



Wakefield Grammar Pre-Preparatory School

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Consultation	Emma Gill, Head WGPPS
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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
V1.02	Sept 2023	Reviewed and updated by J Taylor
V1.03	Sept 2024	Reviewed and updated by J Taylor

To be published on the following:

Staff shared	X	School website	X
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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, a breakdown of the curriculum and FAQ.

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, our Healthy Brain 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. At the start of the academic year classes have their first week in their classrooms to foster a tribal classroom feeling with creating class flags and their class rules. 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. 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 such as raising money for Wakefield Hospice in the annual running event, 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 - SCARF 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

We use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHE subject lead, Jenny Taylor, works in conjunction with teaching staff in each year group and the phase leads (EYFS and KS1) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within the National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. **Please refer to Appendix 1 for further details on the Growing and Changing unit for FS2 and Key Stage 1.**

In Personal, Social, Health and Emotional (PSHE), we teach and promote Fundamental British Values such as democracy and mutual respect.

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

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.

Half Termly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
FS1/FS2	What makes me special? People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset - Healthy brains - neuroscience Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Healthy brains - neuroscience Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

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 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. PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

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 PSHE and 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.

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

We conduct Bounce Together surveys at various stages throughout the academic year on topics such as Internet safety and Year 2 Exit surveys.

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. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

11. Resources

Teachers have the downloaded PSHE Association resources and the SCARF 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 and through surveys on Bounce Together.
- 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.
- Feedback from pupils using exit surveys on Bounce Together and through pupil voice.

13. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Jenny Taylor.

Appendix 1:

As per discussion with the school governor, teachers and Head in Summer term 2, FS2 children will learn 'Where do babies come from?' This lesson has been revised from Coram's scheme of work with children learning that there are 2 seeds, 1 seed each from the man and the woman which come together to make a baby. The word 'seed ' will be used rather than 'sperm'. They will also learn that the mother carries the baby in her 'womb' rather than tummy. Surrogacy and adoption will not be taught unless there is a child with whom this is relevant and if so parents will be informed.

The sexual reproductive and external body parts vocabulary staff will refer to are: penis, vagina, vulva, scrotum, nipples and breast. This has been a collective staff decision. *25th September 2024*