



Woodloes Primary School

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

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1. Introduction

1.1 Purpose of the Policy

This PSHE (Personal, Social, Health and Economic) Education Framework outlines our whole-school approach to delivering high-quality, developmentally appropriate PSHE education. It sets out the values, principles and aims underpinning our provision and ensures consistency across year groups.

PSHE education is a vital part of pupils' development and supports them in becoming healthy, resilient, independent and responsible members of society. This policy ensures they are equipped for the opportunities, responsibilities and experiences of life in modern Britain.

1.2 Legal Requirements and Statutory Guidance

This policy is written in accordance with the following statutory and non-statutory guidance and legislation:

- **The National Curriculum in England (DfE, 2014)** – Although PSHE is non-statutory, section 2.5 states that all schools should make provision for it.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)** – Compulsory in all maintained schools and academies.
- **The Education Act 2002** – Schools must provide a broad and balanced curriculum promoting spiritual, moral, cultural, mental and physical development.
- **The Equality Act 2010** – Requires schools to protect all pupils from discrimination.
- **Ofsted Education Inspection Framework (2022)** – Emphasises the importance of pupils' personal development, well-being and character education.
- **Keeping Children Safe in Education (DfE, 2023)** – Requires teaching pupils about safeguarding and safe relationships.

Our PSHE provision also aligns with the **myHappymind programme**, a DfE-accredited mental health and wellbeing curriculum that supports statutory requirements.

1.3 Audience for the Policy

This policy applies to:

- School leaders and governors
- Teaching and support staff
- Parents and carers
- Pupils
- Ofsted inspectors and external partners

The policy is published on the school website and is available on request from the school office.

2. Aims and Objectives of PSHE

2.1 Aims

Our aims for PSHE, including the integration of the myHappymind programme, are to help pupils:

- Understand and manage emotions
- Build resilience, confidence and self-awareness

- Develop healthy, respectful relationships
- Make informed, balanced choices about their health and wellbeing
- Develop an understanding of economic wellbeing and the world of work
- Contribute positively to their communities and society

2.2 Objectives

Our PSHE curriculum enables pupils to:

- Develop a growth mindset and positive mental health
- Understand risk and how to stay safe
- Build respectful, safe and caring relationships
- Understand and celebrate diversity and inclusion
- Recognise their own strengths and set achievable goals
- Become active, compassionate citizens in a democratic society

3. Curriculum Intent

3.1 Overview of Curriculum Design

Our PSHE curriculum is founded on the **PSHE Association Programme of Study** and enhanced by the **myHappymind** programme. The curriculum is structured around three core themes:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

These themes are explored through a spiral curriculum model that ensures progression, continuity, and age-appropriateness throughout each key stage.

The **myHappymind** programme reinforces our PSHE offer by explicitly teaching the science of the brain, character development, digital safety, and resilience, which supports pupils' mental health and personal growth.

3.2 Alignment with School Values and Ethos

Our PSHE and myHappymind curriculum reflects the school's core values and our commitment to nurturing pupils':

- Emotional literacy and mental health
- Self-regulation and empathy
- Respect, responsibility and resilience
- Cultural understanding and British values

3.3 Links with Other Policies and Curriculum Areas

PSHE is complemented and supported by policies and teaching in:

- RSE Policy
- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policies
- Online Safety Policy
- Equality Information and Objectives
- Science, PE, RE, Computing and Careers programmes

3.4 Statutory Components

The following are delivered in line with statutory DfE guidance:

- **Relationships Education** (primary)
- **Health Education** (all phases)

These are taught in an integrated way through our PSHE and myHappymind curriculum.

3.5 Non-Statutory Elements

Our curriculum also includes:

- Financial literacy and enterprise
- Citizenship and fundamental British values
- Digital resilience and safety
- Aspirations and career preparation (statutory in secondary phase)

4. Curriculum Implementation

4.1 Teaching and Time Allocation

PSHE is delivered weekly through timetabled sessions across all key stages. Learning is supplemented by:

- myHappymind modules
- Assemblies and themed days
- Cross-curricular-linked lessons
- Responsive Circle Time sessions

4.2 Teaching Strategies and Resources

We use a variety of inclusive, engaging and age-appropriate teaching strategies including:

- myHappymind structured teaching modules
- Group discussions and role play
- Reflection journals
- Videos and real-life scenarios
- External visits and speakers (e.g., healthcare professionals)

Resources are carefully selected to reflect the diversity of our pupils and wider society.

