



## PSHE & RSE Policy

To be reviewed three yearly

Signed:

Chair of Governors, Jane Jones

# **East Preston Infant School PSHE Policy**

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## 1.0 Introduction

This policy relates to the specific aspects required to deliver the PSHE curriculum. All other aspects can be found in the following policies:

- Relationships Sex Education (RSE) Policy
- Teaching and Learning Policy
- Special Educational Needs (SEND) Policy
- Equal Opportunities Policy
- Assessment Policy
- Learning Outside the Classroom (LOtC) Policy
- Curriculum Long Term and Medium Term Planning documents

East Preston Infant School is a Rights Respecting School. 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

### Intent:

At East Preston Infant School, we aim to ensure that children develop a sense of who they are and their belonging within their own families, the local community and the wider, more diverse society within the UK and our world.

### Implementation:

Our curriculum and our Rights Respecting ethos have been carefully designed to develop tolerance, respect and self-esteem.

Through our Therapeutic Thinking approach, we teach children to be aware of their own thoughts and feelings as they happen, teaching them to use strategies to manage these so they can become independent in regulating their emotions and building resilience.

Through weekly lessons, as well as through other curriculum links, e.g. Science, RE, Computing, assemblies we develop children's understanding of appropriate social skills and establishing boundaries around respectful relationships, including being able to recognise and challenge bullying.

Mental health/mindfulness sessions are included in order to support the children's development of strategies to recognise and balance their mental well-being.

All children have their voice heard through the democratic election of our School Council and involvement in wider community projects.

Alongside this the children are exposed to a wider range of PHSE/RSE experiences throughout the year, such as community links with local elderly residents, disability groups workshops, celebrating diversity through both our curriculum and assemblies.

(Further details can be found in section 2.1)

### Intended Impact:

Through PSHE/RSE, our children will:

- become happy, confident citizens who have developed the key skills and knowledge necessary for the next stage of their learning.
- develop the skills and knowledge needed to live healthy, safe, productive and fulfilling lives, where they are able to make informed choices and to identify and manage risk.

East Preston Infant School holds the Rights Respecting Gold Award and the BIG award which recognises excellence in bullying intervention.



## 1.2 Education Act

The PSHE Curriculum incorporates the DfE 'Relationships and Sex Education Statutory Guidance 2020':

### ***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. PSHE is a non-statutory subject. PSHE can encompass many areas of study. 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'*

## 2.0 Curriculum

### 2.1 Planning, Progression and Continuity

The School's overview of the PSHE scheme of work and termly assembly plans incorporate the 3D PSHE Education Programme, The Rights of the Child, Mindfulness activities and NSPCC safeguarding resources. PSHE cannot always be confined to specific timetabled time. PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE activities and school events
- Pastoral care and guidance
- Visiting speakers
- Responding to local, national and global issues
- Opportunities to play co-operatively and develop social skills at playtimes and lunchtimes

The PSHE curriculum in Reception is based upon the Early Years Foundation Stage (EYFS) Prime Area - Personal Social and Emotional Development, which comprises of the aspects of Self-Regulation, Managing Self and Building Relationships. Health Education is addressed within the Prime Area - Physical Development, and Citizenship through Class Circle times and Class Council meetings (which inform School and Eco Council see 3.4). Early Years 3D PSHE is used to support curriculum coverage.



The National Curriculum PSHE programmes of study for Key Stage 1 are covered through the 3D PSHE Programme. Pupils are taught through three underlying core themes, within which there is broad overlap and flexibility. The themes are delivered via twelve separate units, based upon the following areas:



Health and Wellbeing	Relationships	Living in the Wider World
Healthy Lifestyles	Communication	Keeping Safe
Hygiene	Bullying	Fairness
Changing and Growing	Family and Friends	Money and Finance
Emotions		Rules and Responsibilities
		Communities

Additional resources are incorporated to meet the needs of our community e.g. rail and water safety as well as use of NSPCC resources to develop children’s understanding of personal safety.



As part of our Rights Respecting ethos our children learn the ‘High 5 Rights’ (The Right to be: Educated, Listened To, Treated Fairly, Safe, Healthy) and our ‘Golden Rules’. Specific Rights are included within the Key Stage One curriculum (see PSHE/RSE Medium Term Planning on the Staff Shared drive).



‘Mindfulness Kids’ cards are used, alongside wider resources, to support children’s understanding and development of their mental health.



## 2.2 School Council and Eco Committee

Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups. Our School Motto is ‘Be the best that you can be’. Children are supported to develop good relationships with their peers and all staff, and to take responsibility for their own behaviour. The children have an active School Council with four Year 2 Council Leaders



(Chair, Vice-chair/Treasurer, Agenda Secretary and Minute Secretary) who nominate themselves for election and are voted for by their peers, alongside two Class Council Representatives who represent the views of their class and report back issues from meetings. The Eco Committee comprises of two Class Eco Representatives from each class who are nominated by peers.

### **2.3 Assessment and Recording**

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.

Key Stage 1 - The Relationships and Sex Education (RSE) statutory guidance sets out five main areas to which children should be judged by the end of primary education (Year 6). Assessments are made using professional judgement, based on the extent to which pupil's attainment, attitudes, values and personal development compare with those that would 'normally' be expected. Assessment proformas are used to indicate achievement against the end of year outcomes for the five core themes – Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe, as well as the areas of Health and well-being and Living in the wider world.

### **2.4 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 the Staff Shared. The Early Years 3D PSHE scheme of work is kept with the Early Years Leader.

#### **Y1 and Y2 3D PSHE Programme**

The master 3D PSHE file is stored in the PSHE resources cupboard. Schemes of Work can be found electronically on the Staff Shared, in the Co-ordinators file in the PSHE folder.