

# ***Village Infants School***

## ***PSHE Policy***



***January 2024***

## *PSHE Policy*

*8/1/24*

### *Intent*

***At Village Infants we aim to deliver a broad and balanced PSHE curriculum, which is **inclusive** and will enable all to acquire new **knowledge and skills** and ensure that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as children and in later life.***

***We deliver a curriculum that enables our children to be happy, mentally and physically healthy, independent and responsible members of a society, who understand how they are developing personally and socially. We aim to give our pupils the confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society and how to keep themselves safe. Moreover our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We **challenge** all of our pupils to look for opportunities to demonstrate the school **core values** of perseverance, resilience, tolerance, kindness and curiosity.***

***Our broad and balanced curriculum is built around VILLAGE to ensure learning both challenges and engages young minds.***

***PSHE respects and takes account of pupils' previous learning and experiences. It gives pupils the opportunity to recognise and reflect on how they learn and how their learning relates to their lives. Village Infants School motto is 'Good Thinkers, Good Learners' and the ethos throughout the school is to encourage pupils to self-evaluate and improve their learning. This is embedded throughout the school and helps to develop PSHE skills across all curriculum areas in a consistent way across a variety of contexts, helping pupils to make links within a variety of situations.***

## **Statutory Requirements**

***Most of PSHE education became compulsory in all schools in September 2020.***

***Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education (both mental and physical) statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:***

***Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools –***

***Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes academies and free schools but not independent schools as PSHE is already statutory in these schools.***

***This statutory content covers the majority of the PSHE education. Living in the Wider World is the third aspect of PSHE education and is non statutory.***

***Government guidance from the National curriculum framework document of September 2021 on the delivery of the subject states that:<sup>[SEP]</sup> ‘All schools should teach personal, social, health and economic education [PSHE], drawing on good practice’.***

***Schools also have statutory duties to meet. Section 2.1 of the National Curriculum says that state-funded schools must offer a curriculum, which is balanced and broadly based that***

***‘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’.***

***Our PSHE curriculum is a planned provision, which will make a significant contribution to pupils’ spiritual, moral, social and cultural [SMSC] development. It will help meet the school’s statutory responsibility to promote pupils’ wellbeing to help children stay healthy, safe and prepared for life in modern Britain. Other policies such as behaviour, health and safety and anti-bullying will also impact on children’s personal social and emotional development.***

### **Definitions For Relationships Education and Health Education:**

#### **Relationships Education:**

***Relationship education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships,***

***family relationships, and relationships with other children and with adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”***

### **Health Education:**

***The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally now and in the future.”***

### **Outline of PSHE Curriculum**

***In Nursery and Reception, PSHE will be delivered through the Early Years Statutory Framework- Personal, Social and Emotional Development (PSED) and uses Jigsaw to teach this:***

***Personal, Social Emotional Development will be delivered under three key headings;***

- ***Self Regulation***
- ***Managing Self***
- ***Building Relationships.***

***In Year One and Two we deliver our comprehensive PSHE curriculum under these three areas and use the PSHE Association programme of study to teach this:***

- ***Relationships Education***
- ***Health and Wellbeing***
- ***Living in the Wider World***

**Statutory content:**

**Relationships Education (KS1 5-7 years old )**

- ***Families and people who care for me***
- ***Caring Friendships***
- ***Respectful Relationships***
- ***Online Relationships***
- ***Being Safe***

**Science Curriculum**

***Key Stage 1 (age 5-7 years)***

- ***Identify, name, draw and label the basic parts of the human body and say which part of the***

***body is associated with each sense***

- ***Notice that animals, including humans, have offspring which grow into adults***
- ***Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene***

**Health and Wellbeing (KS1 5-7 years old)**

- ***Mental Wellbeing***
- ***Internet Safety and Harms***
- ***Physical Health and Fitness***
- ***Healthy Eating***
- ***Drug, Alcohol and Tobacco***
- ***Health and Prevention***
- ***Basic First Aid***

