

FOX WOOD SCHOOL



PSHE POLICY

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AIMS

Personal, social and health education (PSHE) give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning, health, social, personal and economic wellbeing. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about the responsibilities, rights and duties as individuals and members of the communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

CURRICULUM & PLANNING

Long term plans for PSHE follow the PSHE Association Framework for Pupils with SEND (key stages 1-4). Units are mapped across Key Stages 1-4 to ensure sufficient coverage of all topics as pupils progress through school. Learning objectives are informed by this framework and evidence is gathered using EfL. This policy includes the curriculum mapping by class for PSHE and RSE (see annex 1). KS 3 and 4 pupils also cover PSHE in ASDAN and personal progress accreditation.

PROVISION FOR FOUNDATION STAGE

Pupils will be taught to achieve the Early Learning Goals for personal, social and emotional development that include self-confidence and self-awareness, managing feelings and behaviour and making relationships. These will be taught as part of cross curriculum topics and themes and during structured practical learning opportunities such as feeding at lunchtimes, dressing during PE lessons and toileting breaks.

RESOURCES

The PSHE lead will purchase suitable resources to enhance the delivery of the subject. These will reflect differences in culture, religion, gender and ability in our community, as well as supporting the scheme of work. Resources are located in the resource cupboards (for specific topics) and in the resource cupboard in the primary department.

ICT PROVISION

Pupils will access some aspects of the PSHE Curriculum through ICT, for example, educational videos, internet research and computer programmes, as appropriate and under staff supervision. The PSHE curriculum encompasses internet safety and the wider, more modern issue of cyber safety, phone safety, online safety and where to go for help.

CROSS CURRICULAR TEACHING

At our school, PSHE is a vital part of our holistic curriculum, designed to meet the unique needs of all our pupils through a personalised and inclusive approach. We recognise that our pupils benefit from clear, structured learning delivered at a pace and level appropriate to their individual development. PSHE is embedded across school life, supported by key initiatives such as *Kindness Champions*, who promote empathy, respect and positive relationships among peers, and *Shine Time*, which celebrates personal achievements and emotional wellbeing. Events such as *Disability Awareness Day* help foster understanding, acceptance, and pride in individual identity and difference. PSHE skills are taught throughout the school day through personalised IEP work, school council, sports, group work, lunch time, play/break time and individual work. Through these initiatives and our differentiated teaching strategies, we ensure pupils gain the knowledge, skills and values they need to lead safe, healthy and fulfilling lives. We work closely with families to ensure content is appropriate, meaningful, and aligned with both statutory guidance and the lived experiences of our pupils.

PSHE is also taught within Personal Development lessons at Fox Wood School and it underpins other subjects taught within the curriculum, e.g. human reproduction in science, sharing and friendships in RE and family units from various cultures in geography.

PSHE sessions can be taught individually to pupils if required (for example, at parent request or as a result of an SEMH panel referral). It will be decided by the teacher/SLT/SEMH panel if the session is needed to be conducted on a 1-1 basis.

Fox Wood embed the 'Keep Safe' programme of study to ensure pupils can safeguard themselves and others. The programme is six weeks long and will cover topics such as computer and internet safety, age ratings on computer games/ films, how it feels to hear arguing, looking after our mental health and our feelings, self-confidence, self-awareness, saying no, my body – my rules, secrets, inappropriate touching, communicating and where to get help. Keeping Safe will be re-visited annually during the Summer term and throughout the year as appropriate.

ASSESSMENT, RECORDING AND REPORTING

Assessment of PSHE is ongoing and takes a variety of forms to ensure a full picture of pupil progress and engagement. This includes regular learning walks, lesson observations, and the monitoring of evidence for learning across both discrete lessons and wider curriculum opportunities. To support accurate tracking and moderation, we use specific learning tags: *PSHE – Discrete* for direct teaching sessions, and *PSHE – Cross-Curricular* to capture learning embedded in other subject areas or through wider school experiences. This tagging system enables us to monitor progression effectively, ensure consistency across the school, and celebrate the diverse ways pupils demonstrate their understanding and development in personal, social, health and emotional education.

See Planning, Assessment, Recording and Reporting Policy.

PSHE assessment information is recorded half termly using B Squared.

Moderation of samples of PSHE work is carried out at moderation meetings during the academic year.

HEALTH & SAFETY

Staff will ensure that the delivery of PSHE and resources used to support this work comply with Health & Safety Regulations.

Any out of school activities will comply with the guidelines in the School Health, Safety and Welfare Policy.

WELL BEING

Staff will ensure that student wellbeing is addressed formally throughout the curriculum. There are curriculum themes at each key stage with a wellbeing focus. Staff use the SEMH panel to refer pupils who need additional input with their Social Emotional and Mental Health with the panel identify strategies, interventions and support – such as art therapy, pony therapy, music therapy and play therapy.

