



Contents

- Vision
- Key Learning
- Implementation
- Cross Curricular
- Mental health and Wellbeing
- EYFS
- Assessment
- SEND
- ELSA
- Restorative Practice
- Children's engagement
- Peer mediators
- School Council
- Zones of Regulation
- Transition
- Teaching Mental Health
- SMSC in PSHE
- Oracy in PSHE

As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the PSHE curriculum at St. Lawrence School:

Article 2

All children have these rights, no matter who they are. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.



Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.



Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way (unless it harms or offends other people).



Article 15

You have the right to choose your own friends and join or set up groups (as long as it isn't harmful to others).



Article 16

You have the right to privacy.



Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and they should help you to find and understand

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.



Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.



Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



St. Lawrence Primary School



PSHE Policy

Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 37

No one is allowed to punish you in a cruel or harmful way.



Article 33

You have the right to protection from harmful drugs and from the drug trade.



Article 34

You have the right to be free from sexual abuse.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them too.



As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PSHE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

Vision

At St. Lawrence Primary School we aim to provide a planned Personal Social Health and Economic (PSHE) curriculum that enables our children to become healthy, independent and responsible members of society. PSHE helps children understand how they are developing personally and in relation to others and tackles many of the spiritual, moral, social and cultural (SMSC) issues that are part of growing up. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At St. Lawrence we strive to ensure that by the time children leave our school they will:

- demonstrate kindness and respect towards themselves and others.
- have the courage and ability to try new things, challenge themselves and persevere.
- take responsibility for their actions.
- have a good understanding of how to develop good and healthy relationships with peers and adults.
- have the skills to keep themselves both physically and mentally healthy.
- have an understanding of the physical and mental changes that will occur in their bodies as they grow up.
- have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- be on their journey preparing them for life in modern society.

Key Learning

Our children learn:

- how to stay safe and healthy in body and mind
- how to build and maintain successful relationships
- about the changes that occur in their bodies

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world!'



St. Lawrence Primary School



PSHE Policy

- about rights and responsibilities
- how to be active citizens
- what it means to be a member of a diverse society

Implementation

At St. Lawrence we use a spiral curriculum that revisits themes every two or three years. This enables the children to recall and build upon previous learning, giving them opportunities to consider and develop their understanding of PSHE regularly and at a level that is appropriate for the age and development of the child. We use Islington's scheme of work, *You, Me, PSHE* which includes statutory health and relationships education. The *You, Me PSHE* scheme of work 'reflects modern times, with practical guidance and ideas, assisting teachers in providing our children with the vital and good quality PSHE lessons they are entitled to, to be safer in an ever-changing world.' Important knowledge has been selected for this scheme of work and is reinforced with practical skills.

You, Me PSHE is taught in thematic units containing 3 or 6 lessons, each lasting for 1 hour. Classes complete their learning in many different ways, including the use of discussions, drama, circle time and written activities which are put into each child's individual topic book.

The PSHE curriculum is carefully divided into seven different strands and knowledge and skills taught in each one is reinforced from years 1 through to 6:

- Relationships and health education
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing
- Identity, society and equality

Cross curricular links

Along with our broad and balanced curriculum, there are cross-curricular links with other subjects, such as Computing (E-Safety), P.E (leading healthy and active lives) and Science (nutrition and reproduction). In addition to the meaningful coverage in Relationships and Sex Education lessons included in *You, Me, PSHE*, as well as the resources from *Living and Growing*, we teach aspects of sex education through our science curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, as it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern day society.

At St. Lawrence we aim to provide our children with the skills they need to become healthy and independent members of society. Teaching children how to cook is an important part of our whole school approach to health and wellbeing. It is a perfect tool to captivate and stimulate children's interest and enjoyment of food as well as building self-confidence. Every child in each year group has a yearly cooking class which is based on progressive cooking skills and are appropriate for the age of the children. All Key Stages having cooking lessons where they talk about the impact of healthy eating on their mental health. The school provides the ingredients for the lessons so no child will miss out due to not being able to bring in the ingredients.

Mental Health and well-being

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



St. Lawrence Primary School



PSHE Policy

Positive Mental Health and Wellbeing is a recurring strand and specifically taught in PSHE lessons, following *You, Me, PSHE*:

Foundation Stage: Pupils work on a 'Treasure Box for Feelings'. There is continuous talking about and teaching of emotions using stories such as 'The colour Monster'. A lot of daily parent engagement at the gate as well as through photos, home books, 'Stay and Play' sessions, aid a good sense of wellbeing in the children. There is also use of visual timetable and other visuals to create a sense of safety.

