



PSHE Policy

*This policy applies to all Junior School pupils, including EYFS.
(PSHE – Personal, Social, Health and Economic Education – is titled 'SHEEP' lessons in the Junior School.)*

Vision

Our curriculum is tailored to meet the needs of our pupils, with annual planning that ensures full coverage of statutory requirements while maintaining flexibility to respond dynamically to the children's lives, the weekly happenings in the school, the community, and the wider world—both nationally and globally. Lessons are inclusive, enabling all pupils to access content easily, contribute their thoughts and experiences orally, and learn to listen to others with respect. The curriculum is designed to prepare pupils for the world around them, providing tools to support their wellbeing and empowering them to have a voice.

We are grateful to IAPS Consultancy, who worked with us in Spring 2025 to ensure our curriculum meets and goes beyond the statutory requirements. Through quality SHEEP lessons, our pupils develop secure self-knowledge, build self-esteem and confidence, understand how to form positive relationships, and learn the importance of respecting others and keeping themselves safe.

Context

At St Lawrence College Junior School, we are aware that the Education Act 2002 requires us to:

- Promote the spiritual, moral, cultural, mental and physical development of the pupils at our school and in society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act places a duty on governors to "promote the wellbeing of pupils at the school." RSE 2021 and KCSIE 2024 provide further guidance on the statutory need to teach this curriculum.

This SHEEP policy outlines our approach to personal, social, health and economic education (PSHE) and relationships education. We offer a rounded education, with SHEEP being taught in lessons and woven throughout the curriculum, as these aspects are integral to the children's development. As a Christian school, we value faith, love, respect, courage, truth, and hope—

qualities that all our pupils can identify with. We promote these values through SHEEP, whilst being respectful of each individual's faith, those of no faith and different backgrounds.

The policy was produced by the Head of the Junior School in consultation with the Governing Body, IAPS, the School's Designated Safeguarding Leads, the Chaplain, and all curriculum staff. Pupil voice contributed through assembly discussions and school council input.

We are committed to working with parents and carers. We share our termly topic sheets detailing the SHEEP schemes of work, include relevant articles in the newsletter, and maintain a policy link on our website. This policy is shared with parents annually.

Subject Aims

The SHEEP curriculum aims to:

- Help children make informed, healthy, and responsible choices.
- Build safety, resilience, wellbeing, and personal responsibility.
- Develop moral understanding and awareness of justice and injustice.
- Promote respect for others, challenge prejudice, and understand equality (in line with the 2010 Equality Act).
- Equip pupils with friendship and citizenship skills.
- Foster global awareness and environmental responsibility.
- Promote children's voices and provide opportunities for self-expression.
- Support social, moral, spiritual, and cultural development.
- Encourage understanding of democracy, rule of law, individual liberty, tolerance, and mutual respect (British Values).
- Introduce age-appropriate understanding of the UN Convention on the Rights of the Child through the Rights Respecting Schools programme.

Teaching Approach

- A spiral curriculum revisits topics at increasing depth across year groups.
- Resources are regularly reviewed via our scheme provided by Kapow.
- Teachers promote diversity, inclusion, and a safe space for discussion (including anonymous questions via the 'treasure chest').
- SEND pupils find lessons accessible due to the predominance of discussion-led lessons.
- Lessons are informed by STEER wellbeing tracking data.
- Sensitive topics are age-appropriate and avoid overwhelming young children.

- Safeguarding concerns are reported to the DSL via CPOMS and shared as appropriate with parents.

British Values and Political Neutrality

- In response to DfE guidance (Nov 2014), we promote Fundamental British Values through the curriculum and wider school life.
- No partisan political views are promoted. Where political issues arise, a balanced view must always be presented.
- This applies during lessons, extra-curricular activities, and through school promotions. Senior Leaders vet visiting speakers appropriate to the Visitor Policy.

Curriculum Delivery

- The Relationships topic during Lent explores identity, difference, discrimination, and bullying.
- Key Stage 2 children are introduced to the concept of protected characteristics. While all are referenced, only age-appropriate content is covered, always promoting respect for others regardless of lifestyle differences.
- The curriculum is a flexible framework allowing teachers to:
 - Respond to current events.
 - Address pastoral needs (e.g., friendship issues, bullying).
 - Make cross-curricular links.
 - Incorporate Circle Time to develop discussion and thinking skills.
 - Embed Rights Respecting Schools learning, empowering children to thrive and contribute positively to society.

Effective SHEEP lessons actively engage pupils through a variety of tasks tailored to different ability levels. Teaching should incorporate whole-class discussions, group and paired work, and opportunities for independent learning. Lessons should emphasise listening, speaking, thinking, and discussion, with minimal written work focused on brainstorming, reinforcing ideas, and open-ended responses.

Group tasks foster collaboration, empathy, and mutual respect. Political and sensitive topics (e.g., marriage, relationships) must be handled with care, always presenting balanced views that respect pupils' developmental stages, family structures, and cultural backgrounds. Teachers should avoid

partisan opinions and encourage pupils to consider multiple perspectives before forming their own.

