



INSPIRING EXCELLENCE TOGETHER



Personal Social Health Relationship and Economic Education

PSHE Education

Policy 2025

The PSHE Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board

Chair of Local Advisory Board:

K. Mellor

Responsible Officer:

L Leese

Head of School

Agreed and ratified by the Local Advisory Board on:

To be reviewed:

May 2026 or earlier if required

Introduction

Relationships Education and Health Education (covering both physical and mental health) is a statutory requirement from September 2020. Relationships and Sex Education is statutory in **secondary schools** only.

As a First school, we will **not** be teaching any Sex Education. A key development in the statutory guidance is the inclusion of 'online relationships' and 'internet safety and harms', which rightfully recognises the impact the internet and technology has on children's lives in the 21st Century. We deliver the Relationship Education and Health Education 2019, through an effective science, computing and PSHE curriculum.

Intent

Knypersley First School is a wonderful, vibrant community school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence, independence and resilience in an environment, where their efforts are valued.

We enable all children to flourish and throughout their time with us, pupils are empowered to live, work, play and succeed together...

Learning together, Learning for life

We are therefore committed, to ensuring that the emotional and social needs of all our pupils are met. As part of providing a broad and balanced curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives.

We support children to develop the knowledge, skills and the understanding that they need to lead confident, healthy and independent lives and become responsible citizens of the future. We recognise that our school vision, is crucial to this learning and should be at the heart of whole-school development.

As part of a whole-school approach, we aim to deliver a PSHE education (which includes Personal, Social, Health, and Economic education) that is underpinned by the ethos and values of our school and meets the age, maturity and needs of our children. Our PSHE education aims to develop the qualities and attributes that pupils need to thrive not only as individuals, but within a family and as members of our society. Our PSHE education aims to help children and young people develop the skills and enables them to deal with the real-life issues, they face as they grow up. Our PSHE curriculum equips pupils to live a healthy, safe, productive, responsible and well-balanced life. Our PSHE education contributes to their personal development as a core, by helping pupils to build in knowledge, confidence, resilience and self-esteem. Developing the key skills necessary to allow them to identify and manage risk, make more informed choices and understand what and who influences their decisions.

Implementation

PSHE education will be delivered through a combination of planned curriculum opportunities and whole school approaches.

This will take the form of:

- Discrete weekly curriculum teaching time through class assemblies and/or focussed lesson time
- Cross curricular learning opportunities
- Through our science and computing curriculums
- Forest School at Knypersley / within our MAT partnership
- Key Visitors into school
- A broad range of assemblies
- An engaging and enriched curriculum with varied opportunities
- Focus Days / Weeks
- Educational Visits
- MAT opportunities e.g. Subject days
- Class Leadership Roles
- School Leadership Roles

Impact

The impact of our PSHE curriculum is that our pupils, at all stages of their education, are prepared for their life now, and also for their next steps, whether that is moving classes, moving key stage or moving to middle school or alternative setting. We want our PSHE education to not only contribute to pupils emotional, social, health and wellbeing, but to allow them to become resilient, happier and more motivated. We will also influence their cognitive development and learning, particularly our most disadvantaged pupils. PSHE has a very high profile in the life of our school and is at the forefront of whole school initiatives, learning and teaching. It is well resourced in terms of curriculum time, planned opportunities and staff training. Statutory requirements are fully met. Discrimination, including any bullying, is tackled well. Our PSHE education makes a significant contribution to the Prevent agenda and to safeguarding children and young people.

Relationships and Health Education

At Knypersley, we follow the 3D PSHE, from the Dimensions Curriculum Ltd, which covers 3 key themes in Key Stage 1 and 2:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

By following this scheme, it ensures that we have a planned programme of Relationship and Health Education as an identifiable part of our PSHE education. The scheme of work gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills.

Our progressive curriculum teaches the skills needed through our progressive curriculum in each year group from Nursery to Year 4.

EYFS

Learning takes places though their PSED curriculum through following themes-

- Building relationships
- Managing self
- Self-regulation

Health and Wellbeing topics –
KS1 and KS2

- Healthy Lifestyles
- Hygiene
- Growing and changing
- Emotions
- Keeping Safe

Plus, in KS2

- Physical emotional and mental health
- Nutrition and food
- Aspirations
- First Aid

Relationships topics –
KS1 and KS2

- Communication
- Bullying
- Fairness
- Family and friends

Plus, In KS2

- Collaboration
- Similarities and differences
- Healthy relationships

Our Relationships Education also includes elements of the statutory Science curriculum.

