

KINGMOOR NURSERY AND INFANT SCHOOL

PSHE POLICY

At Kingmoor Nursery and Infant School we believe that Personal, Social and Health Education (PSHE) supports children's emotional literacy, social skills and spiritual development. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Aims

Our aim is to promote spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of later life.

We will;

Encourage pupils to value themselves and others and to develop feelings of self-respect, confidence and empathy

Allow pupils to acknowledge and appreciate difference and diversity

Teach the fundamental British values of democracy, the rule of law including mutual respect and tolerance

Teach pupils how to make informed choices

Prepare pupils to be positive and active members of a democratic society

Teach pupils to understand what constitutes a safe and healthy lifestyle

Build an awareness of trusted adults in and out of school and who they can talk to if they feel worried

Provide pupils with a toolkit for understanding and managing their emotions

Provide pupils with opportunities to consider issues which may affect their own lives and/or the lives of others

Promote safety in forming and maintaining relationships

Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online

Promote the importance of health and hygiene

Create a positive and respectful culture around relationships, families and personal identity

Teach pupils the correct vocabulary to describe themselves and their bodies

Provide pupils with an understanding of how to keep themselves safe online, including privacy

Teach pupils personal safety including risks around roads, railways, water and public spaces

Develop children's awareness of change, loss and bereavement

Provide children with inclusive references to diverse family structures

Statutory requirements

At Kingmoor Nursery and Infant School our PSHE and Relationships Education curriculum is designed in line with the Department for Education's Relationships, Sex and Health Education (RSHE) Statutory Guidance, which came into effect in September 2026. As an infant school, we teach Relationships Education and relevant aspects of Health Education appropriate to the age and stage of our pupils. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Kingmoor Nursery and Infant School we do not teach separate sex education. We teach children the correct vocabulary to name external parts of the body as part of Relationships Education, safeguarding and Science. This supports children to understand personal boundaries, develop respect for themselves and others and to be able to communicate clearly if they ever feel worried or unsafe.

See appendix below for age-related teaching for Relationships Education and personal safety.

PSHE and Relationships Education are part of our whole-school safeguarding approach and sit alongside policies such as safeguarding and child protection, online safety and behaviour.

We work in partnership with parents and carers to share the content of our PSHE and Relationships Education curriculum and consult them on significant updates or changes.

Implementation

Staff deliver PSHE with confidence and are supported through regular training, updates and access to high quality resources. Throughout the year we plan lessons and opportunities for the children to explore the PSHE curriculum. Our current core programme for PSHE and mental health is myHappymind. The curriculum is progressive and age-appropriate so that knowledge and skills build over time.

MyHappymind is used as part of our wider PSHE provision and is supported by teaching through other curriculum areas, school assemblies, circle time, pastoral care and guidance, personal safety, online safety and everyday school practice.

PSHE will be provided through a combination of :

Discrete curriculum time

myHappymind lessons

Teaching through and in curriculum areas

PSHE and citizenship activities and school events

School assemblies

Circle time

Through pastoral care and guidance

Class responsibilities and pupil leadership opportunities

Daily emotional check-ins

Targeted emotional wellbeing support

myHappymind

Children have a weekly myHappymind session. The five areas of the programme – Meet Your Brain, Celebrate, Appreciate, Relate and Engage – support children to understand themselves, develop positive habits, build self-esteem, practise gratitude, develop positive relationships and set goals.

At the start of each term, the Headteacher leads a whole-school assembly to introduce the myHappymind theme for the block. Staff use the same language and approaches throughout school so that the messages from lessons are reinforced through daily routines and relationships.

Each class has two Happiness Heroes each half term. They help to promote the myHappymind habits and encourage positive wellbeing within their class.

In our weekly Celebration Assembly, a Star of the Week is recognised for demonstrating the myHappymind habits, including Happy Breathing, Character Strengths, Attitude of Gratitude, Positive Relationships and Engage.

Emotional Wellbeing

Every day children take part in an emotional check-in by placing their picture card to show how they are feeling. Staff follow up with children who appear worried, unsettled or need support, taking time to find out why they are feeling this way and identifying appropriate support.

