



Warton St Paul's

Church of England Primary Academy  
A member of **CDARI**

# PSHE Policy

Reviewed September 2025

Next review September 2026

## Our Mission Statement

'Believe, Belong, Be the Best  
that you can Be'

*"Whatever you do in word or deed,  
do everything in the name of the  
Lord." Colossians 3:17*

## Our PSHE Implementation

Warton St. Paul's CoE Primary School uses the **myHappyminds** curriculum—an NHS-backed program grounded in positive psychology and neuroscience—to build resilience, self-esteem, and emotional wellbeing in our pupils.

To ensure full coverage of the UK statutory RSHE (Relationships, Sex, and Health Education) requirements, we utilize a **bridge curriculum**. This supplementary framework integrates specific lessons and resources that may sit outside the core myHappyminds modules, ensuring our pupils receive a holistic and statutory-compliant education.

When addressing sensitive subjects, we establish a safe, secure learning environment. This allows children to share ideas, values, and attitudes confidently, underpinned by our Christian ethos and mutual respect.

## British Values

The myHappyminds curriculum, alongside our bridge curriculum, provides a robust framework for promoting British Values. By fostering self-awareness and empathy, we develop children's responsibility for their actions and respect for others.

Our PSHE delivery explicitly and implicitly covers:

- **Democracy:** Understanding the power of voice and the democratic process.
- **The Rule of Law:** Understanding how laws protect us and the importance of boundaries.
- **Individual Liberty:** Developing the confidence to make informed choices.
- **Mutual Respect:** Valuing the unique contribution of every individual.
- **Tolerance:** Celebrating different faiths, beliefs, and lifestyles.

Each half-term, we maintain a specific focus on a British Value or a character trait through our gospel values (e.g., honesty) to encourage personal growth.

## Delivery and Progression

### Early Years Foundation Stage (EYFS)

PSHE is central to the holistic development of our youngest learners. We use myHappyminds as an enhancement to support Personal, Social, and Emotional Development (PSED), focusing on building foundational habits for mental wellbeing and positive relationships.

### Key Stage 1 and Key Stage 2

Each class receives at least **30 minutes** of PSHE per week.

- **Curriculum Tailoring:** Teachers adapt lesson plans to meet the specific needs of their cohort (e.g., prioritizing emotional regulation over financial education if required).
- **Statutory Mapping:** The bridge curriculum ensures that National Curriculum objectives—including Health and Wellbeing, Living in the Wider World, and Relationships—are fully met where they extend beyond the myHappyminds modules.

## Recording of Learning

We use distinct methods for recording PSHE progress to ensure consistency and age-appropriateness:

- **Upper Key Stage 2 (UKS2):** Pupils record their reflections, activities, and progress within their individual **myHappyminds Journals**. This encourages personal ownership of their mental wellbeing journey.
- **EYFS, KS1, and Lower KS2:** Learning is captured in a **Class Floor Book**. This serves as a collective log of discussions, group work, and creative responses, allowing skills and knowledge to be built upon year-on-year.

## Assessment, Reporting, and Recording

- **Reflection:** Pupils are encouraged to reflect on their learning individually, in groups, and through guided self-assessment.
- **Monitoring Progress:** Each child completes a pre- and post-unit assessment for each module. This data allows class teachers and the subject leader to monitor the impact of the curriculum.
- **Evidence:** Teachers use Floor Books (and UKS2 Journals) to assess understanding and identify areas requiring further focus.
- **Reporting:** Teachers assess whether children are working at, above, or below expected levels based on National Curriculum standards. This is reported to parents via parents' evenings and end-of-year reports.

## The Role of the PSHE Leader

- To ensure the progression of skills and statutory coverage via the bridge curriculum.
- To monitor the delivery and standards of PSHE across the school.
- To support staff in promoting high standards of wellbeing and emotional literacy.
- To maintain and review resources, including myHappyminds digital assets and journals.
- To regularly review the PSHE Action Plan and report to the Governing Board.

## Equal Opportunities

All children have equal access to the PSHE curriculum. Teachers and Teaching Assistants at St. Paul's ensure that all children—regardless of gender, ability, ethnicity, or social circumstances—can access the full curriculum. Work is adapted to meet individual needs, ensuring that both those requiring extra support and more able pupils are appropriately challenged.

This policy will be reviewed according to the emerging needs of our school.

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Headteacher)