Year 1: Children are explicitly taught the 'Zones of Regulation' in Term 1. These zones will be referred to throughout their time at St Lawrence School. Children learn how to name different feelings, how people might feel different in the same situation. They learn to Identify changes in your body for different feelings and find strategies for how to manage emotions such as in times of change and loss (pets).

Year 2: Here, pupils learn about friendships: how to make and keep friends, identifying what makes a good friend and demonstrating how to care for someone. They also focus on who can help when problems arise.

Year 3: Strengths and Challenges: Pupils learn about celebrating achievements and personal goals, dealing with put-downs (or put ups), recognising what is special about themselves and others and finding positive ways to deal with setbacks.

Year 4: Puberty – SRE: pupils explore feelings, emotions, behaviour and relationships.

Year 5: Pupils learn about: a wide range of emotions and feelings and how these are experienced in the body, about times of change and how this can make people feel and about the feelings associated with loss, grief and bereavement in the unit, 'When things go Wrong'.

Puberty - SRE: Pupils are taught about changes in the body and hormones.

Year 6: Pupils learn what mental health is, what affects it, and that mental health fluctuates. They explore what support to find (Kooth and other different agencies, phone numbers, trusted friends, who can you go to talk to). Pupils understand that Mental Health is affected by nutrition and exercise, routine, sleep, gut bacteria. Triggers. Stress etc.

In individual classes teachers make use of peer massage, varying breathing and relaxation techniques, brain breaks as well as mental health and wellbeing check-ins (i.e.: rating your feelings at the start of your day or after breaktimes).

Mental Health and Wellbeing is also taught for half a term in the Key Stage assemblies. Children are taught about how to maintain positive Mental Health as well about Mental Health difficulties and what to do when someone suffers from Mental Health problems. Pupils apply the Zones of Regulations (see below) and learn what to do and who to go to when they feel overwhelmed and dysregulated. Pupils are regularly reminded of the Zones of Regulation, as well as who are the emotional literacy experts (ELSAs) in our school and who is in charge of Safeguarding.

Personal, Social and Emotional Development in the Early Years Foundation Stage

There are three strands within the prime area of PSED in the EYFS:

- self-regulation
- managing self
- building relationships

PSED is a very important part of EYFS and runs through most of what we do. This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings and co-operation.

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



PSHE Policy

Assessment

Assessment opportunities are built into each unit of You, Me, PSHE. In You, Me PSHE children write about what they already know about the topic and once it has been completed they then write all the new things they have learnt about it. This allows teachers to evaluate and assess progress, giving them the opportunity to focus on any gaps the children may have. In all You, Me PSHE units, lessons build on from each other. Teachers will use questioning and discussions to refer back to previous lessons to remind children of prior learning and check they have understood and retained information. They will delve deeper into specific areas if knowledge is lacking or to correct misconceptions, before continuing on with the lesson.

In order to be confident in the impact of PSHE across the whole school community, the PSHE leader will monitor the subject through gathering evidence of written activities and photographs and through ongoing discussion with colleagues.

We promote our core values of independence, success and responsibility and children are praised by adults and their peers when they demonstrate them. We celebrate children's development through using these core values by awarding star of the week which are given out by the Headteacher during whole school assemblies.

Special Educational Needs and Disability (SEND)

We ensure that all children are given the opportunity to be understood and supported in the best way possible. We have regular SEND training for adults and provide opportunities for all children to develop a better understanding of their peers' needs and equip them with the means to support SEND children in their class and throughout the school. This is done through activities including Autism and ADHD awareness and celebration assemblies, discussions and providing opportunities for children to ask questions.

All staff are committed to providing for the needs of all children in a wholly inclusive environment.

ELSA

ELSA stands for Emotional Literacy Support Assistant. ELSA supports in schools is project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.

The role and title of ELSA may only be taken by someone who:

- Has attended a full ELSA training course
- Regularly attends supervision groups led by educational psychologists
- Currently, are developing bespoke programmes to support the emotional needs of children in their school

ELSAs are trained to plan and deliver programmes of support to pupils in the school who may be experiencing temporary or long term additional emotional needs. A lot of work that ELSAs do will be on an individual basis with one child, however, there are cases where group sessions may be appropriate such as when working on social skills or friendship skills.