4.3 Staff Training and Development

All staff involved in the delivery of PSHE and myHappymind receive regular CPD to ensure consistent and confident teaching.

The PSHE Lead facilitates updates based on statutory guidance, best practice, and feedback from monitoring and evaluation.

4.4 External Agencies and Visitors

Specialist external contributors enhance our curriculum. These may include:

- School nursing team
- Local community safety officers
- Wellbeing and careers professionals

All visitors are appropriately vetted and briefed, and lessons are always led/co-facilitated by class teachers in line with safeguarding procedures.

5. Curriculum Impact

5.1 Assessment and Progression

Assessment in PSHE is developmentally appropriate and holistic. It includes:

- Evidence in class books
- myHappymind pupil reflections
- Teacher observation and questioning
- Pupil self-assessment and target-setting

Progress is tracked against the PSHE Association's age-related expectations on Cornerstones Maestro and mapped to cognitive and emotional outcomes supported by the myHappymind programme.

5.2 Pupil Voice

Pupil feedback is central to evaluating PSHE effectiveness. Methods include:

- myHappymind class reviews

- School council consultations
- Online surveys and suggestion schemes

Findings inform curriculum development and the selection of relevant themes.

5.3 Monitoring and Evaluation

The Subject Leader monitors the quality and impact of PSHE through:

- Lesson visits and feedback
- Scrutiny of pupil work
- Reviewing assessment data
- Staff and pupil feedback

Outcomes are shared with SLT and governors and used to inform strategic planning.

6. Safeguarding and Confidentiality

6.1 Safeguarding Responsibilities

PSHE is a key part of our safeguarding strategy, supporting pupils to stay safe in real life and online. Topics covered include:

- Healthy and unhealthy relationships
- Consent and body boundaries
- Mental health awareness
- Online safety and digital wellbeing

All safeguarding concerns are managed in line with the school's Safeguarding and Child Protection Policy.

6.2 Ground Rules and Class Agreements

At the start of each module, teachers and pupils agree on shared ground rules, such as:

- Listening respectfully
- Using inclusive language
- Valuing each other's beliefs
- Remaining respectful during sensitive discussions

Ground rules help create a safe space for open and honest dialogue.

6.3 Handling Sensitive Issues

Teaching is sensitive, non-judgemental and impartial. Staff seek guidance when necessary and adapt lessons to meet the needs of the cohort, particularly those with SEND or who are identified as vulnerable.

7. Inclusivity and Accessibility

7.1 Equality and Diversity

Our PSHE curriculum actively promotes inclusion and equality. It addresses:

- Gender identity and inclusion
- Cultural understanding
- Challenging assumptions and stereotypes
- Celebrating neurodiversity and disabilities

Resources and examples reflect the lived experiences of our diverse community.

7.2 SEND and PSHE

We differentiate PSHE teaching to ensure all pupils can engage meaningfully, including through:

- Modified resources
- Visual aids and pictorial prompts
- Additional adult supervision
- Use of assistive technologies

The myHappymind digital and visual design supports access for a broad range of learning profiles.

8. Roles and Responsibilities

8.1 School Standards Committee

The SSC ensures:

- Compliance with statutory duties
- Effective policy development and review
- Consideration of parental and community feedback

8.2 Headteacher

The Headteacher:

- Oversees the strategic implementation of this policy
- Allocates appropriate resources and staff development time
- Communicates policy updates to the broader school community

8.3 PSHE Lead

The PSHE Subject Lead:

- Leads curriculum design and planning
- Coordinates delivery and assessment processes
- Ensures quality assurance and staff CPD
- Liaises with myHappymind facilitators and partners

8.4 Class Teachers

Teachers are responsible for:

- Delivering planned PSHE and myHappymind lessons
- Creating a safe, inclusive classroom environment
- Reporting safeguarding disclosures
- Contributing to assessment and feedback processes

9. Parental Engagement

9.1 Communication with Parents

We work in active partnership with parents to:

- Share PSHE and myHappymind overviews in newsletters
- Hold parent information sessions (e.g., on RSE)
- Provide opt-in access to myHappymind's Parent App

Parents receive clear, timely information and are invited to contribute their views on the curriculum.

