

**PSHE (Personal, Social, Health Education)  
Policy**  
**(including Relationships and Health  
Education statutory from September 2020)**



**WESTMINSTER PRIMARY ACADEMY  
BLACKPOOL**

Review: November 2024

Next review: November 2025

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<b>Name of school</b>	<b>Westminster Primary Academy</b>
<b>Date of policy</b>	<b>November 2024</b>
<b>Member of staff responsible</b>	<b>Mrs Cath Howson</b>
<b>Review date</b>	<b>November 2025</b>

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### **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

### **PSHE**

At Westminster Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We use the Kapow scheme as a base for our curriculum but adapt as appropriate. This scheme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)

- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Kapow Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## What do we teach when and who teaches it?

### Whole-school approach

The Kapow framework covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each unit and these are taught across the school; the learning deepens and broadens every year.

We start our year with a unit not from Kapow based on how the brain works to enable the children to begin to understand how they feel and why.

Term	Unit	Content
<b>Autumn 1:</b>	How my Brain works	Includes understanding how the brain works and why we sometimes react in the way we do.
<b>Autumn 2:</b>	Family and Relationships	How families are different. Exploring behaviour in relationships and friendship. Conflict resolution. Stereotypes. Experiencing loss
<b>Spring 1:</b>	Health and wellbeing	Looking after our bodies. The importance of a balanced lifestyle that incorporates time to relax and unwind. How to make and keep ourselves happy and manage our emotions. Identifying personal strengths
<b>Spring 2:</b>	Safety and the changing body	Online and personal safety. Lifestyle choices. Risk taking within safety parameters. How the body changes (age and stage appropriate). Basic first aid

<b>Summer 1:</b> Citizenship	Rights and responsibilities. Recycling. Being a responsible, respectful citizen. Human rights. Democracy within local politics
<b>Summer 2:</b> Economic Wellbeing	How banks work. How people earn money and keep their money safe. Saving, budgeting. Loans and borrowing. Careers

At Westminster Primary Academy we allocate 30-45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

### **Monitoring and Review**

The subject leader reviews and monitors the curriculum alongside the Deputy Headteacher who has overall responsibility for the Foundation Subject Curriculum. Book looks and learning walks take place across the year with individual staff being given feedback. Reports are written for SLT.

There is a Quality Improvement Group (QIG) for PSHE where PSHE leads from across the academy trust meet and discuss the curriculum offered and moderate work.

Data collections take place 3 times a year where all class teachers submit teacher assessments on pupils in their class. This is reviewed by SLT and discuss in pupil progress meeting if concerns are raised.

Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

### **Equality**

**This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit

or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

### **Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about</li></ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"><li>• Healthy Me</li><li>• Relationships</li><li>• Changing Me</li><li>• Celebrating Difference</li></ul>

	<p>their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
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<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>

<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
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<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## **Relationship Education at Westminster Primary Academy**

The fundamental teaching of relationship education at Westminster is to provide the building blocks needed to develop positive and meaningful relationships with a focus on friendships, family and relationships within the class, year group, school and wider communities.

All relationship education is done in an age appropriate manner taking understanding into account. Any aspects of education regarding the body and changes to the body are undertaken from a scientific perspective and taught inline with the science National Curriculum. Parents are informed when specific sex education lessons are being taught, ie puberty. They are given the opportunity to view the lesson content and withdraw their child from any non National Curriculum lessons.

Pupils are taught how to take turns, what a good friend looks like, how to be kind, considerate, respectful and honest. Principles of personal space and boundaries are explicitly taught and revisited with individuals, small groups and whole classes as the need arises. Features of healthy, positive friendships and relationships and family relationships are covered progressively through the years alongside conflict resolution and how to recognise and respond to any less positive or unhealthy relationships.

Cyber relationships - how to develop positive ones and how to deal with less positive ones - are taught within our e-safety curriculum that runs alongside our Computing curriculum throughout the year.

Westminster Primary Academy are committed to safeguarding and promoting the welfare of all children. Pupils are taught in an age appropriate manner about their rights and how to protect themselves from any kind of abuse, emotional, physical and mental, and to seek advice and tell an adult immediately should they have any concerns about their choices or actions or those of anyone else around them.