PSHE policy

St Peters Church of England Primary School



Approved by:	**Date:**
Last reviewed on:	
Next review due by:	

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1. Vision

PSHE education has the ability to positively impact the future health and happiness of every child's life. It is our opportunity to give every child the best possible chance to lead a happy, healthy and fulfilling life now and in the future. At St Peter's we are committed to providing an exceptional PSHE education for all of our pupils so they have the best chance of living a happy, purposeful and healthy life.

Through PSHE, we aim for children to flourish and thrive, personally, socially and as members of their families and communities. We believe that a strong foundation of positive, supportive relationships, a focus on the emotional and mental wellbeing of our children and building resilience and critical thinking skills, is the best way to prepare our children for modern life in a diverse and ever-changing world. Our aim is to equip children with the knowledge, understanding, skills and attitudes that will help them navigate the challenges and opportunities life presents, with confidence and self-belief.

At St Peter's, all children are taught in a balanced, inclusive and age-appropriate way. Discussion and reflection are a vital part of our PSHE teaching, enabling children to understand themselves, develop and articulate ideas and their own opinions, engage with others, build respect, empathy and compassion and allow them to make informed and considered decisions. Our vision is to nurture our

future citizens into responsible, purposeful, happy and healthy individuals who journey through life with integrity and hope.

2. Policy Purpose

This policy reflects St Peter's commitment to embedding a high-quality, broad and balanced PSHE curriculum across the school which aligns with and exceeds the statutory expectations of Relationships, Health Education and PSHE Guidance. We do this by using My Happy Mind and My Happy Mind Plus provision across the school which enables us to achieve a consistent, relevant and engaging approach.

The policy reflects the aim of St Peter's to ensure that every child develops the knowledge and skills they need to thrive throughout their lives. It demonstrates how our school promotes spiritual, moral, social and cultural development, alongside rigorous safeguarding practices, in order to prepare pupils for the opportunities, challenges and experiences of life in the modern world. It demonstrates our commitment to promoting high levels of wellbeing, good mental health, emotional regulation and positive relationships in order to equip pupils with essential personal and social skills needed manage their health, confidence, resilience and achievements throughout their lives.

This policy allows parents to gain a clear insight into the purpose, content and delivery of PSHE provision at St Peter's. When considered alongside the related RSE Policy and Citizenship Policy (currently under development,) it gives a comprehensive picture of how we work to promote the aims and ethos of our school in terms of the holistic development of our pupils.

3. Legal and Statutory Requirements

This policy aligns with statutory requirements for Relationships Education, Health Education and RSE as set out by the Department for Education, 2019. It sets out how we provide a broad and balance curriculum, promoting spiritual, moral, social and cultural development as required by the Education Act 2002.

The My Happy Mind and My Happy Mind Plus programmes provide a comprehensive PSHE provision and complements statutory PSHE by providing structured emotional literacy, wellbeing and self-regulation teaching. It supports statutory safeguarding obligations, as outlined in Keeping Children Safe in Education (KCSiE, September 2025.) It promotes positive mental health and enriches the school's wider curriculum aims. All teaching is fully inclusive and complies with the Equality Act 2010, promoting respect for diversity, equality of opportunity and understanding of protected characteristics. Lessons are designed to be accessible to all pupils, including those with SEND, pupils who are visually impaired, pupils who are deaf and pupils with additional vulnerabilities, in line with the SEND Code of Practice (2015)

4. Curriculum

At St Peter's, we follow **My Happy Mind** and **My Happy Mind Plus**, which is a carefully planned, evidence-informed and progressive curriculum designed to meet and exceed the statutory requirements for PSHE, Relationships Education and Health Education.

My Happy Mind aims to:

- Help pupils understand how their brains work and how thoughts and behaviours and connected
- Help pupils understand how they can develop a growth mindset
- Build pupils' resilience, confidence, empathy and positive decision-making
- Equip pupils with strategies to support emotional regulation, wellbeing and positive relationships
- Prepare pupils for the opportunities, responsibilities and experiences of modern life

It ensures that all children experience a coherent, balanced and inclusive programme that builds emotional literacy, wellbeing and lifelong personal and social skills.