National Curriculum Science

Key Stage 1

- a) that animals including humans, move, feed, grow, and use their senses and reproduce.
- b) to recognise and compare the main external parts of the bodies of humans and reproduce.
- c) that humans and animals can reproduce offspring and these grow into adults.
- d) to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- a) that the life processes common to humans and other animals include nutrition, growth and reproduction.

Key Cross-curricular Links: -

EYFS

In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. A big focus of EYFS is self-regulation – managing themselves & building relationships. This is clearly evidenced within every day practise in Nursery & Reception.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE, the children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

In PE, the children learn about the importance of maintaining a healthy lifestyle, to support body and mind. This also develops team work through a wide range of activities.

Key Stage 2

In RE, the children continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

In PE, the children continue to learn about the importance of maintaining a healthy lifestyle, including a balanced diet to support body and mind. This also embeds team work and competitiveness through a wide range of activities.

Information for Parents

The school includes information on PSHE education on the school's website via the curriculum pages and full details are available on request. Parents do not have the right to withdraw from the National Curriculum of science, computing or PSHE lessons.

Child Protection / Confidentiality

Teachers need to be aware that effective PSHE education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In the event of this, the staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the school's Safeguarding Policy (incorporating Child Protection). A member of staff cannot promise confidentiality if concerns exist. (Ref: Keeping Children Safe in Education 2021 Parts 1 and 2)

Links with other policies

This policy is linked with the following policies:

- Equal Opportunities
- Safeguarding including Child Protection
- Confidentiality
- Behaviour
- Anti- Bullying
- E-Safety

These policies can be found on the school's website.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of Visitors

Visitors should complement, but never substitute or replace planned provision. It is the PSHE co-ordinators and teacher's responsibility to plan the curriculum and lessons.

Children with Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of the PSHE curriculum.

Living In a Connected World

Through Relationships Education and Health Education, pupils will be taught about online relationships, being safe (including in a digital context) and online safety and harms. Teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to our pupils' lives supported by our EYFS and 3D PSHE curriculum, computing curriculum and National Online Safety package.

Our curriculum framework provides guidance on supporting children and young people to navigate the digital world safely. This is covered specifically in our 'Safe Zone' topics where we address;

- Copyright and Ownership
- Self-image and identity
- Managing online information
- Privacy and security

It is also covered and addressed in our 'Relationships' and 'Health and Wellbeing' theme. In each area, it describes the skills and understanding children and young people should have the opportunity to develop at different ages and stages.

The objectives we cover, promote the development of safe and appropriate long-term behaviours. It also supports our teachers in empowering our pupils and building their resilience. We aim to give our pupils the information that they need to make good decisions about their own health and wellbeing, which includes teaching children how to be safe online. The impact of social media and the internet can have on their wellbeing. Our curriculum, details the skills and understanding that children should develop as they progress through our school.

Difference and Diversity

Throughout our PSHE curriculum, cross curricular learning and enrichment we will endeavor to promote;

KS1

Show respect for people's similarities and differences.
Know that there are similarities and differences between every child in the class.
Understand that different people have different strengths and they are all important to our group.
Know that different things contribute to our identity including our membership of different groups.

KS2

Know my culture and community.
Express feelings about being included or excluded.
Appreciate diversity, sameness, difference and inclusion.
Discuss what racism, diversity and inclusion mean.
Begin to understand how racist remarks might hurt others' feelings.
Know that name calling is verbal bullying.
I can celebrate being different.
I want to feel that I know more about what are acceptable names to call others.
Begin to know more about racism and know what I can do if I hear or see racist remarks or actions.
Beginning to know more about what are racist and unacceptable attitudes.
Begin to know what are acceptable attitudes to other people.
Enjoy and accept being the same and different.
Know safe adults to approach to discuss problems.

British Values at Knypersley First School

At Knypersley First School, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

Democracy	Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.
Individual Liberty	The free exercise of rights generally seen as outside Government control.
The Rule of Law	All people and institutions are subject to and accountable to law that is fairly applied and enforced.
Mutual Respect and Tolerance of others	The regard for an individual's dignity. Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

We ensure that the fundamental British values are promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of

school life. We have an overview of SMSC and how this will be taught throughout our school and topics.

Spiritual, Moral, Social and Cultural (SMSC) Development

Spiritual, Moral, Social and Cultural development is crucial for individual children, staff and for society and it is our aim to create good local, national and global citizens, who develop good character, resilience and grit.