Throughout the academic year, pupils participate in a variety of themed weeks that enrich and extend their learning beyond the classroom. These include Enrichment Weeks, where students explore new experiences and skills; Voice Their Choice Weeks, which empower pupils to have a say in their learning and school life; Enterprise Weeks, where they develop creativity, teamwork, and real-world business skills; and Well-being Weeks, which focus on promoting mental health, resilience, and self-care strategies. These events are carefully planned to reflect the diverse needs and interests of our pupils, and they play a key role in supporting the development of confidence, independence, and life skills, while reinforcing key PSHE and RSHE themes in an engaging, meaningful way.

'Ready to Learn' activities in the morning help to maintain pupils emotional wellbeing. Staff are trained in bereavement counselling. Staff ensure that students engage in lessons and are motivated to participate and achieve. Office staff check on pupil absence and ensure there is always an explanation.

ANNEX 1 Curriculum Mapping PSHE / RSHE 2025-2026 (by class)

CLASS	AUTUMN	SPRING	SUMMER
Fox Cubs EYFS	Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is a core component of PSHE	Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is a core component of PSHE	Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is a core component of PSHE
Orange KS1	RHSE: Knowing my Body: Body parts. Gender Life Skills: dressing and undressing PSHE: Managing Feelings- PSHE Association British values- Democracy and the rule of law- Remembrance Day, harvest, Christmas	RHSE: Knowing Me- likes and dislikes Life Skills: Cooking, kitchen safety, oven safety PSHE: The world I live in- PSHE association British values- Mutual respect- Easter, Chinese new year	RHSE: Private and Public: Where on my body is private Life Skills: Looking after self PSHE: Self Care, Support and safety- PSHE association British values- Individual liberty- Aiming high
Yellow KS1	PSHE – Changing & Growing CG4 – Different types of relationships RSE – Knowing my body Body parts Gender	PSHE – Changing & Growing CG1 – Baby to adult RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Self Awareness SA2 – Kind and unkind behaviours RSE – Private & Public Where on my body is private Private and public places
Red KS1	PSHE – Self Awareness SA1 – Things we are good at RSE – Knowing my body Body parts Gender	PSHE – Self-care, support & safety SSS1 – Taking care of ourselves RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Managing Feelings MF1 – Identifying & expressing feelings RSE – Private & Public Where on my body is private Private and public places
Blue KS1	PSHE – Managing Feelings MF1 – Identifying & expressing feelings RSE – Knowing my body Body parts Gender	PSHE – Changing & Growing CG1 – Baby to adult The world I live in TWIL11 Respecting differences between people RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Healthy Lifestyle HL2 – Taking care of physical health RSE – Private & Public Where on my body is private Private and public places
Pink KS2	PSHE – Self Awareness SA3 – Playing & working together RSE – Knowing my body Baby to adult Hygiene Changes at puberty	PSHE – Managing Feelings MF1 – Identifying & expressing feelings RSE – Knowing me Trust Different types of relationships Keeping safe online	PSHE – The world I live in WIL14 – Taking care of the environment RSE – Private & Public Where on my body is private Private and public places
Green KS2	PSHE – The world I live in TWIL11 Respecting differences between people RSE – Private & Public Where on my body is private Private and public places	PSHE – Healthy Lifestyle HL – Keeping well RSE – Knowing my body Body parts Gender Baby to adult	PSHE – Self Awareness SA5 – Getting on with others RSE – Knowing me What I can do and what I find hard Trust Different types of relationships Keeping safe online
Indigo KS2	PSHE – Self-care, support & safety SSS2 – Keeping safe RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Healthy Lifestyle HL1 – Healthy eating RSE – Private & Public Where on my body is private Private and public places	PSHE – Self-care, support & safety SSS3 – Trust RSE – Knowing my body Body parts Gender
Purple KS2	PSHE – The world I live in TWIL15 – Belonging to a community RSE – Knowing me Different types of relationships Developing self-esteem Keeping safe online	PSHE – Self-care, support & safety SSS4 Keeping safe online RSE – Private & Public Where on my body is private Private and public places	PSHE – Changing & Growing CG2 – Changes at puberty RSE – Knowing my body Baby to adult Hygiene Changes at puberty
Brown KS2	PSHE – Changing & Growing CG4 – Different types of relationships RSE –	PSHE – Changing & Growing CG3 – Dealing with touch RSE –	PSHE – Healthy Lifestyle HL2 – Taking care of physical health RSE –
White KS2 Pre-formal	PSHE – Managing Feelings MF1 – Identifying & expressing feelings Self Awareness SA4 – People who are special to us SA5 – Getting on with others RSE –	PSHE – The world I live in TWIL11 – Respecting differences between people TWIL12 – Jobs people do TWIL13 – Rules & Laws Healthy Lifestyles HL1 – Healthy eating RSE –	PSHE – Changing & Growing CG2 – Changes at puberty CG3 – Dealing with touch Self-care, support & safety SSS1 – Taking care of ourselves RSE –
Grey KS3	PSHE – Healthy Lifestyle HL5 – Body image RSE – Knowing me Strong feelings Romantic feelings and sexual attraction	PSHE – The world I live in TWIL15 – Managing finances RSE – Touching & allowing others to touch me Personal space Consent Respectful relationships	PSHE – Self Awareness SA1 Personal strength RSE – Knowing me What I like and what I don't like Who I like and who I don't like What I am able to do and what I find difficult
Black KS3	PSHE – Self Awareness SA2 – Skills for learning RSE – Knowing me Strong feelings Romantic feelings and sexual attraction	PSHE – Changing & Growing CG3 – Healthy and unhealthy relationships RSE – Touching & allowing others to touch me Personal space Consent Respectful relationships	PSHE – Managing Feelings MF3 – Romantic feelings and sexual attraction RSE – Private & Public Where on my body is private Private and public places Keeping safe online
Silver KS3 Formal	PSHE – The World I Live In TWIL13 – Taking care of the environment RSE – Touching & allowing others to touch me Personal space Consent Respectful relationships	PSHE – Self Awareness SA4 – Managing Pressure RSE – Private & Public Where on my body is private Private and public places Keeping safe online	PSHE – Healthy Lifestyle HL7 – Drugs, alcohol & tobacco RSE – Knowing me Expectations of relationships/abuse Managing pressure
Gold KS4 Formal	PSHE - Self-care, support & safety SSS4 – Keeping safe online RSE – Touching and allowing others to touch me Personal space Consent Respectful relationships	PSHE - Changing & Growing CG2 – Friendship RSE – Private & Public Where on my body is private Private and public places Keeping safe online	PSHE - The World I Live In TWIL4 - Preparing for adulthood RSE – Knowing my body Intimate relationships, consent and contraception Body image