Through the integration of **My Happy Mind** and **My Happy Mind Plus**, St Peter's aims to:

- Develop pupils' self-awareness, emotional literacy and social skills through practical strategies, character-led learning and reflective activities.
- Equip pupils with tools to support emotional regulation and wellbeing, using My Happy Mind Habits to develop resilience and confidence.
- Support neurodiverse pupils and those with SEMH needs by providing accessible learning that makes concepts concrete and relatable.
- Encourage empathy, kindness, hope, respect and inclusion, reflecting both the school's ethos and the My Happy Mind approach.
- Foster a growth mindset and understanding of Neuroplasticity, helping pupils recognise that challenges are opportunities for learning and development.
- Embed learning into everyday school life, enabling pupils to apply emotional literacy, self-regulation and resilience strategies across lessons, social contexts, and home-school settings.
- Promote fundamental British Values through My Happy Mind Plus, helping pupils develop respect for themselves and others, understand different perspectives, and practise tolerance and empathy in daily school life.
- Ensure high-quality, evidence-informed teaching, providing pupils with engaging, inclusive and practical learning experiences that meet statutory PSHE guidance and support long-term personal development.

4.1 Curriculum Content

My Happy Mind Core programme

This consists of five areas which build on each other to ensure a progressive approach. These are:

Meet Your Brain – neuroscience-based emotional regulation

Celebrate – character strengths and positive self-identity

Appreciate – gratitude and reflection

Relate – social relationships and empathy

Engage – goal setting and aspirations

My Happy Mind Plus programme

The **My Happy Mind Plus** delivery incorporates statutory Relationships Education and Health Education and complete PSHE coverage structured around three core content pillars which are the three core themes as recommended by the PSHE Association. These run alongside and are enriched by the My Happy Mind core programme.

The three core content pillars are as follows:

My Happy Body - Health & Wellbeing

My Happy Relationships - Relationships

My Happy World - Living in the Wider World

My Happy Mind Plus promotes **British Values** including Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance; and helps pupils develop understanding and respect for these principles. This ensures that pupils develop the necessary skills to thrive personally, socially and as responsible members of their community. These British Values are taught through assemblies, classroom activities and interactive sessions and engage pupils in discussion, reflection and practical application of each British Value.

4.2 Curriculum Delivery

At St Peter's, staff deliver lessons in an age-appropriate, developmentally suitable and inclusive way, ensuring pupils of all abilities can access learning. Lessons are high-quality, engaging, and evidence-informed, helping pupils understand and apply concepts both in school and at home. Strategies and activities are practical and transferable, and the programme is delivered via an innovative learning platform that combines interactive lessons with the use of journals and worksheets for reflection and recording.

Pupils use journals and worksheets to explore their learning, reflect on progress, and practise emotional regulation strategies.

Staff are trained to support pupils effectively, including SEND, neurodiverse and SEMH pupils and to embed safeguarding principles throughout teaching.

5. Whole-School Approach and Wider Curriculum

The skills and principles taught during our PSHE lessons are integrated across the curriculum, school life, pastoral work, targeted interventions and when supporting our families at home. We have a whole-school approach with the knowledge and strategies learnt during lessons referenced to help children manage emotions, build positive relationships, consider making positive choices and reflect on challenges. This ensures a consistent approach towards wellbeing, personal development and relationships education through shared expectations and supported by the whole-school approach to behaviour, wellbeing and pastoral care.

We have half-termly assemblies to celebrate the previous My Happy Mind module and introduce the new one. Journals can be used whenever appropriate during the school day to help children reflect, record their thoughts and ideas and set goals for themselves. Mindfulness activities such as Happy Breathing are used as brain breaks or regulation strategies.

We share the policy and curriculum with parents and carers and encourage our parents to engage with the My Happy Mind Parent app, allowing families to view resources, understand lesson content and approach and reinforce strategies. We also signpost parents to the My Happy Mind Parent app to help support them with particular topics that might be helpful for them.