For our pupils, we will provide and maintain opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour. They will also be guided to develop a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The promotion of pupils' spiritual, moral, social and cultural development is not only promoted throughout the curriculum subjects but also through our day-to-day school routines, assemblies, extra-curricular activities, our Knypersley Principle and school rules, positive behaviour, attitudes and values.

The spiritual development of our pupils will be demonstrated through; their ability to be reflective about their own beliefs, religious or otherwise. This will inform their perspective on life and their interest in and respect for different people's feelings, values and faiths. Their sense of enjoyment and fascination in learning about themselves, others and the world around them. Including the intangible use of imagination and creativity in their learning and their willingness to reflect regularly on their own experiences. We aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experiences;
- develop their capacity for critical and independent thought;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile safe relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

The moral development of our pupils will be demonstrated through; their ability to recognise the difference between right and wrong, and develop their readiness to apply this understanding in their own lives. Alongside, developing an understanding of the consequences of their behaviour. Demonstrating an interest in investigating, and offering reasoned views about moral and ethical issues; through the ability to accept, respect and appreciate others opinions and viewpoints.

The social development of our pupils will be demonstrated through; their use of a range of social skills in different contexts, including working with pupils from different religious, ethnic and socio-economic backgrounds. A willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively. Gain an interest in, and understanding of, the way communities and societies function. A clear acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs.

The cultural development of our children will be demonstrated through; their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Their understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Their interest in exploring, understanding

and respect for cultural diversity. The extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The Learning Environment

As PSHE education, perhaps more than any other subject, works within the real-life experiences of children, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches;

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children sensitively.
- Building on children knowledge and experiences.
- Ensuring that learning is vivid and real, developing understanding through enquiry, group/class discussion and problem-solving.
- Providing a range of opportunities for children to learn, practise and demonstrate skills, attitudes and knowledge.
- Allowing time for children to reflect and consolidate their learning.
- Having high expectations of children's achievement and behaviour.
- Providing differentiated learning opportunities for children with special educational needs.
- Using a variety of groupings, where appropriate.

Evidence of PSHE learning

Our evidence of PSHE will come in a wide variety of ways and will build up throughout topics, themes and over the individual child's school in life. Evidence may include follow up tasks, Evidence Me, classroom displays and pupil voice etc. Feedback and marking within PSHE lessons is delivered in line with our policy.

Promoting Positive Well-Being and Mental Health

At Knypersley First School pupils will also learn how to build their confidence, independence and resilience so they can keep themselves mentally healthy. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe and knowing how and when to ask for help if problems arise are included as part of our PSHE curriculum. We have a range of assemblies throughout the week, positive behaviour goals and achievement focus' throughout the year. We enhance our teaching through Children's Mental Health Week. We strongly believe that a healthy body means a healthy mind' and, therefore, we promote and support children in understanding that good physical health contributes to good mental wellbeing, and vice versa.

We promote the development of healthy living by:

- Active Learning in school e.g. promoting the Bee Active Mile and lunchtime activities/games on the yard.
- Offering a range of extra-curricular clubs.
- Celebrating sporting success through celebration assemblies.

- Celebrating active lifestyles through displays in school.
- Active lunchtimes.
- Leadership opportunities.
- Promoting the use of 'time-to-talk' areas.
- Promoting the use of classroom resources i.e. emotion board, worry monsters, calm corner.

Pastoral Support

We offer a range of support packages provided both internally and external, please refer to our SEHM Graduated Response.

As part of our pastoral programme, we will endeavour to identify and support those pupils who are more vulnerable.

Additional support in school may include:

- Small groups / one-to-one sessions in school building emotional resilience.
- Developing coping strategies.
- Improving social skills through small group work.

Interventions do not aim to solve *all* the pupils' difficulties. It will target the priority need at the time and we will utilise other services to help where and when necessary, such as Visyon, Trailblazers and access to the Mental Health Support Team. We also have quality resources, books and activities that help to build pupils self-esteem, resilience, increase inner calm, manage anger, improve understanding of emotions and encourage positivity.

Growth Mindset / Metacognition

A mindset is simply a belief about yourself. At Knypersley, we feel passionately about empowering our children to have a 'growth mindset' which enables them to love learning and strive to be the very best that they can be. The children's capacity to develop a 'growth mindset' is underpinned by our Knypersley's whole school ethos. It is further developed through whole school assemblies and specific growth mindset lessons.

