



## Bellfield Infant School

### PSHE Policy

#### Introduction

This policy has been written to ensure we are meeting the requirements of National Curriculum, which includes a non-statutory framework for Personal, Social, Health and Economic Education (PSHE) and EYFS Personal, Social and Emotional development.

The Department for Education (DfE) has stated that schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education.

As section 2.1 of the National Curriculum framework states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of the responsibilities and helps to develop pupils' acceptance of difference and diversity while providing them with a strong moral compass (UNICEF UK 2018).

This policy links closely with school policies on:

- Equality
- Sex and Relationship Education
- Behaviour
- Health, Safety and Welfare
- Safeguarding

#### What is PSHE?

Personal, Social, Health and Economic Education (PSHE education) is defined as: '...a planned programme of learning through which children and young people acquire the knowledge, understanding

and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE education offers children and young people significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, healthy eating, physical activity, social and emotional health, wellbeing, relationships, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development, but is a curriculum subject in its own right. (PSHE Association)

### **PSHE in Foundation Stage (Nursery and Reception)**

We teach PSHE as an integral part of the work covered during the year. Our teaching of PSHE matches the aim of developing a children's personal emotional and social development as set out in the following Early Learning Goals.

#### Personal, Social and Emotional Development - Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### Personal, Social and Emotional Development – Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### Personal, Social and Emotional Development – Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### Physical Development – Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **PSHE in Key Stage 1 (Years 1 and 2)**

Our PSHE curriculum will be delivered to Key Stage 1 through three core themes as outlined in the new Programme of Study written by the PSHE Association. These three themes are

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In planning our curriculum we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

#### **Core theme 1: Health and Wellbeing**

Pupils will be taught:

- what is meant by a healthy lifestyle
- how to maintain physical and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

#### **Core theme 2: Relationships**

Pupils will be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including bullying
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

#### **Core theme 3: Living in the Wider World**

Pupils will be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities

- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives

### **Delivery of curriculum**

A range of teaching strategies will be used as appropriate. These will include: Circle time, role-play, discussion (whole class, small group, 1:1), stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There will also be opportunities during collective worship and assemblies for children to think about and discuss different areas of the PSHE curriculum e.g. through assembly stories, activities and discussion. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The elected school council will also actively focus on promoting PSHE issues.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups.

### **Management**

It is the responsibility of the PSHE co-ordinator to monitor the PSHE curriculum and teaching of staff and learning of pupils. The PSHE co-ordinator will provide professional leadership and management for PSHE and will ensure that it is managed and organised so that it meets the aims and objectives of the school. The PSHE co-ordinator will monitor teaching and learning within the subject and will initiate reviews of the scheme of work.