



Wakefield Grammar Pre-Preparatory School

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Author/Lead Job Title	Jenny Taylor Assistant Head
Consultation	Emma Gill, Head WGPPS
Checker Person Name	
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VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.00	May 2021	Reviewed and updated by E Gill. Reviewed by PSHE leader M Robinson.
V1.01	Aug 2022	Reviewed and updated by J Taylor
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WGPPS Personal, Social and Health Education (PSHE) Policy

1. Links to Policies

This policy aligns with the following policies:

WGPPS RSE Policy

WGPPS Anti Bullying Policy

WGPPS Teaching and Learning Policy

[WGPPS Behaviour Policy](#)

[WGSF Safeguarding and Child Protection Policy](#)

2. Policy statement - Aims and objectives of RSE at WGPPS

It is the intention of WGPPS to teach high quality, age appropriate, pupil-sensitive, evidence-based PSHE curriculum. This policy has been produced by the PSHE lead Jenny Taylor through consultation with the Head, Emma Gill and ratified by the Governors.

It is expected that PSHE in WGPPS will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives.

Parents and pupils have been involved in the creation of this policy alongside the RSE policy using Bounce Together to provide their feedback. Parents are informed of the curriculum through annual Curriculum evenings and designated intranet pages where they have sight of the policy and a breakdown of the curriculum.

3. PSHE and RSE

At WGPPS, we teach Personal, Social, Health Education as a whole-school approach, alongside Philosophy for Children, to underpin children's development as people and because we believe that this also supports their learning capacity. We align our curriculum with our school values: **Kindness, Resilience, Respect**.

Rationale: Happy children learn and achieve

We strive to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. We use our rules Ready, Respectful, Safe and our values Resilience, Kindness and Respect and refer to them in everyday life in school.

In the Pre-Preparatory School, a strong emphasis is placed on making the school a friendly and caring environment. We believe happy pupils achieve their full potential. We maintain a close partnership with parents, welcoming their full involvement with their child's progress. Parents are also very welcome to the many events and workshops such as Wellbeing Evenings with specialist keynote speakers. The Friendship Buddy system ensures nobody is lost or lonely at break times and we talk about how we can use the buddy bench. A quiet area is also provided to allow children to have 'down time' at break and lunch and to promote reading, craft and quiet activities alongside more physical activities.

A matron is available (based at WGHS) and many of our staff are first aid trained (see First Aid, Medicine Information Policy). The school provides Early Morning and After School care. The After School Care provides organised activities and care and is available every week day on a regular or occasional basis for a minimal cost.

In all areas of the school, including the Early Years Foundation Stage, we consider PSHE to be an important aspect of all school life. Through our curriculum, our school environment and our school ethos, we strive to promote pupils' self-esteem and emotional well-being whether this is threaded through everyday lessons or themed weeks such as Anti-bullying Week and Feel Good Fridays. As a school we help our pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others whether at home, school, in the community and to carry this forward into their future work settings and responsibilities.

Children are encouraged to develop good relationships with others. Classes learn about relationships through the School Rules (Ready, Respectful, Safe), RE, assemblies, P4C and circle time. Children are encouraged to play with others at playtimes. There are zoned areas in the playground with toys to share and structured games clubs to encourage this. Adults model exemplary behaviour in the way they talk to and deal with children and one another.

4. Roles of Responsibility and Pupil Voice

We also develop PSHE by helping pupils develop a sense of responsibility through undertaking positions in class such as class monitor, eco monitor, ICT monitor, school council representative, librarian, lunchtime monitor, House Captain and playground friend schemes. We offer residential visits in Year 2, where there are further opportunities to develop leadership and cooperative skills. Year 1 and 2 children apply and are interviewed for positions of responsibility such as House Captains and Head Boy and Head Girl (part of our Little Leaders Programme).

In Key Stage 1 children are involved in a range of clubs and activities to gain new skills and build confidence. We run a Philosophy Club for Year 2 children to discuss news, texts and social topics. The children participate in class assemblies and invite their family into school to share their achievements in our open book events. Children are chosen in each class to take responsibility for playtime equipment by being Zone Managers.

The pupils are encouraged to be positive and active members of a democratic society. Across school, the School Council and Eco-committee meet regularly to provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them. Children vote for the class representative.

We hold Money Week to teach the importance of managing money and have previously used the Dragon's Den format where children have had to pitch for money through marketing tools. They have made their products and sold them in a whole school event which encouraged entrepreneurial skills alongside money accountability.

The pupils develop self-confidence and self-esteem and make informal choices regarding personal and social issues. This is achieved through praise and rewards such as stickers and house points. Children are awarded Star of the Week in assemblies which celebrates individual achievement. Pupils' achievements outside school are celebrated in a weekly assembly. Pupils gain confidence by participating in events such as the Poetry and Verse Competition, Christmas concerts and individual and class presentations, plays and productions.

5. Teaching and learning style and learning environment

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising including 'MAD' (Making a Difference) days, Feel Good Fridays, the planning of school special events such as an assembly or curriculum event, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We organise themed multicultural days so that the children have the opportunity to experience a variety of activities to enrich their understanding of other cultures. We also plan circle time lessons, Philosophy for Children sessions and discussions.