## **Non-Statutory Content: Living in the Wider World (KS1 age 5-7 years)**

- **Economic Wellbeing**
- **Being a Responsible Citizen**
- **Careers**

### **Implementation**

***Our PSHE curriculum will be delivered in the following ways:***

***In Early Years weekly PSHE lessons are taught in circle time sessions through role play, engaging activities and the sharing of **language** rich texts where key vocabulary is explored. There are also opportunities throughout the school day to explore, teach and learn Personal, Social, Emotional Development concepts through child initiated and adult led activities based on learning intentions taught. Children will learn about perseverance and resilience in **Growth Mindset** lessons and real life experiences and interactions will reinforce their PSHE learning; how to build friendships, deal with conflict, develop self help skills, be healthy, share, keeping safe etc. These early experiences will help our children navigate their way through future life experiences.***

***In Key Stage One our PSHE curriculum is delivered in weekly lessons, A safe, supportive and respectful learning environment is created by establishing clear ground rules, agreed with all pupils across the school, and referred to at the start of every PSHE lesson.***

***Each lesson starts with spaced retrieval questions where children are asked to answer prior knowledge questions based on previous lessons or topics and throughout the lesson subject specific **language** is introduced or re visited.***

***PSHE education is also reinforced by sharing quality books, in whole school assemblies, through cross- curricular approach (eg: Science,RE and Computing) and in everyday life situations. Visitors to school also help to make the children's PSHE learning meaningful and memorable and broaden their experiences.***

***Children have opportunities to share their knowledge and understanding of concepts taught through class discussions- where all opinions are respected. These discussions alongside workbooks (KS1), floor books and pupil voice assessments are used to inform teacher assessments of children's progress and inform future lessons.***

### **Confidentiality**

***In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances. The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained.***

### **Relevant resources**

***Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.***

### **Use of External Organisations**

***We offer children the opportunity to hear visiting speakers, such as charity workers, health workers, police, and representatives from the local church, whom we invite into the school as part of the annual curriculum, to talk about their role in creating a positive and supportive local community.***

### **Engaging Parents/Carers**

***On entry to the school, parents are invited to read the PSHE policy. We place emphasis on sharing equal and joint responsibility with parents/carers for their children's education. In the summer term Reception parents are invited to complete a PSHE questionnaire to gain their views on concepts that will be taught in PSHE lessons KS1. This information is then analysed and shared.***

***Resources related to lessons based on naming external genitalia is made available for parents to view before lessons are taught and literature explaining how Relationship education is compulsory is re issued so parents and carers are well informed. Parents are given the opportunity to respond with any questions.***

### **An Inclusive Approach to PSHEE:**

***As an inclusive school we value difference and diversity within our school community and the wider world.***

***As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:***

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law***
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour***
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships***
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them***
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds***
- Some pupils and staff will identify as LGBT+***
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures***
- Some children may have a different structure of support around them (for example: looked after children or young carers)***

***We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.***

***For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.***

***In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.***

### **Assessment and Monitoring:**

***Assessment is based around the key knowledge and skills taught throughout the units. Teachers will monitor progress and attainment throughout the units using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to record end of unit assessment judgements for pupils.***

***SEND: Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.***



***The PHSE subject leader will be responsible for:***

- ***Ensuring the policy and programmes are implemented as agreed***
- ***Supporting staff to assess pupil progress***
- ***Recommending targets for whole school development***

### **Impact**

***Through systematic and cyclical PSHE lessons, through the teaching of British Values, alongside the daily reinforcement of our schools **core values**, **growth mindset** lessons, caring, supportive and encouraging adult role models in school, the celebration of diversity, the exposure to aspirational workforce within their community, opportunities to contribute to wider community (etc planting at Old Dagenham Park and charity fundraising ), the leadership opportunities (school council and school leaders), and an inclusive environment will ensure all pupils are on a pathway to live happy, productive, self fulfilled, positive lives, which will enable them to be successful citizens in the culturally diverse and neuro diverse Great Britain.***