St. Lawrence Primary School



PSHE Policy

In St Lawrence School, we currently have three trained ELSAs. A child needs a referral from the class teacher or the SENCo to get ELSA intervention.

Restorative Practice

Restorative practice, such as peer mediation (for lower-level incidents) and adult lead restorative practice (for the more complex cases), is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful and takes a restorative approach to resolving conflict and preventing harm.

Children's Engagement

We engage children actively in the life of the school so that they have a voice and a role to play in its development. This participation is one of the ways St. Lawrence promotes the values of tolerance of others, mutual respect and enables children to begin to explore democracy, the rule of law and individual liberty.

We have a range of opportunities for children to become involved in the life of the school and to have their feelings, thoughts and ideas heard.

Peer Mediators

We have a team of committed children who support other children to engage with each other at play times and to develop social awareness about the needs of others. All Peer Mediators are trained and must make an application as part of a rigorous selection process. Selected children are supported by an adult and have completed a training course involving skills in listening & communication, problem solving, supporting others, working in a team and confidentiality. Peer Mediators help resolve the lower level and everyday problems that may occur on the school playground. They will have been given a high viz jacket to make themselves recognisable in the outside areas.

School Council

Children have an official voice in the school through the School Council. Each class has an elected representative who takes issues arising from class discussions to the School Council meetings. The children organise and run the meetings but an adult is in attendance to support them and to communicate issues to staff.

The School Council allows St. Lawrence children to learn about citizenship and democracy, while also having a real impact on decision making in the school. We want them to be involved in every aspect of school life, ensuring they are included in policy writing, making decisions about their own learning and the overall running of the school.

Zones of Regulation

Zones of Regulation is an approach used at whole school level, to support the development of self-regulation in children. The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. Children are

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



PSHE Policy

taught how to create a self-regulation toolkit. Children who are well regulated, are able to be in the appropriate zone at the appropriate time.

Transition

To ensure that children in Year 6 are ready for secondary school we start the transition process early. Children are given opportunities to discuss their questions and potential anxieties with the prospective school's form tutor or transition manager. Besides the two transition days in July, children who are highlighted as needing more support will be given opportunities throughout the Spring and Summer Term to make extra visits to their new schools and meet their new teachers.

- Opportunities are created throughout the year for questions to be answered
- Some year 7 example lessons are taught by the class teacher
- Form tutors come to visit the children to introduce themselves, talk about what the children can expect when they get to their secondary school and answer any questions the children may have.

For those children with SEND, transition books may be co-created by the child and the SENCo and the children are given the opportunity to visit their new school a number of times with an adult from St. Lawrence.

Teaching Mental Health

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental Health (Taught in PSHE lessons)	On entry data – levels of wellbeing – treasure box for feelings – continuous talking about and teaching of emotions. Stories such as 'The colour Monster'. A lot of daily parent engagement. Photos, home books, Stay and Play sessions. Visual timetable and other visuals for sense of safety.	Zones of Regulation Term 1 Naming different feelings, How someone might feel different in the same situation. Identifying changes in your body for different feelings. Strategies on how to manage emotions. Change and loss (Pets)	Friendship. Identifying what makes a good friend. Demonstrate how to care for someone. Making and keeping friends. Who can help when problems arise	Strengths and Challenges: celebrating achievements and personal goals. Dealing with put-downs (or put ups) Recognising what is special about themselves and others. Positive ways to deal with set-backs.	Puberty – SRE feelings, emotions, behaviour and relationships	<ul style="list-style-type: none"> • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement SRE: Changes in the body and hormones	Pupils learn what mental health is. Support to find: Kooth and other different agencies, phone numbers, trusted friends, who can you go to talk to. Mental health fluctuates. What affects mental health – nutrition and exercise, routine, sleep, gut bacteria. Triggers. Stress cross curriculum, light. Stigma

