring will inform the Subject Leader's action plan.

Each year, plans are monitored and changed where appropriate. Discussions are held with staff and pupils to inform future planning enabling high quality, responsive PSHE teaching to be delivered. The Subject Leader manages the long term plan for PSHE alongside the curriculum manager.

In addition, the Subject Leader reports to the assessment leader at the end of the academic year referring to data analysis of each classes end of year data.

## **Equal opportunities and the inclusion of all children**

PSHE teaching at Kirkstall St Stephen's Primary School is free from bias or generalisation in respect of gender, class, race or disability. To ensure all pupils have the opportunity to participate in lessons teachers will ensure content, approach and use of inclusive language reflects the diversity of the classroom community and ensures all pupils feel valued. Resources will reflect the pluralistic society in which we live, avoid stereotyping and discrimination and promote positive self-images.

### **Special educational needs:**

All children have the right to RSE and are included in the teaching and learning. Differentiated teaching and resources will be available. This will be discussed with parents before any teaching.

### **Diversity**

Pupils from all faiths and cultures have an entitlement to all aspects of PSHE. Teaching effective PSHE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools will promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the PSHE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for PSHE.

### **Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families' for primary schools**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of 'different families – same love'.

It is also important when teaching PSHE not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identity.

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should cater for LGB, Trans and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Guidance for church of England schools 'valuing all Gods children' sets out why homophobia is an issue and ways to tackle it in schools.

This section will be taught as part of the 'Identity, society and equality: Stereotypes, discrimination and prejudice' area in PSHCE in year 5. The learning objectives will be for children to:

- identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)
- know what to do if they experience discriminatory language at school
- understand how discriminatory language can make people feel and that this is unacceptable

The terminology used in this section will be:

- bisexual describes somebody who is attracted to either men or women
- gay describes a man or woman who is attracted to people of the same sex
- lesbian describes a woman who is attracted to other women
- transgender describes somebody who doesn't feel like the sex they were born with
- heterosexual describes somebody who is attracted to the opposite sex

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## **Health & Safety**

During their time at Kirkstall St Stephen's Primary School, pupils are taught the importance of being safe. Within the PSHE scheme there is a section on 'keeping safe and managing risk' handling and encouraged to assess and minimise risks with increasing independence.

## **Safeguarding**

Kirkstall St Stephen's Primary School is committed to safeguarding and promoting the welfare of its pupils and expects all staff, visitors and volunteers to share this commitment. Pupils will use golden rules during lessons. The nature of PSHE mean that pupils may disclose personal information and staff will respond to this appropriately. All classes have an 'ASK IT BASKET' where children can leave a note for their teacher and ask them a question, the teacher will then see the child 1-1 and answer the question (if appropriate) or speak to the safeguarding team or parents where it is not appropriate. Any Information disclosed to staff which causes concern about the pupil's safety, will be communicated to the designated person on the safeguarding team as soon as possible and staff will record this on Cpoms.

## **Staff responsibilities**

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the PSHE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around PSHE issues
- Act upon any concerns which may arise from pupil's disclosure during PSHE sessions
- Monitor staff training requirements in relation to effective teaching and learning of PSHE

### **The PSHE Co-ordinator**

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject.

The responsibilities are to:

- Ensure the implementation and quality of long term and medium term PSHE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss PSHE issues as trained, confident and competent staff are essential to raise standards in PSHE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Access appropriate training
- Monitor and advise on PSHE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials

### **Policy links**

Please refer to the following additional policies to supplement this policy: Equality Policy, SEN and Inclusion Policy, RE policy, RSE policy, Collective Worship Policy and the SMSC policy.