Our provision is graduated according to need and may include 1:1 coaching, ELSA, Magical Mel sessions, nurture or small-group support and other appropriate pastoral interventions. These approaches complement our universal myHappymind provision.

Protective Behaviours and Personal Safety

Children learn about protective behaviours and personal safety through PSHE lessons, myHappymind sessions, assemblies and everyday school practice. This includes identifying trusted adults, understanding safe and unsafe situations, personal boundaries and staying safe in different environments including online, roads, water and public spaces.

Inclusion

The following principles inform and guide our policy and practice:

Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school. It is the responsibility of KNIS to enable all children to access and make progress via the curriculum “Equal opportunities” is not the same as “Equal provision” and we adapt provision to ensure it meets the needs of our learners. What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically using principles of Quality First Teaching. We respond to children’s diverse learning needs by being committed to removing barriers to learning and we do this by:

Effective and interactive learning environments

Assistive technologies where appropriate

Scaffolding to support children’s learning

Modelling activities / tasks

Paired and collaborative work that is rich in discussion and reflection

Use of encouragement and authentic praise to motivate and develop self-image and esteem

Teaching using multi-sensory approaches

Using visual cues to aid understanding

Providing visual timetables to reduce anxiety

Pre-teaching key vocabulary to provide a ‘hook’ into teaching

Looking at alternative methods for recording work

Securing motivation and concentration by using stimulating topics, themes and lessons

Using appropriate assessments to enable children to demonstrate what they can do and have learned

Setting targets for learning

Teaching children through their own class and extending learning through differentiated group work, extra challenges and opportunities for independent learning

Assessment

In Early Years, teachers use ‘Development Matters’ and the EYFS profile objectives for PSED; Managing Feelings and Behaviour, Making Relationships, Self-confidence and Self-awareness. Teaching staff in the Early Years use Tapestry to capture children’s learning, assess children’s learning against Development Matters and

plan for next steps. At the end of Reception year, teachers assess children's PSED against the profile objective with on track or not yet on track.

Throughout KS1 teachers use the objectives within the PSHE and myHappyMind curriculum to assess children's progress and plan next steps. These are recorded within reflections on the Medium Term Plans. The children have journals which they can express their thoughts and feelings. These are used to support communication with children and informal assessment rather than being marked and assessed.

Children's successes and achievements will be recorded and reported in a variety of ways :- tapestry, acorns, certificates, Star of the Week and other celebration opportunities.

Monitoring and Evaluation

The subject leader monitors delivery of PSHE through lesson observations, pupil voice and work scrutiny, and uses findings to shape future planning and staff training. The impact of the myHappyMind provision and wider emotional wellbeing support is also considered through pupil and staff feedback and the school's pastoral information.

Staff Well Being

As an employer we are committed to caring for staff emotional well-being and mental health. When you're caring for the emotional wellbeing of others, it is easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too.

The high demands on teachers have been shown to result in stress among teachers. Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils.

Staff are encouraged to use the language and approaches from myHappyMind for You alongside the school's wider staff wellbeing arrangements.

REVIEW

This document is developed and reviewed by the PSHE Subject Leader in consultation with the staff of Kingmoor Nursery and Infant School. Information about our PSHE and Relationships Education curriculum is published on our website.

Date of policy 09.09.2026

Review date September 2028

Appendix

RSE – What children should be taught	
Age/Year Groups	What they need to know
Nursery From 3	Difference between boys and girls. Naming body parts with correct scientific words. What areas of the body are private. Difference between good touches and bad touches.

Reception/Year 1 4-6 year old	Identify safe situations and those which maybe risky. Identify trusted adults at home and school. Who they can talk to if they feel worried. Different types of families including those with gay and lesbian relationships.
Year 2 6-8 Year olds	Similarities and differences between boys and girls including knowing that some people may not identify the gender assigned at birth. Understand the importance of boundaries between friendships and personal relationships including online and though technology such as phones and games. They should know films, programmes and online content that they should and shouldn't be watching and know who to tell if someone encourages them to watch inappropriate content (e.g. grooming)