9.2 Right to Withdraw

Parents have the statutory right to withdraw their child from **Sex Education** where it falls outside the National Curriculum in science and Relationships Education.

The school:

- Holds meetings to discuss requests to withdraw
- Provides alternative, supervised provision
- Keeps a written record of any withdrawals

There is no right to withdraw from Health or Relationships Education.

10. Review and Evaluation

10.1 Review Process

This policy will be reviewed every **two years**, or earlier if required due to:

- Changes in statutory guidance

- Curriculum development
- Feedback from stakeholders
- Internal or Ofsted review

The PSHE Lead and SLT will oversee the review and consult with governors and parents.

10.2 Measuring Impact

We measure the impact of this policy and curriculum by evaluating:

- Pupil outcomes and progress
- Feedback from pupils, staff and parents
- Inspection outcomes and compliance
- Behaviour and safeguarding data

Findings are used to improve provision and ensure it continues to meet the needs of our school community.

11. Appendices

11.1 Statutory Coverage Checklist

Mapped summary of how our curriculum covers:

- Relationships Education
- Health Education
- Sex Education (as appropriate)
- Financial education
- Citizenship
- Online safety and digital resilience

11.2 Curriculum Overview

Annual long-term plan showing topics and core content by key stage, including alignment with:

- PSHE Association guidance
- myHappymind modules
- RSE statutory components

11.3 Vocabulary and Definitions

Glossary of important terms including:

- Growth mindset

- Self-regulation
- Consent
- Respect
- Digital resilience

11.4 External Contributors Guidance

Protocol for quality-assuring external visitors:

- Vetting procedures
- Safeguarding briefing
- Alignment with curriculum objectives
- Evaluation and feedback template

Key References

- Department for Education (2019). *Relationships Education, Relationships and Sex Education and Health Education: Statutory Guidance*
- Department for Education (2014). *The National Curriculum in England: Framework for Key Stages 1 to 4*
- Ofsted (2022). *Education Inspection Framework*
- Equality Act 2010
- PSHE Association Programme of Study
- myHappymind Curriculum Guide
- Keeping Children Safe in Education (2023)

Appendix 1: Long Term Plan

Best Fit Long Term Plan



Introduction

This document will help you implement the myHappymind+ programme across the academic year. It gives you a Long-Term Plan to show how you can fit the myHappymind+ modules, which include myHappymind, into your school year.

To make navigation easier, we've colour-coded each area:

myHappymind – green

myHappybody – blue

myHappyrelationships – purple

myHappyworld – yellow

We understand that school timetables can be busy, so we've included buffer weeks throughout the year. These additional weeks allow for catching up on core content, using our bonus and extra resources, or completing lessons on puberty and sex education not covered by myHappymind+.

The myHappymind+ modules have been written in Key Stages to follow the PSHE curriculum. Therefore, they are flexible and can be moved around to suit the specific needs of each cohort. This ensures that every school can tailor its approach while maintaining full coverage of the programme's essential components. This plan is a guide, not a rigid framework—schools are encouraged to adapt it to fit their unique context while keeping the core principles of myHappymind at the heart of their PSHE curriculum.

Reception

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Autumn | | | | | | | | | | | | | | | | |

Year 1

Year 2

Year 3

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--------|-------------------------------|---|--------------------|-------------|-------------------------|-----------------------------|----------------------------------|---|--------|-------------------------|---|----|----|--------|----|--|
| Autumn | myHappymind - Meet Your Brain | | | | | myHappymind Places | | | | myHappymind - Celebrate | | | | Buffer | | |
| Spring | myHappymind - Appreciate | | Healthy Lifestyles | | myHappymind - Relate | | | | | Friendships | Families and close positive relationships | | | | | |
| Summer | myHappymind - Engage | | Buffer | Communities | Shared responsibilities | Growing Ourselves and Grief | Growing Ourselves and Transition | | Buffer | | | | | | | Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year. |

Year 4

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--------|-------------------------------|---|---|---|---|--------------------|---|---|--|-------------------------|----|----|----|----|----|----|
| Autumn | myHappymind - Meet Your Brain | | | | | myHappymind Places | | | Showing respect and managing behaviour | myHappymind - Celebrate | | | | | | |

Year 5

Year 6