A Growth Mindset is:

- ✓ A love of learning and a desire to improve.
- ✓ A desire to be challenged.
- ✓ A resilience and willingness to work for a positive result.
- ✓ A belief that with effort and practice you can achieve anything.
- ✓ An understanding that you can learn from your mistakes and failures.
- ✓ Self-motivation and resilience.
- ✓ Being proud of all of your achievements.

Metacognition: Learning to Learn.

Within our school, we use this cycle to support children's learning, it enables the children to understand the importance of learning and supports the children in understanding and using self-regulation.



Equal Opportunities and Entitlement for All

The safety, welfare and well-being of all pupils and staff is a key priority at Knypersley First School. We actively promote values of respect and equality. We work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter middle school and beyond in the world of further study.

PSHE education is a universal entitlement for all children and we expect all children to make the greatest possible progress. This means learning is made accessible to children of all abilities. Our PSHE programme is inclusive and will consider the needs of all pupils and vulnerable groups. Resources are sensitive to the needs and backgrounds of the pupils and will not reflect gender or cultural stereotypes. We commit to challenging discrimination and aim to provide positive information about different groups of people, including LGBTQ+ people that is non-stereotyping. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This is in recognition of the further development of good practice in teaching and learning across the school to support all pupils' learning and the specific support provided for pupils who have difficulties with aspects of reading, writing or spelling.

Roles and Responsibilities

It is the responsibility of the **Head of School** to:

- Ensure that both staff and parents/carers are informed about our Relationships Education policy, and that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach Relationships Education effectively, and handle any difficult issues sensitively.

- To monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of this policy.
- To ensure all adults who work with our children are aware of the school policy and work within its framework.

Relationships Education is led by the **PSHE Subject Leader**, who is a member of the Children First Learning Partnership and therefore a member of the PSHE Association and responsible for the following:

- To attend relevant courses and keep up to date with materials and guidance for PSHE.
- To ensure that the agreed schemes of work are being planned for and delivered across the school.
- To be confident that teachers are fully prepared to deliver the agreed schemes of work effectively to their year group and monitor the children they are responsible for.
- To lead, organise or inform staff and governors of training and current issues within PSHE.
- To provide and maintain appropriate resources.
- To develop an action plan and set targets for change or development.
- To monitor and evaluate this policy in consultation with staff, pupils, parents and governors.

The Role of the Class Teacher:

- To follow and uphold this policy.
- To be responsible for ensuring that the pupils in his/her care are taught thoroughly and purposefully and that the best possible learning environment prevails, where pupils of all abilities can flourish.
- To be responsible for planning the delivery of the agreed schemes of work and assessing the children in their year group.
- To report any concerns about pupils to the DSL or DDSL.
- To ensure any visitors invited into school, to support or enhance our curriculum, deliver within our agreed school policy and programme.

Assessment, Recording and Reporting

Our progressive and coherent curriculum promotes the gaining of new knowledge and skills across each year group

Pupils are expected to show progression and have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them and this will be evidence in a wide range of ways.

In the EYFS, class teachers assess children's development and progress in PSED by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional development objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Children are formally assessed at the end of reception year against the early learning goals.

In Key Stage 1 and 2 class teachers make use of ongoing observations to assess children's progress. Teachers will build up evidence on Evidence Me and in the children's PSHE books. Teachers also include information on pupils' personal and social development within their personal comments on termly / annual reports.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to our pupils and presented in ways that are consistent with the fundamental aims, values and teaching approaches of our PSHE education. The Subject Leader should ensure resources to be used by visitors have been approved by the relevant organisations e.g. PSHE Association, Department for Education. In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Parental and Community Involvement

We believe that a healthy partnership with parents and the community is essential. We wish to build a positive partnership with parents and carers based on mutual understanding, trust and co-operation. Parents are regularly invited to join in events in school, including concerts, sports events, community events and workshops on relevant themes. Parents are regularly informed of events and developments on the school newsletters, on our school Twitter feed and via the school website. Working with parents is a vital part of our whole school approach to PSHE. We inform parents and carers about our PSHE education, policy and practice in school (which includes Relationships and Health Education) through our termly year group curriculum/topic letters, by sharing our 'Learning Intents' on our progression documents. Also through our 'Welcome to the Year Group' meetings. Regular links are also made with local businesses, services and councillors. We also work closely with local churches and members of our local community. Where possible or necessary, we will involve outside agencies e.g. School Nurse, Police Liaison Officer, Local Fire Fighters, etc. We try in every way to develop and enhance all aspects of our curriculum.