Cross-curricular links are made where appropriate, enabling pupils to understand the connections between wellbeing, emotional regulation, healthy lifestyles and their wider learning in subjects such as science, PE, computing and citizenship. Learning is reinforced across the curriculum, making emotional literacy and wellbeing a consistent and meaningful part of pupil's daily experiences.

6. Parental Engagement

The policy and curriculum are shared with parents and carers to promote transparency and support engagement with their child's learning. My Happy Mind is accessibly to parents via the Parent App, allowing families to view resources, understand lesson content and reinforce strategies such as Happy Breathing at home. Parents are also encouraged to provide feedback on the curriculum and resources, enabling the school to respond to parental views and ensure that the learning is relevant, inclusive and effectively supports our pupils' wellbeing.

7. Inclusion, Equality and Safeguarding

Our PSHE teaching and learning is fully inclusive, relevant and adapted to meet the needs of all of our pupils, regardless of background, ability or need. Teaching aligns with the Equality Act (2010)

and the SEND Code of Practice to eliminate discrimination and advance equality of opportunity. Reasonable adjustments are made so every pupil can access and participate in the learning; resources are adapted or selected according to need and flexible grouping is used to support participation.

Teaching promotes equality, respect and appreciation of diversity, with a focus on speaking and listening, enabling pupils to articulate their ideas, express their thoughts and engage with others in order to understand and celebrate differences across cultures, identities, disabilities, family structures and beliefs.

Safeguarding principles are embedded throughout the curriculum and school practice. This includes learning about online safety, healthy relationships, consent, personal boundaries, recognising safe and unsafe situations and emotional wellbeing.

Lessons are delivered in a safe, age-appropriate and trauma-informed manner, ensuring pupils feel supported, respected and able to seek help if needed. Staff are alert to safeguarding concerns which may arise during sessions and will follow the school's safeguarding procedures accordingly.

8. Monitoring, Evaluation and Review

We monitor and evaluate the impact of PSHE through:

- Pupil voice and surveys
- Staff observations and pupil contributions during lessons
- Weekly safeguarding/wellbeing discussions during SLT and Phase group meetings
- SLT and subject leader monitoring (e.g.: learning walks, 'journal' book looks
- Termly whole-school reports from My Happy Mind dashboard
- Observing children using the strategies or language of My Happy Mind to help them regulate emotions, talk positively about themselves, reflect and make positive choices

This policy is reviewed every two to three years to ensure it remains up to date, effective and aligned with statutory requirements, national guidance and best practice in promoting pupils' wellbeing and safety. The review process considers any changes in legislation, statutory guidance or the school context, ensuring the policy continues to be relevant to the needs of our children and our community and reflects high-quality PSHE and My Happy Mind provision.

9. Linked Policies:

- Relationships and Sex Education Policy
- Behaviour Policy and Principles
- Child Protection Policy
- Equality information and Objectives
- SEND Policy
- Harmful Sexual Behaviour Policy
- Online Safety Policy