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



St. Lawrence Primary School



PSHE Policy

						'When things go wrong'	
Mental Health (Wider provision)	Trained ELSA in YR for whole class, small groups and 1:1 Peer Massage Idea: Zones of Regulation?	Stories such as Worry Monster and Bag of Worries. 1:1 ELSA. Idea: Feeling wheels	Big Problems, Little Problems (how important is it) 8:30-8:45 Settling in with play EWO Keeping Safe Books (Bag of Worries) ELSA Science: Balanced Diets.	Shout out box with kind messages. Breathing exercises. Jo Wicks	Scoring lunchtime from 1-10, write down if low and get a chat or peer mediation. Mental health to be addressed across curriculum	Quiet club Elsa trained TA Check in with numbers Empathy and prejudice	In science (drugs and alcohol etc) ELSA trained TA Cross curricular work on feelings, Empathy and prejudice. How people can be manipulated. Death and bereavement (RE) Living eulogy, Sex Ed, changes, relationships and emotions. FGM not done Showing emotions in ART, 'Scream' Poetry – depression and sadness. Friendship, loss and redemption in books. 'Who I am makes a difference'
<p>ELSA, Peer mediation, Conflict resolution, Mindfulness classes, guided meditations, breathing exercises, brain breaks, fit bits, weekly mile. Sports bugs, Art Club, Skipping club, all child led clubs, anti bullying ambassador, school council, chess club (Y3/4), Choir, Musical instruments in playground. Zones of Regulation (training needed), Rights of the Child – and responsibility, assembly (collective belonging), mental health week, Anger management, Special Needs. assemblies, Anti Bullying week. Reflective spaces and KS2 Church visits. Buddies and talk partners (change seats) Sensory Area needed. How the brain works. Class charter and rules, visits and trips, sense of community (inviting people from community into school), sports teams, Singing in assemblies. . Outside school achievements celebrated, (visual) timetables and the narrative around that. Transition meetings and support into different Year groups and schools. E-safety weekly starters. Jo Carter assemblies</p>							

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



SMSC in PSHE

Cultural Development

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

Social Development

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.
- Participate in the wider life of the school.
- Use solution focused techniques to resolve conflict.]

Spiritual Development

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Reflect on experiences.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.