We use assorted resources to teach PSHE/RSE such as Jigsaw and the PSHE Association to plan lessons. Through P4C we teach the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

6. Curriculum

During key stages 1 moving into 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (FS2) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The health education elements of PHSE are a focus of the unit Healthy Me in the Jigsaw scheme. This unit addresses key topics such as healthy eating. Health education is also taught through the Science curriculum and Physical Education Curriculum and is supported in Key Stage assemblies.

In Personal, Social, Health and Emotional (PSHE), we teach and promote Fundamental British Values and track where these can be seen across school.

We teach PSHE in a variety of ways across the school, supporting personal and social development in the curriculum and extracurricular activities. We encourage a growth mindset and for children to be bold and brave in their decision making.

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We teach Zones of Regulation which threads through our curriculum and everyday life at WGPPS. It compliments the PSHE curriculum by teaching our children how to recognise and emotionally regulate themselves.

Jigsaw and PSHE Association have been used for our planning along with other relevant resources.

The first weeks of the Autumn term are focused on the following: Tribal classroom, Democracy - Introduction to voting: House Captains, Teaching the school Behaviour Policy.

Key Questions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
FS1 & FS2	Myself: Respecting ourselves and others inc: First week	Safe relationships Families and friendships	Dreams and Goals	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	
FS1 & FS2	Self-identity Understanding feelings. Being in a classroom Being gentle Rights and responsibilities	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Being special Families Where we live Making friends Standing up for yourself	Identifying talents Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices	Strengths and interests; jobs in the community	Keeping healthy; food, sleep and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	
Y1	Relationships: What is the same and different about us?	Relationships: Who is special to us?	Health and wellbeing: What helps us stay healthy	Living in the wider world: What can we do with money?	Health and wellbeing: Who helps to keep us safe?	Living in the wider world: How can we look after each other and the world?			

	<p>Ourselves and others; similarities and differences; individuality; our bodies</p>	<p>Ourselves and others; people who care for us; groups we belong to; families</p>	<p>Being healthy; hygiene; medicines; people who help us with health</p>	<p>Money; making choices; needs and wants</p>	<p>Keeping safe; people who help us</p>	<p>Ourselves and others; the world around us; caring for others; growing and changing</p>
Y2	<p>Relationships: What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments</p>	<p>Relationships: What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others</p>	<p>Living in the wider world: What jobs do people do?</p> <p>People and jobs; money; role of the internet</p>	<p>Health and wellbeing: What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules</p>	<p>Health and wellbeing: What can help us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping</p>	<p>Health and wellbeing: How do we recognise our feelings?</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p>

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7. The Early Years Foundation Stage

We teach PSHE in the FS1 (Nursery) and FS2 (Reception) classes as an integral part of the topic work covered during the year. Children in FS1 are beginning to look at Philosophy for Children (P4C) through stories and this is developed into 3 weekly sessions as the children progress into FS2.

Personal, social and emotional development is a Primary Area of Learning and development in the EYFS. Children develop a positive sense of themselves and others, forming good relationships with children and adults. Children learn good social skills, how to manage their feelings and behaviour in our setting and about healthy eating and exercise.

8. Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSE and any disclosures or issues arising as part of RSE, will be dealt with in line with our safeguarding policy. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead Emma Gill and in her absence her Deputy Lynne Butler and Assistant Head Jenny Taylor.

Teachers need to be aware that sometimes disclosures may be made during these sessions in which case safeguarding procedures must be followed immediately. If disclosures occur, the Wakefield Grammar School Foundation Child Protection and Safeguarding Policy is followed.

9. Equality

WGPPS will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSE will be made accessible to all pupils, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep WGPPS a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

10. Assessment and recording

Teachers assess the children's work in PSHE by observing how they implement what is encouraged in terms of positive attitudes and behaviour and how they develop their

self-confidence and self-esteem. There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

At the end of each lesson children are given opportunities to self-assess their work or contribution to the lesson.

Teachers include information about a pupil's personal and social development in the annual summer report. In the Foundation Stage, this information is included in the section on Personal, Social and Emotional Development.

11. Resources

Teachers have the downloaded PSHE Association resources and the Jigsaw PSHE programme of resources and it is available for staff on Staff Shared. There are additional resources in the libraries and in the various teaching materials for the different subjects. The resources include books, parachutes, puppets and games. The recommended books for Key Stage 1 are stored and returned to the staff room. There are a wealth of books covering areas of Diversity, Empathy and Social and Emotional Mental Health. These are available in the library. There are further books included in our recommended book lists and also to borrow from the SLT office. All Philosophy for Children texts are displayed in the entrance hall and weekly questions are also displayed for parents and children to discuss.

12. Monitoring and review

The PSHE subject leader will:

- Support colleagues in the teaching of PSHE and Citizenship and review and share experiences in staff meetings
- Order necessary resources.
- Monitor the time allocation given to PSHE on the timetable.
- Monitor planning every half term to check unit coverage and learning activities. Undertake a yearly work scrutiny.
- Arrange interviews and feedback with pupils to discuss PSHE.