- Health and Safety Policy

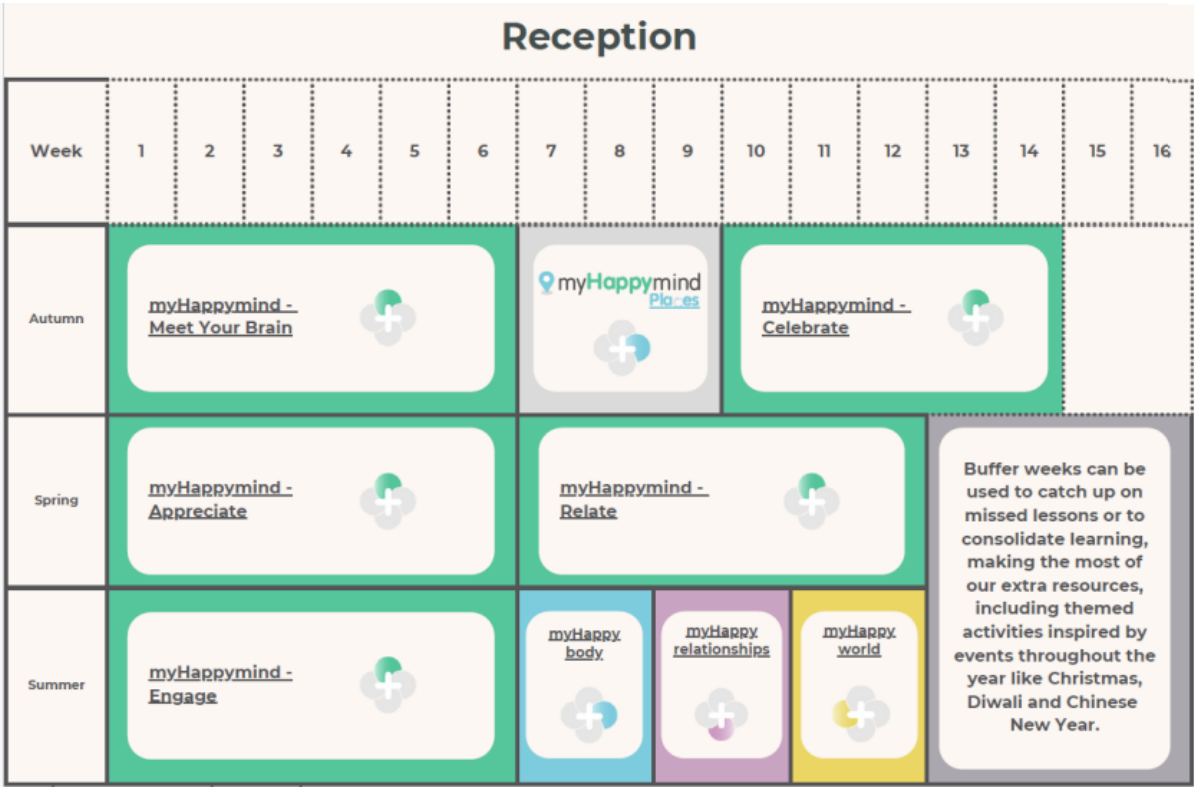
Appendix 1 – Curriculum Content

Curriculum Content and Delivery

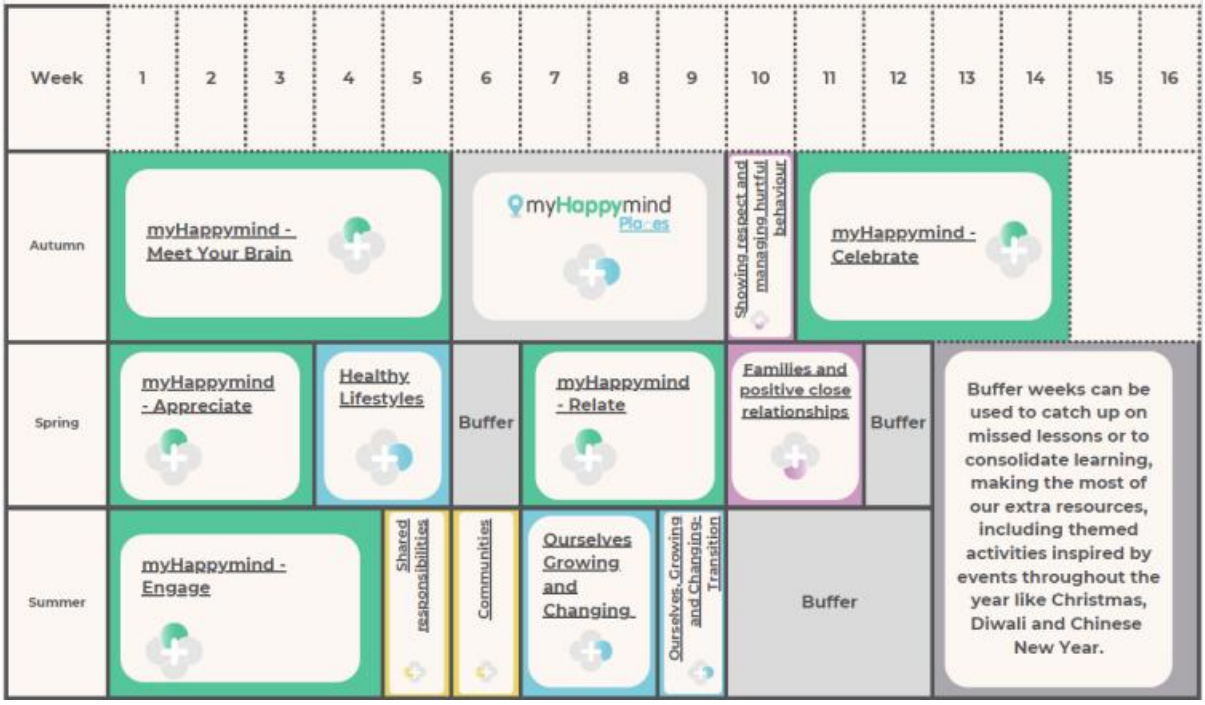
Strand	Module/ Content Pillars	Description/ Core Content
myHappymind	Meet Your Brain	Helping children to understand how their brains work and teaching strategies for regulation such as Happy Breathing.
	Celebrate	Building children's self-esteem through recognising and celebrating their Character Strengths.
	Appreciate	Developing an Attitude of Gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.
	Relate	Introducing relationship-building skills such as Active Listening to ensure children have the foundations to form friendships, be heard and understand others.
	Engage	Introducing the power of Goal Setting to children so that they aspire, dream and learn to persevere.
myHappymind Plus	myHappybody	**Health & Wellbeing:** Healthy Lifestyles (Physical Wellbeing), Mental Health, Ourselves, Growing and Changing, Keeping Safe and Drugs, Alcohol & Tobacco
	myHappyworld	**Living in the Wider World:** Shared Responsibilities, Communities, Media Literacy and Digital Resilience, Economic Wellbeing: Money, Economic Wellbeing: Aspirations, Work & Career
	myHappyrelationships	**Relationships:** Families and Close Positive Relationships, Friendships, Managing Hurtful Behaviour and Bullying, Safe Relationships, Respecting Self and Others
British Values	Democracy	Promoting a democratic process.
	Rule of Law	Teaching the importance of laws and rules, their purpose in protecting society, and the consequences of breaking them.
	Individual Liberty	Ensuring children understand their rights and freedoms, while also learning to exercise them responsibly within a safe environment.
	Mutual Respect	Teaching children to respect the protected characteristics of others and to treat everyone with respect.
	Tolerance of Different Faiths and Beliefs	Encouraging an understanding and appreciation of different cultures, faiths and beliefs, and promoting respect for all people regardless of their background.

To make navigation easier, we've colour-coded each area:
myHappymind – green
myHappybody – blue
myHappyrelationships – purple
myHappyworld – yellow

In our Mixed-Age group classes, we follow the Year 1,3 and 5 curriculum maps in Cycle A and the Year 2,4 and 6 curriculum maps in Cycle B.