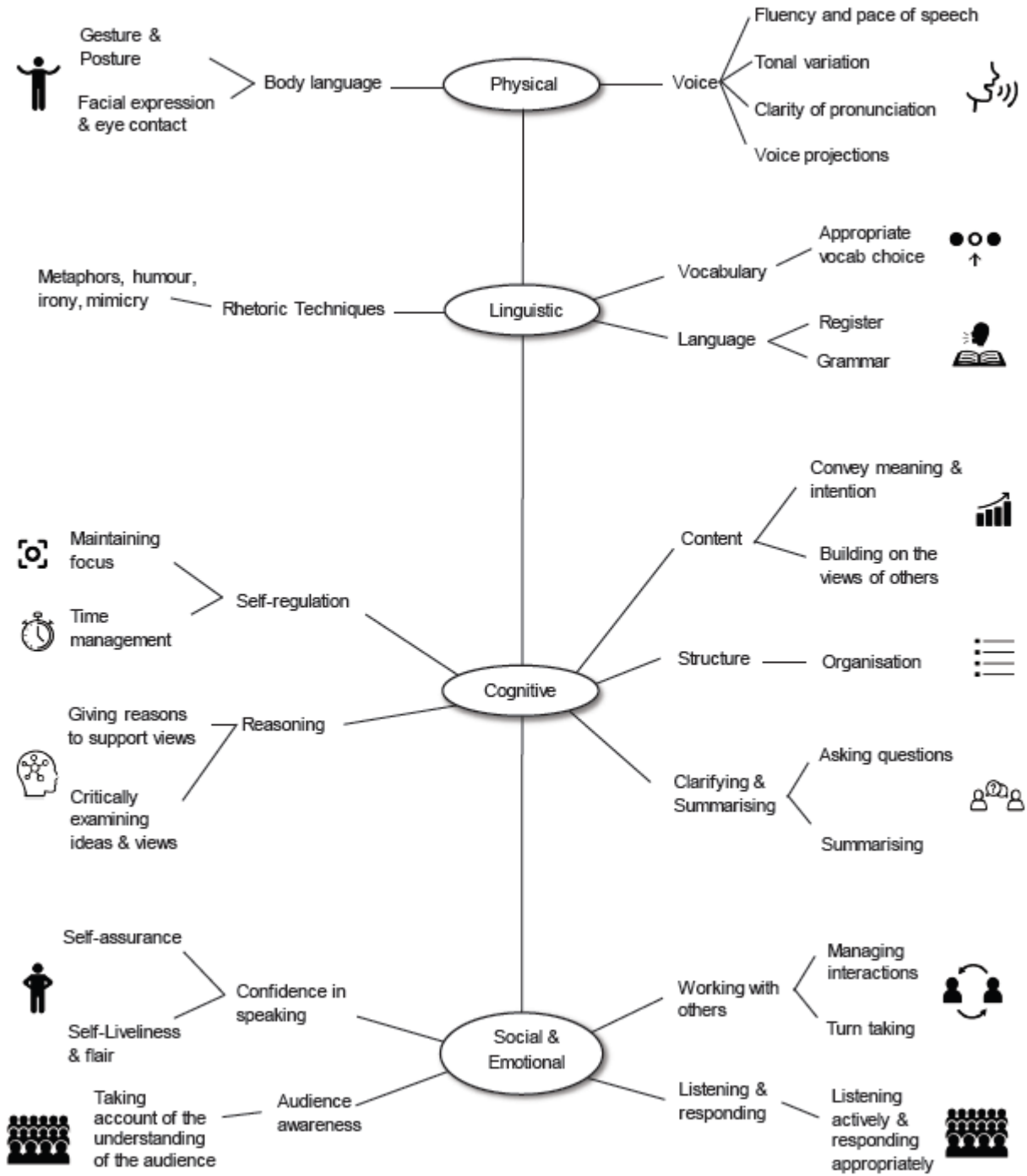
Moral Development

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the resilience to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.

Oracy Graphic Organiser



“Get talking in class”



This work, "Oracy Framework" © Voice 21 2020 developed in partnership with Oracy Cambridge, used under CC BY-NC-SA 4.0 is licensed under CC BY-NC-SA 4.0 by MAYFLOWER COMMUNITY ACADEMY.

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



PSHE Policy

Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Because you have... • Your work has had the effect of... • You have improved how... • I notice that you... • This means that... | <ul style="list-style-type: none"> • When you... it made me... • Your use of... in order to... • I enjoyed the part where... • The part where you... has had the effect of... |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> • Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ... 	<ul style="list-style-type: none"> • I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|---|--|
| <ul style="list-style-type: none"> • Thank you, I agree that...because... • I can see why you've said that... • I actually disagree with you because... • I have now... the effect this has had is... | <ul style="list-style-type: none"> • Now that I've had time to reflect... • I agree with your comment that... because... • Now that you've pointed it out... • You've helped me to understand... |
|---|--|



Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

<p>Tier 3</p>	<p><u>Subject specific words:</u></p> <p>These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:</p> <p><i>estuary, alliteration, igneous...</i></p>
<p>Tier 2</p>	<p><u>Focus words:</u></p> <p>These will be common words that are found across subjects. These will need direct teaching, such as:</p> <p><i>contradict, circumstance, precede, retrospect...</i></p>
<p>Tier 1</p>	<p><u>Everyday words:</u></p> <p>These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:</p> <p><i>warm, dog, tired, run, table, flower....</i></p>



For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind



	<h3>Talking like a Citizen Sentence Stems</h3>	
<ul style="list-style-type: none">• I liked / I disliked...• I think that...• I feel...		
<ul style="list-style-type: none">• I agree / disagree with your suggestion of...• I felt the most inspired when...• We worked together best as a team when we...• We found it difficult when...• During this activity, I felt... because		
<ul style="list-style-type: none">• I found the..., a particular struggle / strength...• The strengths / weaknesses of our work were...• An advantage / disadvantage of this work was...• To improve your mood, I would suggest...• I feel the emotion of..., because.... impacted on me positively / negatively.• Working in teams has meant that...• Overall, I think that...has led...to respond in this way		
<ul style="list-style-type: none">• Personally, I found this activity..., therefore...• Mentally, I found this activity the most demanding, as...• After careful evaluation, I now feel that... would make the most difference.• I have considered both sides of the argument and have concluded...• Although I respect your opinions, I personally believe that...• Collaboratively, we felt that...• The impact of this activity has made me feel..., which has surprised me, as...		



St. Lawrence Primary School



PSHE Policy

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	January 2023	Astrid Jansen and Katie de la Cloche	Draft			
0.2	May 2023	Astrid Jansen and Katie de la Cloche	Adding wellbeing and mental health detail	Amory Charlesworth and then staff		
0.3	May 2024	Amory Charlesworth	Adding mental health progression and Oracy	Whole Staff	Whole Staff	May 2024

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.