



## **Westroyd Primary School and Nursery** **Personal, Social and Health Education Policy**

### **1 Vision**

At Farsley Westroyd we understand that we have a responsibility to help children and young people meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem and confidence. We also want to provide children with the knowledge and skills to take increasing control of, and responsibility, for their lives and play an active part in their own communities. We want to help children to overcome the social pressures they face and the barriers they present to learning and achievement.

### **2 Aims of the Policy**

- To provide a clear document which is to be used by all stakeholders to gain an understanding of PSHE at Westroyd.
- To ensure continuity, progression and accountability in the teaching and learning of PSHE across school.
- Raise the standards of PSHE across the school and nursery.

### **3 Teaching and Learning**

#### **Our Curriculum**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

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

In the Foundation Stage PSHE falls under a Personal, Social and Emotional Development and is taught by drawing on a child's first-hand experiences and spontaneous activities. It is taught in Nursery and Reception throughout different topics and also through child initiated learning and through the children's interests. We also use the Kapow scheme of work, NSPCC resource 'Let's Talk Pants', Pol-Ed, ThinkUKnow Jessie & Friends to teach children about staying safe.

In Key Stage 1 and 2, the 2014 National Curriculum and Kapow Scheme of Work, MindMate Champions, ThinkUKnow Jessie & Friends, NSPCC PANT, Pol-Ed and Google Be Internet Legends is used to ensure coverage across the key stages. The NSPCC resource 'Let's Talk Pants' to teach children about staying safe is taught again in Year 1. Lessons from Mindmate Champions are taught in conjunction with the Kapow Scheme of Work once a half term throughout school in Key Stage 1 and 2.

To cover internet safety and harms and online relationships found in the Statutory RSHE Guidance across both PSHE and computing lessons. In Key Stage 2, the Google Be Internet Legends Scheme of Work is used and in KS1 the Jessie and Friends scheme is used.

### **Organisation and Approaches**

PSHE is taught as a whole class and classes are organised in mixed ability.

The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- circle time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links
- assemblies
- enrichment days / weeks
- residential trips

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures. Staff are also careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE.

### **Planning**

The long term plan indicates the PSHE topics that will be covered throughout the year. Some PSHE will be taught discretely over the year when it does not fit with the topic. The short term planning is the responsibility of individual teachers and is completed on a whole school planning format for PSHE, which will include: lesson objectives, assessment for learning, main teaching points, differentiation, a lesson evaluation and key questions.

After consultation with teachers, we felt that having PSHE books would be the most effective way for pupils to demonstrate their learning. Pupils in years 2 – 6 all have their own PSHE book which they keep with them throughout their time at Westroyd. Year 1, Reception and Nursery use a big book to record any lessons using photographs, worksheets and teacher notes on planning to evidence learning that has taken place. We recognise that an interactive approach to PSHE will better develop the skills of our pupils and also that it is more likely to meet their needs. Therefore the journals are used to express their individual thoughts and any practical/interactive lessons are shared on our school website.

We involve pupils in the evaluation and development of their PSHE in ways that are appropriate to their age.

As the books are used as a way to express the pupils ideas, thoughts and feelings there is no expectation to mark every piece of work. In PSHE books we will maintain high expectations for children's writing, ensuring high standards of writing (ie handwriting, spelling, grammar) continue to be developed across the curriculum.

### **Differentiation**

At Westroyd teachers will provide excellent teaching and learning opportunities that will be differentiated in order to best meet the needs of all their pupils. This will be achieved through the use of appropriate resources and activities. Teachers use their assessment and knowledge of the children to set appropriate work and adapt work where necessary. Differentiated resources are available for children with special educational needs.

### **Resources**

We use primarily the Kapow, MindMate Champions, Google Be Internet Legends, NSPCC PANTS, Pol-Ed and ThinkUKnow Jessie and Friends Schemes of Work and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully the resources which meet these objectives. We carefully evaluate teacher resources, leaflets, online resources and videos before using them. Updated and new resources are shared regularly with the staff to ensure top quality resources are being used to meet any changes

We use children's books (both fiction and non-fiction), leaflets, online resources and videos extensively within our PSHE programme. Teachers will always read and assess the resources before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when using these resources, in case they need to have a preparatory conversation with a pupil before the teaching takes place.

At Farsley Westroyd we understand the importance the role of a Learning Support Assistant and Learning Mentor can play when supporting children with their learning. Therefore, Learning Support Assistants are actively involved in teaching and learning opportunities by supporting individuals or small groups within lessons.

### **Learning environment and additional non-negotiable ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis. To this end, ground rules have been agreed to provide a framework of common values within which to teach.

#### **Non-negotiable ground rules**

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis

- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

They also support confidentiality and safeguarding of pupils. These Non-Negotiable Ground Rules are found on a poster in every classroom across the school which is age appropriate for KS1 and KS2. The teacher will then add any other Ground Rules that have been set and discussed with their own class to meet the needs of their individual pupils. These same Ground Rules will also be displayed at the start of every PowerPoint used within PSHE/RSHE lessons to ensure they are always covered at the start of the lessons.

### **Language**

We aim to keep the language and vocabulary used across Westroyd consistent in order to safeguard both staff and pupils. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

A Vocabulary Progression Map is used throughout the school so that staff are able to identify and use the correct vocabulary for each year group when teaching PSHE/RSE lessons and across the curriculum. This is also available for parents to access on the website. The vocabulary used within the progression map has been taken directly from the Kapow scheme of work, as well as MindMate Champions, Google Be Internet Legends and Jessie and Friends.

## **4 Inclusion and Equal Opportunities**

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

## **5 Monitoring and Assessment**

Monitoring and evaluation will be an ongoing process that checks the effectiveness of our school curriculum to ensure that is being consistently implemented and that all children are making progress. This will be done by:

- Recording of pupil attendance in PSHE lessons
- Lesson observations
- A system for regular review of the PSHE policy and programme
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Scrutinising staff planning
- Samples of pupils' work
- Knowledge catchers

There is no statutory requirement for end of key stage assessment in PSHE. However, assessment is required for effective PSHE teaching and to measure pupils' progress. We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum.

### **Assessment methods:**

Formative assessment is embedded throughout Kapow Primary's RSE & PSHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.
- **Knowledge catcher** – A knowledge catcher created by KAPOW is used at the end of every topic. This presents the children with real life scenarios and asks them to use their knowledge of how to handle the situation. Teachers then use this to decide whether more sessions are needed to fill any gaps.
- Needs assessment is used to identify existing knowledge and skills of pupils
- Pupil self-assessment is used where appropriate
- Assessment focuses on knowledge as well as skill development and attitudes
- Identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school

## **6 Home and School Links**

Our PSHE policy will be shared on our school website. Parents will be invited in to attend a PSHE and RSE open session to share the school long term plan also during this session teaching activities and resources will be shared with parents.

## **7 Policy Review**

Review Date: December 2025  
Reviewed by: Monique Martin  
Next Review date: September 2027