Difficult or personal questions should be managed sensitively—either suggesting pupils speak to their parents or informing parents as appropriate. Relationship education is age- and maturity-appropriate, with staff and school nurses available to support parents with guidance if needed.

Teachers should feel confident adapting lessons to:

- Respond to current events and cross-curricular links
- Address pastoral issues (e.g., friendships, bullying)
- Use Circle Time to encourage participation

Behaviour concerns should be managed professionally, minimising disruption (see Behaviour Policy). Lessons should reflect a range of learning styles (visual, auditory, kinaesthetic). The SHEEP programme is led by the Head of Junior School, with some resources provided by the PSHE Association.

The PSHE Lead will:

- Review and update schemes of work regularly in collaboration with colleagues.
- Monitor and evaluate resources against schemes of work; prioritise and request additional materials as needed.
- Keep up to date with Government guidance on PSHE, Relationships Education, SMSC, and Fundamental British Values.
- Promote Rights Respecting Schools values and the UN Charter on the Rights of the Child in an age-appropriate way.
- Assess pupils regularly and adapt teaching accordingly; ensure assessment outcomes are shared with parents through reports and meetings.
- Support staff development by identifying training and INSET needs.
- Facilitate communication across key stages through regular meetings to support continuity and transition.

Time allocation

Each class from Nursery to Year 6 has a weekly 60-minute timetabled SHEEP lesson. Additional time—through assemblies, visiting speakers, form time, and circle time—brings the total to around two hours per week. No homework is set for SHEEP.

Timetabled lessons cover core content, while form time allows for a flexible, responsive approach to issues such as friendships, managing emotions, and growth mindset, often linked to daily school experiences like playtimes.

Differentiation / Additional Educational Needs

All SHEEP lessons are differentiated to meet the needs of every pupil. Resources and activities are adapted as required. Pupils with additional needs are supported through awareness of the Provision Maps set up by the SENDCo in collaboration with teachers. All pupils have full access to the SHEEP curriculum. Oral

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questioning is adapted to suit ability and maturity, with minimal written work expected. Each pupil has a PSHE book to show progress through the years. Where lessons are discussion-based, teachers may record outcomes or ask pupils to note key thoughts.

Assessment, Recording and Reporting

Due to the discussion-based nature of SHEEP, verbal feedback is considered the most effective form of assessment. These conversations help pupils develop emotional maturity and handle issues across the curriculum.

Summative assessment includes mind mapping at the beginning and end of a topic and 'I can' statements at the end of each term, pupils complete them to guide learning. These statements provide evidence of development across the school, with the full curriculum completed by the end of Year 6.

Formative assessment also includes informal feedback between the SHEEP and form teachers, especially when cross-curricular links arise. Any concerns related to family life or safeguarding are shared with parents—either informally (e.g., on the school run) or formally via CPOMS to the DSL, depending on concern.

Pupil voice is gathered through small focus groups using Diamond 9 activities and interviews with the PSHE Lead.

Form teachers include feedback in twice-yearly reports. In KS1, SHEEP is included under the topic area; in KS2, it is assessed under Empathy, Discussion, and Understanding of Content, with comments from relevant teachers.

As a STEER Tracking Champion School, we can demonstrate measurable positive impact on wellbeing and mental health through our curriculum and individual action plans.

ICT Internet Safety

The SHEEP curriculum includes Becoming Internet Legends, as a component of the Health and Wellbeing unit of work. With the help of Google's Internet Legends programme, we want children to become confident and safe in exploring the digital worlds around them. We have shared Internet Legends with parents via our website.

The Internet Legends Code encompasses five areas that children need to understand in order to become safe and independent users in the digital world.

SHARP *Think Before You Share*
ALERT *Check It's For Real*
SECURE *Protect Your Stuff*
KIND *Respect Each Other*
BRAVE *When in Doubt, Discuss*

https://beinternetaawesome.withgoogle.com/en_us/interland

This is further enhanced by a Childnet workshop held in school face to face for pupils and online workshop for parents.

For Year 6 they received further information and guidance from our local Police Education Officer and from Active Christian Thanet Schools both supported their wellbeing, online safety and support for change and transition to Year 7.

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Cross Curricular

No subject stands alone; recognising connections between disciplines enhances pupil engagement and understanding. It is the responsibility of all teachers to identify and make use of meaningful cross-curricular links, both formally and informally, through collaboration with colleagues.

SHEEP is taught through dedicated lessons but is also reinforced across the curriculum, including form time, assemblies, Science, History, ICT, RS, TLS, Chapel, and Enrichment Days.

In KS1, teachers skilfully personalise learning and explore topics through a cross-curricular lens, often inspired by children's interests.

