

PSHE POLICY



Wells Park School

Hope  Joy  Belonging  Love 

Approved by:	Governing body	Date: March 2020
Last reviewed on:	May 2025	
Next review due by:	May 2027	
Policy	To be reviewed 2 yearly	

For further information and Trust wide policies, please see www.beckmeadtrust.org

Introduction

Wells Park **School** serves children with a wide range of Social, Emotional and Mental Health (SEMH) needs. Many of our learners have experienced disrupted schooling and arrive at different stages of development compared with their mainstream peers.

Our holistic offer integrates **education and care**, adapting to each learner's profile of needs. We address barriers—emotional, social, academic and developmental—so every child receives targeted, evidence-informed support. We believe all pupils deserve a rich, meaningful curriculum that nurtures their potential as pupils **and** future citizens.

With a focus on resilience, emotional wellbeing and essential life skills, our curriculum prepares pupils for their next steps **and** for life beyond school. Progress looks different for each child, but our ambition is the same: to empower every learner to explore, grow and succeed—guided by our values of **love, joy, hope and belonging**.

Skills 4 Life (Explorer, Independence, Health, Leadership, Belonging, Safety) runs through PSHE as a visible framework for recognising, practising and celebrating personal development and life skills.

Contents

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3. What impact do we want from PSHE for our pupils?
4. How is PSHE delivered at Wells Park School?
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6. How do we use outside agencies?
7. How do we assess and monitor PSHE?
8. What PSHE Programme of Study do we deliver?

Appendix 1: Curriculum map (including Skills 4 Life badge links)

This policy is a working document that provides guidance and a secure framework for staff.

1. How was the content decided?

- Whole-school **needs assessment** (pupil voice, staff input, behaviour/wellbeing data).
- Consultation with **staff, pupils, parents/carers, governors** and external partners.
- National guidance: **Relationships Education and Health Education statutory guidance (revised July 2025; implementation by Sept 2026); KCSIE 2025; Ofsted Education Inspection Framework (from Nov 2025); Section 78 Education Act 2002.** [Legislation.gov.uk+4GOV.UK Assets+4GOV.UK+4](#)
- Alignment with the **PSHE Association Programme of Study (KS1–2)** to structure non-statutory PSHE content across three core themes. [pshe-association.org.uk+1](#)

Who is this policy for? Staff, parents/carers, governors and visitors.

Linked policies: RSHE Policy (primary), Safeguarding/Child Protection (KCSIE-aligned), Online Safety/AUP, Behaviour/Anti-Bullying, Inclusion/SEND, Careers (primary awareness), Equal Opportunities.

2. Why do we teach PSHE at Wells Park School?

- To equip pupils to live healthy, safe, productive and responsible lives—**now and in the future.**
- To reduce barriers to learning for pupils with SEMH needs via a **planned, developmental** curriculum.
- To meet duties under **Section 78 Education Act 2002** (SMSC; preparation for adult life) and to deliver statutory **Relationships Education and Health Education** (with any **sex education** we choose to teach at primary set out in the RSHE policy and parent-engagement process). [Legislation.gov.uk+1](#)
- To develop personal development in line with the **Ofsted framework** (from Nov 2025). [GOV.UK](#)

Skills 4 Life integration:

- **Belonging** (relationships, inclusive culture), **Safety** (online/offline safety; help-seeking), **Health** (physical/mental health), **Independence** (self-regulation, daily living skills), **Leadership** (pupil voice/service), **Explorer** (careers/aspirations, community & environment).

3. What impact do we want for pupils?

By the end of KS2, pupils will:

- Understand and apply knowledge/skills for **health, relationships, safety** (including online), and **living in the wider world** (money basics, community, environment). [GOV.UK Assets](#)
- Show improved **self-regulation, confidence and resilience** consistent with their SEMH profiles.
- Make safe, informed choices; identify/manage risk; seek help appropriately (link to **Safety** badge).
- Contribute positively to school/community life (link to **Leadership/Belonging** badges).
- Demonstrate growing **independence** in self-care, organisation and decision-making (link to **Independence/Health** badges).

We capture this through **Skills 4 Life badges**, PSHE assessment evidence, and case studies.