FEW KS4 Pre-formal	PSHE – Managing Feelings MF1 – Self-esteem and unkind comments MF2 – Strong feelings Changing & Growing CG1 - Puberty CG2 - Friendship RSE –	PSHE – Self Awareness SA1 - Personal strength SA3 – prejudice and discrimination Healthy Lifestyle HL4 – Healthy eating HL5 – Body image RSE –	PSHE – Self-care, support & safety SSS3 – Accidents and risk SSS7 – Gambling The World I Live TWIL1 – Diversity, rights and responsibilities TWIL3 – Taking care of the environment RSE –
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ANNEX 2 Curriculum Mapping PSHE / RSHE 2025 (by PSHE Framework Unit)

Units		Autumn			Spring			Summer		
KS1-2										
Self awareness	SA1 – Things we are good at									
	SA2 – Kind and unkind behaviours									
	SA3 – Playing and working together									
	SA4 – People who are special to us	WHITE								
	SA5 – Getting on with others	WHITE								
Self-care, support and safety	SSS1 – Taking care of ourselves									
	SSS2 – Keeping safe									
	SSS3 – Trust									
	SSS4 – Keeping safe online									
	SSS5 – Private & public									
Managing feelings	MF1 – Identifying & expressing feelings		WHITE							
	MF2 – Identifying strong feelings									
Changing and growing	CG1 – Baby to adult									
	CG2 – Changes at puberty									
	CG3 – Dealing with touch									
	CG4 – Different types of relationships									
Healthy lifestyles	HL1 – Healthy eating									
	HL2 – Taking care of physical health									
	HL3 – Keeping well									
The world I live in	TWIL1 – Respecting differences between people									
	TWIL2 – Jobs people do									
	TWIL3 – Rules & laws									
	TWIL4 – Taking care of the environment									
	TWIL5 – Belonging to a community									
	TWIL6 - Money									
KS3-4										
Self awareness	SA1 – Personal strengths									
	SA2 – Skills for learning									
	SA3 – Prejudice & discrimination									
	SA4 – Managing pressure									
Self-care, support and safety	SSS1 – Feeling unwell									
	SSS2 – Feeling frightened /worried									
	SSS3 – Accidents & risk									
	SSS4 – Keeping safe online									
	SSS5 – Emergency situations									

	SSS6 – Public & private									
	SSS7 - Gambling							FWE		
Managing feelings	MF1 – Self-esteem and unkind comments	FWE								
	MF2 – Strong feelings									
	MF3 – Romantic feelings & sexual attraction									
Changing and growing	CG1 – Puberty	FWE								
	CG2 – Friendship	FWE								
	CG3 – Healthy / unhealthy relationship behaviours									
	CG4 – Intimate relationships, consent & contraception									
	CG5 – Long term relationships & parenthood									
Healthy lifestyles	HL1 – Elements of a healthy lifestyle									
	HL2 – Mental wellbeing									
	HL3 – Physical activity									
	HL4 – Healthy eating					FWE				
	HL5 – Body Image					FWE				
	HL6 – Medicinal drugs									
	HL7 – Medicinal drugs, drugs, alcohol & tobacco									
The world I live in	TWIL1 – Diversity, rights & responsibilities							FWE		
	TWIL2 – Managing online information									
	TWIL3 – Taking care of the environment							FWE		
	TWIL4 – Preparing for adulthood									
	TWIL5 – Managing finances									