



PSHE POLICY

2026-27

Headteacher Signature: 

Chair of Governors Signature: 

Date: September 2026

Date of next review: September 2027



SOUTHWICK COMMUNITY PRIMARY SCHOOL & NEW BEGINNINGS NURSERY

PSHE POLICY - SEPTEMBER 2026

School Statement

At Southwick Community Primary School, PSHE is taught every week in all year groups. In our PSHE lessons, we promote spiritual, moral, cultural, mental and physical development that we aim to transfer into all aspects of school life.

We use the 'Kapow' resource (see below) as a starting point to plan lessons that are sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. The resource encourages a mindful approach and will be delivered within the schools agreed equal opportunities framework.

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **RSE supplementary guidance** (Sex



Education Forum/ Brook/ PSHE Association, March 2014) **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-educationguidance>

<http://www.pshe-association.org.uk/uploads/media/17/7910.pdf>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Aim of the PSHE programme

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

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, worth of others, work well with others, debate and question ideologies and become increasingly responsible for their own learning. 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. 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.

Objectives/Pupil learning intentions:

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:



- Understand and respect themselves and others; develop self-esteem, confidence, and empathy.
- Recognise what a healthy relationship looks like and understand respect, consent, friendships, families and communication.
- Understand physical health, mental wellbeing, and how to make healthy choices (e.g. diet, hygiene, physical activity).
- Know how to stay safe in a range of contexts: online safety, personal safety, bullying, changing body/puberty.
- Be aware of financial matters, understand money, saving, spending and economic wellbeing.
- Take responsibility for their choices, understand consequences, and recognise where to get help and support.
- Develop self-awareness, emotional regulation, empathy and resilience through

Sex and Relationships Education

Definitions of RSE:

‘RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

It is important to note that the RSE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

We are mindful that parents/carers do have the legal right to withdraw their children from the RSE that is part of the PSHE Programme, whilst we hope they do not feel the need to do so.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Before any RSE is taught, letters are sent to parents to inform them of the learning objectives that will be covered within each year group. Parents are also invited in to



a workshop to see the teaching materials that will be used. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. Prior to any discussion, children will be informed that if the adult feel that any disclosure is of harm to them, it will need to be passed on for the promotion of their wellbeing. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the school throughout the process.

How do we use Kapow at Southwick?

At Southwick Community Primary School teachers will complete lessons weekly or block them (e.g at the start of Autumn term to ensure the charter is in place). It is advised that the order of the lessons be maintained where possible but plans can be adapted to suit the needs of the class (information can be taken out or extra included). PHSE will not only be taught as stand-alone lessons, but will thread though to all lessons as and where possible.

Kapow is organised into five key strands:

1. Families and Relationships
2. Health and Wellbeing
3. Safety and the Changing Body
4. Citizenship
5. Economic Wellbeing

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the schools' disclosure and confidentiality policy will be followed.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation, monitoring of plans and resources and discussion with teaching staff to ensure consistent and coherent curriculum provision.



Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement, inclusion, exclusion & preventing radicalisation/extremism.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their school staff, peers or within their wider community.



Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- * Parents'/carers' evenings
- * Involvement in policy development
- * Involvement in curriculum development
- * Information leaflets/displays

Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes, pupil voice or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Keeping Children safe in education

All staff benefit from PSHE training in order to enhance their PSHE delivery skills.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

THE ZONES OF REGULATION®

At Southwick Community Primary School, we recognise the importance of supporting our children's well-being and encouraging them to discuss and manage their emotions.

As part of our PSHE Curriculum and our whole school ethos, we use the Zones of Regulation to support the children to understand and regulate their emotions.

The Zones of Regulation is a curriculum geared towards helping children gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. In the activities, children also learn how to use strategies or tools to stay in a zone or move from one to another.

What ZONE Are You In?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Out of Control

The ZONES of Regulation®

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

What are the Zones of Regulation?

The zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach pupils to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.



The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustrations, anxiety, excitement, silliness, the wiggles or nervousness in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, content or ready to learn when in the Green Zone. This is the zone where optional learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as one feels sad, tired, sick or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is 'good to go'. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energise. All of the zones are expected at one time or another but the curriculum focuses on teaching pupils how to manage their Zones based on the environment and people around them.

It is ok to have Red-Zone feelings but the correct 'expected' strategies need to be chosen (e.g ask for help, take a breath, time out) not the red unexpected behaviour (e.g hitting, screaming, swearing)

System for implementing the Zones of Regulation

- Starts with teaching the difference between feelings and behaviours in all zones
- Teaching expected and unexpected behaviours in all zones
- Develop tool box strategies for all zones
- Implement self-monitoring tools, tracking tools for teachers, and a system for monitoring progress towards the development of self-regulation skills

Strategies

At Southwick Community Primary School, teachers are expected to teach a series of lessons to pupils on the Zones of Regulation. In addition to this, our school Wellness Manager will carry out interventions over a period of set weeks for key children whom the school feel will benefit.

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples from the program. Pupils should be able to select from to 3-5 from their toolbox that they can use to regulate their emotions. These should also be added to any behaviour support plans children may have.

- Size of the problem
- Breathing strategies (lazy 8 & 6 sided breathing)
- Chill out area in the classroom
- Checking in bookmark/coloured zones
- Have a break
- Jump/bounce
- Take a walk
- Squeeze object
- Count to 5 or 10
- Change activity

Resources

The Zones of regulation has a resource book and we have a copy in school. All resources have also been placed on the shared drive. Posters are to be displayed within each classroom and teachers must implement a method that pupils can use to communicate the zone they are in at any given time. E.g class poster, charts and coloured coins.

Common Language

At Southwick OCommunity Primary School, we will use common language of the Zones, in identifying our feelings and pupils will be able to select from learnt strategies to assist them if needing to transition to another zone. This will be particularly true for pupils in the Red Zone.

Behaviour Support Plans

The Zone of regulation will be used to help set targets for pupils with self-regulation issues when writing Behaviour Support Plans

Sample Goals and Objectives

1. Child x will improve his/her ability to self-monitor his own behaviour
 - x will identify his/her current emotional state on a levelled chart indication differing levels of emotional arousal
 - Utilising a levelled chat system, x will identify his current level of behavioural escalation
- 2 When experiencing emotional or behavioural arousal, x will select a strategy to help themselves return to a calm state
 - When experiencing emotional arousal (e.g feeling sad, mad etc), x will utilise a toolbox chart to identify a strategy to respond without behavioural escalation



- When experiencing behavioural escalation, x will utilise a tool-box chart to identify a strategy to de-escalate his/her behaviour, with adult facilitation

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed annually.