4. How is PSHE delivered at Wells Park School?

We provide learning that:

- Is accurate, relevant, **age- and stage-appropriate**, and sequenced in a **spiral curriculum**. pshe-association.org.uk
- Is inclusive and SEND-responsive (differentiated content, visuals, overlearning, scaffolded talk; **reasonable adjustments**).
- Embeds **trauma-informed** practice and routines that support regulation.
- Uses pupil voice (School Council), community data and safeguarding themes (e.g., online safety from **KCSIE 2025**) to prioritise content. [GOV.UK Assets](https://gov.uk/assets)
- Converts knowledge into personal understanding and **practised skills** via role-play, social stories, outdoor learning and our **Skills 4 Life** award activities.

Timetabling & entitlement:

- Discrete PSHE/RSHE lessons weekly (or equivalent), plus cross-curricular links (e.g., science: health; computing: online safety).
- Regular **Safety/Belonging/Independence** badge challenges embedded in class and enrichment (e.g., travel training on site, farm/forest activities, digital citizenship tasks).
- Parent engagement (curriculum maps, opt-in detail for any **sex education** offered beyond statutory Relationships Education).

5. What resources do we use?

We quality-assure for inclusivity, accuracy and age-appropriateness. Typical sources include:

- **PSHE Association** planning and assessment materials (KS1–2). [pshe-association.org.uk](https://www.pshe-association.org.uk)
- DfE **RSHE statutory guidance** (July 2025, for implementation by Sept 2026). [GOV.UK Assets](#)
- **KCSIE 2025** (online safety & safeguarding threads). [GOV.UK Assets](#)
- Reputable charities/agencies (e.g., **CEOP/Thinkuknow, NSPCC, NHS**), adapted for SEMH and primary.
- **Skills 4 Life** badge booklets/cards and tracking sheets.

6. How do we use outside agencies?

- Visitors are invited for **specific expertise** (e.g., online safety, health), work **within our scheme**, and **do not replace** the class teacher's role.
- All sessions are planned with staff, **supervised** by staff, and evaluated for impact; safeguarding checks are in place in line with **KCSIE 2025**. [GOV.UK Assets](#)

7. How do we assess and monitor PSHE?

- **Baseline** tasks establish starting points; **AfL/AoL** built into sequences.
- Evidence through books/folios, observation notes, pupil reflection, **Skills 4 Life badge achievements**, and short progress narratives.
- Reporting to parents aligns with other non-core subjects; **RSHE coverage** and key outcomes are shared.
- Monitoring: planning scrutiny, learning walks, pupil voice, and safeguarding theme audits (e.g., online safety taught, help-seeking displayed).
- **Leaders evaluate impact against Ofsted personal development expectations and school priorities.** [GOV.UK](https://www.gov.uk)

8. What Programme of Study do we deliver?

Our PSHE follows the three core themes (KS1–2): **Health & Wellbeing; Relationships; Living in the Wider World**, ensuring all **statutory Relationships Education and Health Education** content is secured across KS1–2 (see RSHE policy for specifics, including any optional sex education). [GOV.UK Assets+1](https://gov.uk/curriculum/pshe)

Skills 4 Life alignment (examples):

- **Health:** managing emotions, sleep, hygiene, physical activity → **Health badge.**
- **Relationships:** kindness, consent in friendships, respectful behaviour, anti-bullying → **Belonging badge.**
- **Living in the Wider World:** money basics, responsibilities, community and environment → **Explorer badge.**
- **Safety:** road/online/fire/water safety; telling a trusted adult → **Safety badge.**
- **Independence:** organisation, problem-solving, following routines → **Independence badge.**
- **Leadership:** pupil voice, eco/council roles, peer support → **Leadership badge.**

Statutory & guidance references (current, primary)

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE statutory guidance (revised July 2025);** implementation from **1 Sept 2026** (use for planning now). [GOV.UK Assets+1](#)
- **Keeping Children Safe in Education 2025** (in force **1 Sept 2025**). [GOV.UK Assets+1](#)
- **Education Inspection Framework – for use from Nov 2025** (personal development/wellbeing). [GOV.UK](#)
- **Education Act 2002, s.78** (balanced curriculum; SMSC; preparation for adult life). [Legislation.gov.uk](#)
- **PSHE Association Programme of Study (KS1–5)** (non-statutory PSHE structuring). [pshe-association.org.uk+1](#)
- Links are made with relevant subjects to provide consistency and consolidation (e.g. Science / Computing / P.E. / RSE)

Appendix 1: Curriculum Map

PSHE National Curriculum Objectives Combined with The Wall/Six Core Strengths Objectives