Confidentiality

As a school we will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality. Adults must not guarantee unconditional confidentiality.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. Child Line, NSPCC.
- Children and young people are encouraged to talk to their parents or carers and given support to do so.
-

Should a child disclose, in or outside of lessons, the Head of School (Designated Safeguarding Lead) or Assistant Head of School (Deputy Designated Safeguarding Lead) will always be informed and will follow child protection procedures as appropriate. Further details are outlined in our Safeguarding (incorporating Child protection) policy.

Communication/Dissemination of this Policy

This policy document is published on our school website and a paper copy is available on request.

Supporting Documents

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Accessibility Plan
- Health, Safety and Wellbeing Policy
- Computing Policy
- E-Safety Policy
- PE Policy
- RE Policy
- Marking & Feedback Policy
- SEND Policy
- Equal Opportunities Policy
- Safeguarding (including Child Protection) Policy

This policy was drafted by: Martha Sigley

Adopted by Governors on:

Presented to Staff:

Review Date: This policy will be reviewed every two years or earlier if necessary

Version	Review Date	Changes Made
V4	14.4.25	Head of School changed to Head of School
		PSHRE changed to PHSE to represent: Personal, Social, Health, and Economic education
Version	Review Date	Changes Made
V3	10.4.24	CFLP logo changed
		Chair of Gov changed
		Headteacher changed
		Year of policy
		3 key themes in Key Stage 1 and 2
		Our progressive curriculum teaches the skills needed through our progressive curriculum in each year group from Nursery to Year 4.
		Relationships topics
		Curriculum pages
		Linked to E-Safety policy
		Supported by our EYFS and 3D curriculum
		Active Learning in school e.g. promoting the Bee Active Mile and lunchtime activities/games on the yard.

		Removal of -opportunities for healthy mind and body enrichment days in school or MAT.
		please refer to our SEHM Graduated Response.
		Alongside these judgements, teachers use the personal, social and emotional development objectives
		Children are formally assessed at the end of reception year against the early learning goals.
		Teachers will build up evidence on Evidence Me and in the children's PSHE books.

Version	Review Date	Changes Made
V2	3.3.23	3D PSHE scheme from Dimensions Curriculum. Through following this scheme we cover aspects required.
		Updated topics from 3D PSHE scheme.
		Title change – Connected world to Living in a connected world
		Address online safety through our 3D PSHE curriculum, supported by our computing curriculum and NOS package.
		Updated topics from 3D PSHE – referencing 'safe zone' topics
		Addressed through 'Health and Wellbeing' and 'Relationships' theme
		Supporting positive mental health in school – addition of; - Promoting the use of 'time-to-talk' areas. - Promoting the use of classroom resources i.e. emotion board, worry monsters, calm corner.

Version	Review Date	Changes Made
V1	06.05.22	Relationships & Health Education – reference to PSHE Association.
		Key Cross-Curricular links – EYFS - A big focus of EYFS is self-regulation – managing themselves & building relationships. This is clearly evidenced within every day practise in Nursery & Reception. Key Stage 1 - In PE, the children learn about the importance of maintaining a healthy lifestyle, to support body and mind. This also develops team work through a wide range of activities. Key Stage 2 - In PE, the children continue to learn about the importance of maintaining a healthy lifestyle, including a balanced diet to support body and mind. This also embeds team work and competitiveness through a wide range of activities.
		Child Protection & Confidentiality (Ref: Keeping Children Safe in Education 2021 Parts 1 and 2)

		Education for a Connected World - <u>supported</u> by the 'Education for a Connected World' framework.
		SMSC Development - form and maintain worthwhile safe relationships;
		Evidence of PSHE Learning Evidence Me (Previously 2Simple)
		Pastoral Support - access to the Mental Health Support Team.
		Growth Mind Set – Now Growth Mind Set / Metacognition - Learning to Learn. Within our school, we use this cycle to support children's learning, it enables the children to understand the importance of learning and supports the children in understanding and using self-regulation.
		Parental - by sharing our 'Learning Intents' on our progression documents.
		Equal Opportunities and Entitlement for All - including LGBTQ+ people that is non-stereotyping.
		Assessment Recording and Reporting EYFS - Children are formally assessed at the end of reception year in the 3 early learning goals. Key Stage 1 and 2 - Teachers will build up evidence on Evidence Me.