Year 1


Week
1
2
3
4
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6
7
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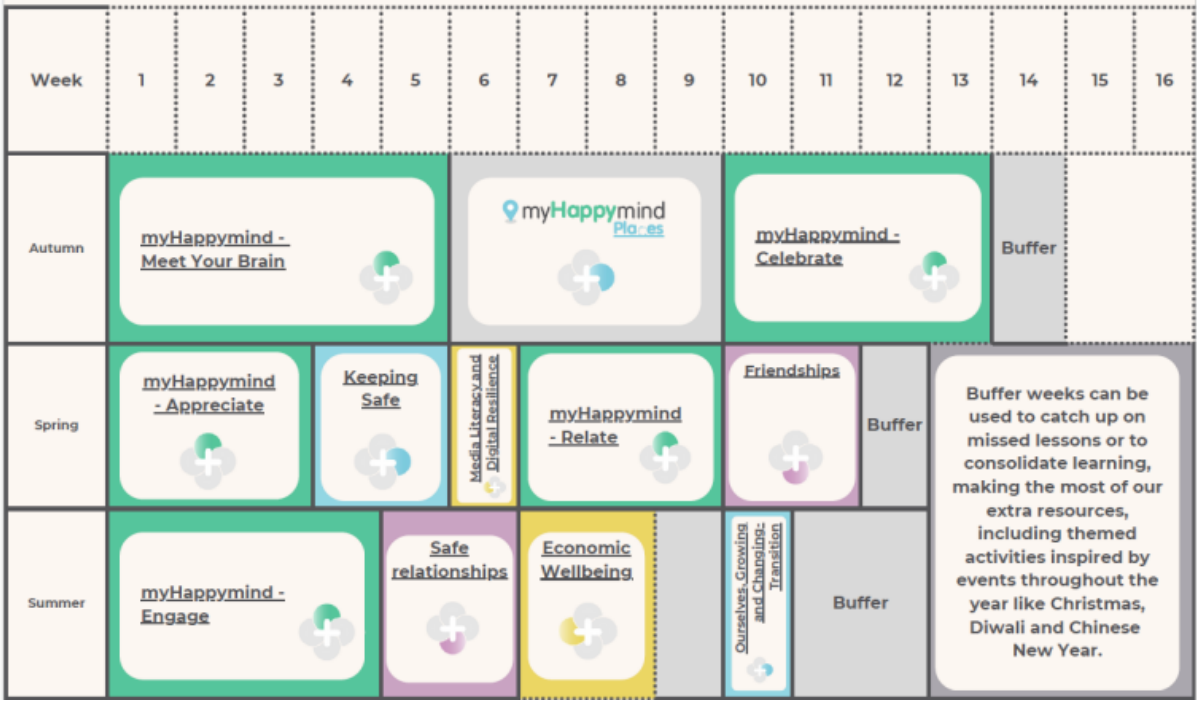
10
11
12
13
14
15
16
Autumn
myHappymind - Meet Your Brain
myHappymind Places
Showing respect and managing hurtful behaviour
myHappymind - Celebrate
Spring
myHappymind - Appreciate
Healthy Lifestyles
Buffer
myHappymind - Relate
Families and positive close relationships
Buffer
Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.
Summer
myHappymind - Engage
Shared responsibilities
Communities
Ourselves Growing and Changing
Ourselves, Growing and Changing- Transition
Buffer

Year 2


Week
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11
12
13
14
15
16
Autumn
myHappymind - Meet Your Brain
myHappymind Places
myHappymind - Celebrate
Buffer
Spring
myHappymind - Appreciate
Keeping Safe
Media Literacy and Digital Resilience
myHappymind - Relate
Friendships
Buffer
Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.
Summer
myHappymind - Engage
Safe relationships
Economic Wellbeing
Ourselves, Growing and Changing- Transition
Buffer

Year 3

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain					myHappymind Places				myHappymind - Celebrate				Buffer		
Spring	myHappymind - Appreciate				Healthy Lifestyles	myHappymind - Relate						Friendships	Families and close positive relationships	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - Engage				Buffer	Communities	Shared responsibilities	Ourselves, Growing and Changing: Grief	Ourselves, Growing and Changing: Transition		Buffer					

Year 4

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain					myHappymind Places				Showing respect and managing hurtful behaviour	myHappymind - Celebrate					
Spring	myHappymind - Appreciate				First Aid	Media Literacy and Digital Resilience	myHappymind - Relate					Safe Relationships	Buffer	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - Engage				Keeping Safe	Buffer	Economic Wellbeing			Ourselves, Growing and Changing: Transition		Buffer				

Year 5

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain					myHappymind Places				myHappymind - Celebrate						
Spring	myHappymind - Appreciate				Healthy Lifestyles		myHappymind - Relate				Friendships	Families and Close Positive Relationships	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - Engage				Buffer		Economic Wellbeing			Ourselves, Growing and Changing- Grief	Ourselves, Growing and Changing- Transition	Buffer				

Year 6

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				myHappymind Places			Shared responsibilities		Showing respect and managing hurtful behaviour	myHappymind - Celebrate		Communities	Buffer		
Spring	myHappymind - Appreciate		First Aid	Drugs, Alcohol & Tobacco	Media Literacy and Digital Resilience		myHappymind - Relate		Safe Relationships	Buffer			Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - Engage		myHappymind - Be Your Best			Buffer	myHappymind - Transition Programme (2 sessions a week)									