Autumn 1: Belonging — Attachment: Making Relationships	Skills 4 Life
To enjoy the company of another individual.	Belonging
To enjoy positive trusting relationships with familiar adults.	Belonging
To identify people that are special to me (EYFS).	Belonging
To enjoy positive trusting relationships with familiar adults.	Belonging
To keep appropriate eye contact.	Belonging; Independence
To feel comfortable when meeting someone new.	Belonging; Independence
To know what to do when meeting someone new.	Belonging; Independence
To be aware of my personal space (Yr2).	Safety; Belonging
To respect others' personal space (Yr2).	Safety; Belonging
To understand what kind of physical contact is appropriate and how to respond (Yr3).	Safety; Belonging
To share adults' time.	Belonging
To understand and recognise that I belong to various groups/communities such as family and school (EYFS).	Belonging; Leadership
To recognise that they share a responsibility for keeping themselves and others safe (When to say 'yes' 'no' 'I'll ask' 'I'll tell') (EYFS).	Safety; Independence

Autumn 2: Hope — Self-Regulation: Containing Impulses	Skills 4 Life
To understand what intense feelings feel like in my body (Yr1).	Health; Independence
To recognise and name intense feelings in my body.	Health; Independence
To identify when and why intense feelings may be triggered.	Health; Independence
To seek help before I feel distressed.	Safety; Health
To describe the downstairs and upstairs parts of my brain.	Health
To understand what happens to the downstairs and upstairs parts of my brain when I get stressed.	Health
To identify stressors that impact my behaviour.	Health; Independence
To identify stressors that impact my mood and energy level.	Health; Independence
To describe what it feels like when I am calm and focused (Yr4).	Health
To identify what I need to feel calm and focused (Yr1).	Health; Independence
To identify what strategies help me when I feel stressed.	Health; Independence
To use own strategies when feeling stressed.	Health; Independence
To communicate my feelings to others (Yr1).	Belonging; Independence
To recognise what is fair/unfair, kind/unkind, right/wrong (Yr1).	Belonging; Leadership
To understand rules to keep physically safe (roads, environments, ICT; secrets vs surprises) (Yr1).	Safety

Spring 1: Love — Affiliation: Being part of a group	Skills 4 Life
To contribute confidently in a group.	Leadership; Belonging
To listen carefully when the adult is speaking (EYFS).	Belonging; Independence
To listen carefully when my peer is speaking (EYFS).	Belonging; Independence
To recognise others' skills and attributes.	Belonging; Leadership
To give compliments appropriately.	Belonging; Leadership
To wait my turn.	Independence; Belonging
To respond appropriately to feelings of disappointment.	Health; Independence
To respond in a healthy way if my viewpoint is disagreed with.	Health; Independence
To respond appropriately to winning and losing a game.	Health; Belonging
To suggest appropriate games with peers.	Leadership; Belonging
To share toys and games (EYFS).	Belonging
To understand that feelings and bodies can be hurt (Yr2).	Safety; Health
To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage (Yr6).	Belonging; Safety

Spring 2: Joy — Attunement: Being aware of others	Skills 4 Life
To recognise when others are upset or unhappy (Yr1).	Belonging
To understand how my words and actions impact on others (EYFS/Yr3).	Belonging; Leadership
To identify what stressors impact others.	Belonging
To figure out ways to help a friend who is feeling distressed (Yr3).	Belonging; Leadership
To recognise and celebrate my peers' strengths and interests.	Belonging; Leadership
To understand the need for rules and expectations (Yr6).	Safety; Leadership
To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (Yr6).	Safety; Belonging; Leadership
To follow the rules and expectations.	Safety; Independence
To understand how and when to apologise.	Belonging; Leadership
To apologise without prompting.	Belonging; Leadership; Independence
To recognise when my peer is experiencing big feelings and respond appropriately.	Belonging; Health

Summer 1: Belonging — Tolerance: Accepting differences	Skills 4 Life
To express empathy towards others' feelings (Yr3).	Belonging
To express empathy towards others' actions.	Belonging
To express empathy towards others' thoughts.	Belonging
To show an interest in others' values and interests.	Belonging; Explorer

To accept and forgive when others make a mistake.	Belonging; Health
To acknowledge and understand others' viewpoints even when different from their own (Yr5).	Belonging; Leadership
To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise (Yr5).	Leadership; Independence