Examples of cross-curricular links with SHEEP include:

- English & Drama – Feelings and relationships
- Science – Health and reproduction
- Geography – Global community and responsibility
- History – Rules, democracy, right and wrong
- Religious Studies – Choices, values, rights and responsibilities
- PE – Healthy lifestyle and fitness
- Thinking & Learning Skills (TLS) – Growth mindset

These connections enrich the SHEEP curriculum and make learning more relevant and impactful.

Relationships Sex Education Survey

Further to the school survey of parents as to whether they would like us to continue to teach 'Relationships Education' or move towards 'Relationships and Sex Education' the vote was 52% that we should remain teaching just 'Relationships Education'. Therefore, we shall continue with our current approach for our teaching and pastoral care and survey again in the future.

However, as a high number of parents were advocating for change, we would like to support their views too, through a one-off lesson rather than a series of lessons. Therefore, when we have our annual puberty lesson with Years 5 and 6, we shall broaden the scope, to include more biological information about sexual intercourse and how pregnancy can be prevented by using contraception. We shall focus on the importance of adults forming loving and committed relationships, promoting the value of marriage, and begin to build an awareness of how starting a family changes the lives of the parents.

In the future, this one-off annual lesson will occur during the Summer term and parents will be notified in advance and offered the opportunity to withdraw their child, should they wish. For this lesson we will start with the boys and girls together in the introductory session, then move girls and boys into two groups so they can explore some questions in greater depth, before rejoining at the end.

As always, the material will be covered in a way that is sensitive to the age of the group and should some questions go beyond the scope of the lesson we will talk with parents directly, so that they can help their child better understand this important topic.

For any further information please do refer to the Government document <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

NSPCC We have a partnership with the NSPCC who visit the school biannually to run workshops and assemblies as part of their 'Speak Out - Stay Safe programme'. We also use the NSPCC 'Pants are Private' resources and display their Childline posters.

Curriculum

SHEEP is a school subject helping pupils develop the knowledge, skills, and attitudes needed to stay healthy, safe, and prepare for life in modern Britain. Based on the Kapow scheme of work, purchased by the school, the curriculum focuses on three core themes:

- Health and wellbeing
- Relationships (see separate Relationship Education Policy)
- Living in the wider world

Teachers use diverse resources—books, music, puppets, drama, and visitors. Learning begins with self-awareness, expanding through family, school, community, and global contexts. Relationship development is central, supported both in lessons and play times.

Early Years Foundation Stage (EYFS)

In EYFS, PSHEE is taught through Personal, Social and Emotional Development, alongside Physical Development and Understanding the World. SHEEP focuses on making connections and choices through play and daily activities that build personal skills and positive social experiences. Regular Circle Times encourage reflection, discussion of moral and social issues, and expression of feelings. British values—democracy, respect, tolerance, rule of law, and liberty—are reinforced throughout.

Parents and Carers

This policy, the SHEEP Scheme of Work, Relationships Education Policy and the SMSC & FBV policies are sent out to Parents and Carers annually and parents are invited to make comments, suggestions or come in to discuss the details further.

We host a range of parent seminars and workshops which give parents further opportunity to understand the importance of SHEEP and discuss the curriculum with staff. Workshops have included Forest School, Wellbeing and Keeping Your Child Healthy. Where possible guest speakers are invited so parents can hear from the school and from professionals.

For further information at any time parents may email the school office.

Policies which are relevant to this statement are:

- *Relationships Education, 2021*
- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping Children Safe in Education (2024)*
- *Children and Social Work Act (2017)*

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Other SLC Policies should be read in conjunction with this policy including:

- *SLC Safeguarding Policy*
- *Anti-Bullying*
- *Good Behaviour*
- *Acceptable Use*
- *CS Curriculum Policy (in particular Science, Religious studies, Computing and Thinking and Learning Skills)*
- *Additional Educational Needs policy (Mental Health and Wellbeing audit)*
- *Equal Opportunities policy*
- *Mobile Phone and Camera Policy*

This policy will be reviewed in accordance with the policy review schedule.

Revision History

Version No.	Revision Date	Summary of change	Approved by	Updated by
2	28/8/19	<i>Relationships Education, RSE Draft Guidance February 2019</i>		ER
3	25/9/19	<i>Additional paragraph regarding Protected Characteristics</i>	Governors EWC Oct 2019	ER
4	28/9/20	Just reviewed no amendments necessary		ER
5	14/9/21	Clarity: puberty taught in Year 4	PWG	
6	8/11/21	New Assessment, Recording and Monitoring of pupils learning and addition of floor book	PWG	ER
7	11/11/23	Addition of Unicef Rights Respecting Schools	PWG	ER
8	01/08/24	Addition of pupils suggestions for the curriculum	PWG	ER
9	12/11/24	Assessment and reporting development and further examples of home-school Communication.	PWG	ER
10	7/7/25	Move to Form Teacher led 60 minute lessons. Reference to consultancy updates. Details of outcomes from the parents' view of sex education survey		