




PSHE Policy

To be reviewed three yearly

Signed 

Chair of Governors, Lyn Schlich

September 2020 - changes have been made to this policy in response to Covid-19 and the reopening of schools. These will remain in place until further notice.

East Preston Infant School PSHE Policy

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1.0 Introduction

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 2 – The Convention applies to everyone; whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 12 – Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14 – Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 15 – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

1.1 PSHE and its place in the curriculum

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. 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, work well with others 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 also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 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.

East Preston Infant School has been reaccredited with Healthy Schools Status since June 2007. We were awarded Advanced Healthy Schools Status October 2012. We also hold the BIG award which recognises excellence in bullying intervention.

All of these awards were achieved through consultation with children, staff, governors and parents.

1.2 Education Act

The PSHE Curriculum incorporates the DfES Primary National Strategy.

In light of the school closure on March 20th 2020 due to COVID-19 and the reopening of schools from September 2020, there will be a bigger focus on PSE to address any issues that children may have arising from this.

‘Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle’

1.3 Aims

At East Preston Infant School we aim to:

- To make learning fun and inspiring, developing a thirst for knowledge and an enquiring mind
- To foster positive self esteem by valuing all achievements
- To nurture the whole child, developing their emotional, social and spiritual awareness
- To provide an inclusive environment where everyone is encouraged to fulfil their potential
- To help children to become responsible and caring citizens
- To lead healthy lives in a happy and safe environment
- To encourage good behaviour and mutual respect for others and the environment
- To work in partnership with parents, carers and the wider community

The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve it is essential to raising standards of attainment for all pupils.

Aims for the PSHE curriculum:

1. To develop confidence and responsibility; and make the most of children's abilities
2. To play an active role as future citizens
3. To develop a healthy, safer lifestyle
4. To develop good relationships; and to respect the differences between people
5. Address any specific issues arising from coronavirus or school lockdown

2.0 Curriculum

2.1 SEN (Meeting Individual Needs)

The Early Years Foundation Stage (EYFS) Prime Area - Personal, Social and Emotional Development and the National Curriculum PSHE programmes of study for Key Stage 1 should be taught to the great majority of pupils in the school in ways appropriate to their abilities, using a differentiated curriculum. For the small number of children who may need the provision, activities should be selected from earlier or later stages where this is necessary to enable individual pupils to progress and demonstrate achievement.

2.2 Equal Opportunities

The PSHE curriculum and teaching reflects issues of equal opportunities.

See separate Equal Opportunities Policy

2.3 Planning, Progression and Continuity

The School's overview of The PSHE scheme of work and termly assembly plans incorporate the 3D PSHE Education Programme and The Rights of the Child

The PSHE curriculum in Reception is based upon the Early Years Foundation Stage (EYFS) Prime Area - Personal Social and Emotional Development. Health Education is addressed within the Prime Area - Physical Development, and Citizenship through Class Circle times and Class Council meetings [which inform School Council see 3.4].

The National Curriculum PSHE programmes of study for Key Stage 1 are covered in Year 1 and Year 2 through the 3D PSHE Programme. Pupils are taught through three underlying core themes, within which there is broad overlap and flexibility:-

1. Health and Wellbeing – including bespoke aspects relating to coronavirus/school lockdown
2. Relationships
3. Living in the Wider World

Within these three core themes the children are taught twelve separate units, through seventy individual lessons, based upon the following areas:

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

2.4 School Council

The four Year 2 Council Leaders (Chair, Vice-chair/Treasurer, Agenda Secretary and Minute Secretary) nominate themselves for election in early September and are voted for by their peers. Council Leaders remain in post for the school year.

Each class elects two Class Council Representatives who represent the views of their class and report back issues from meetings.

Every other Monday there is a School Council Meeting, run by the School Council Leaders and attended by the Deputy Head teacher.

2.5 Assessment and Recording

At the end of the Reception year all children are required to be assessed against all EYFS Prime and Specific areas which include the Prime area - Personal Social and Emotional Development and Physical Development area - Health and Self Care.

In Y1 and Y2 there are no national tests in PSHCE or level descriptors on which to base judgements of the pupils' standards. Assessments are made using professional judgement, based on the extent to which pupils attainment, attitudes, values and personal development compare with those that would 'normally' be expected.

End of year assessment proformas are used by Y1 and Y2 to indicate how the children have achieved against the end of year outcomes for the three core themes - Health and Well-being, Relationships and Living in the Wider World.

2.6 Reporting

Please refer to Assessment Policy for guidance on reporting to parents.

2.7 Scheme of Work

The School's Overview of the PSHE Scheme of Work

YR - EYFS Prime Areas –

Personal, Social and Emotional Development and Physical Development can be found in Development Matters in Reception medium term planning on Staff Share.

Y1 and Y2 3D PSHE Programme

All teachers have copies of the programme that is relevant to their year group.

The PSHE Co-ordinator has the master 3DPSHE file.

Schemes of Work can be found electronically on the curriculum network in the Co-ordinators file in the PSHE folder.

3.0 Management

3.1 The Role of the Co-ordinator

The role of the PSHE co-ordinator includes taking a leading role in the curriculum, management and self-review of the subject and when PSHE is identified as a priority for development within the school. The role of the subject co-ordinator is described in detail in the job profile, which reflects the National Standards for Subject Leaders.

A new co-ordinator should start by:

1. Reviewing the documentation, including the scheme of work.
2. Monitoring standards of attainment.
3. Developing good practice in their own classroom and setting up interactive displays.
4. Keeping their classroom door open to other colleagues.
5. Getting to know the resources in the school.
6. Keeping colleagues informed.

3.2 Safety

The teacher is responsible for the safety of the children. The County guidelines are in the Staffroom for reference. Children should be aware of the class safety rules. Classroom Assistants need to be aware of the safety rules and the procedure for accidents.

A risk assessment should be carried out for off-site activities.

3.3 Classroom Management for PSHE

The classroom should be a challenging and interesting place for children and adults, where children's own PSHE ideas and reflections are valued:

The size of the group will depend on the task, resources and space available.

Equipment should be in appropriate, well-labelled containers.

General equipment, paper, pencils, scissors etc. should be available at all times.

4.0 Staff

4.1 Staff Development

- Co-ordinator to attend relevant courses and share information with colleagues.
- Co-ordinator to discuss with staff their needs and wherever possible make arrangements for staff to update their skills by either providing support in

workshop sessions or by working alongside the teacher, in line with the school development plan.

5.0 Finance, Resources and Accommodation

5.1 Equipment and Resources

Resources to support the Life Skills curriculum include

- 3D PSHE Programme
- Working with Others (WWO) materials
- Parachute and parachute games book
- Circle Time resources
- Section in school library for PSHE story books
- Rights Respecting Schools Resources