Summer 2: Hope — Respect: Finding value in differences	Skills 4 Life
To feel happy about myself.	Health
To acknowledge what I am good at.	Health; Independence
To recognise positive attributes about myself.	Health; Independence
To accept praise and compliments without dysregulation (Yr4).	Health; Independence
To accept feedback about something that is difficult.	Health; Independence
To give a peer appropriate feedback (Yr2).	Leadership; Belonging
To recognise when others need help and act on it (Yr5).	Leadership; Belonging
To identify and respect the differences and similarities between people (Yr1).	Belonging
To think about the lives of people living in other places and people with different values and customs (Yr3).	Explorer; Belonging
To recognise and challenge stereotypes (Yr4).	Leadership; Belonging; Safety

Autumn 1: Belonging Attachment: Making Relationships	Autumn 2: Hope Self-Regulation: Containing Impulses.	Spring 1: Love Affiliation: Being part of a group.	Spring 2: Joy Attunement: Being aware of others	Summer 1: Belonging Tolerance: Accepting differences.	Summer 2: Hope Respect: Finding value in differences.
To enjoy the company of another individual. To enjoy positive trusting relationships with familiar adults. To identify people that are special to me. (EYFS) To enjoy positive trusting relationships with familiar adults. To keep appropriate eye contact. To feel comfortable when meeting someone new. To know what to do when meeting someone new. To be aware of my personal space. (Yr2)	To understand what intense feelings feel like in my body. (Yr1) To recognise and name intense feelings in my body. To identify when and why intense feelings may be triggered. To seek help before I feel distressed. To describe the downstairs and upstairs parts of my brain. To understand what happens to the downstairs and upstairs parts of my brain when I get stressed. To identify stressors that impact my behaviour.	To contribute confidently in a group. To listen carefully when the adult is speaking. (EYFS) To listen carefully when my peer is speaking. (EYFS) To recognise others skills and attributes. To give compliments appropriately. To wait my turn. To respond appropriately to feelings of disappointment. To respond in a healthy way if my viewpoint is disagreed with. To respond appropriately to winning and losing a game. To suggest appropriate games with peers.	To recognise when others are upset or unhappy. (Yr1) To understand how my words and actions impact on others. (EYFS/Yr3) To identify what stressors impact others. To figure out ways to help a friend who is feeling distressed. (Yr3) To recognise and celebrate my peers' strengths and interests. To understand the need for rules and expectations. (Yr6) To realise the nature and consequences of discrimination, teasing, bullying and aggressive. (Yr6)	To express empathy towards others' feelings. (Yr3) To express empathy towards others' actions. To express empathy towards others' thoughts. To show an interest in others values and interests. To accept and forgive when others make a mistake. To acknowledge and understand others' viewpoints even when they are different from their own. (Yr5) To develop strategies to resolve	To feel happy about myself. To acknowledge what I am good at. To recognise positive attributes about myself. To accept praise and compliments without dysregulation. (Yr4) To accept feedback about something that is difficult. To give a peer appropriate feedback. (Yr2) To recognise when others need help and act on it. (Yr5) To identify and respect the differences and similarities between people. (Yr1)

To respect others personal space. (Yr2) To understand what kind of physical contact is appropriate and how to respond. (Yr3) To share adults time. To understand and recognise that I belong to various groups and communities such as family and school. (EYFS) To recognise that they share a responsibility for keeping themselves and others safe (When to say 'yes' 'no' 'I'll ask' and 'I'll tell) (EYFS)	To identify stressors that impact my mood and energy level. To describe what it feels like when I am calm and focused. (Yr4) To identify what I need to feel calm and focused. (Yr1) To identify what strategies help me when I feel stressed. To use own strategies when feelings stressed. To communicate my feelings to others. (Yr1) To recognise what is fair and unfair, kind and unkind, what is right and wrong (Yr1) To understand the rules for ways to keep physically safe (Roads, environments	To share toys and games. (EYFS) To understand that feelings and bodies can be hurt. (Yr2) To be aware of different types of relationships, including those between friends and families civil partnerships and marriage. (Yr6)	To follow the rules and expectations. To understand how and when to apologise. To apologise without prompting. To recognise when my peer is experiencing big feelings and respond appropriately.	disputes and conflict through negotiation and appropriate compromise. (Yr5)	To think about the lives of people living in other places and people with different values and customs. (Yr3) To recognise and challenge stereotypes (Yr4)
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	ICT, difference between secret and surprises) (Yr1)				
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6 core strength and national curriculum

6 core strength

National Curriculum