

Balfour Infant School



Personal, Social, Health and Economic Education Policy (PSHE)

Date Written: September 2025

Next Review: September 2027

Aims and Objectives

We believe that our personal, social and health education (PSHE) programme alongside our Relationships and sex education (RSE) promotes children's personal, social and economic development, as well as their health and wellbeing. We want to enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. We aim to provide our pupils with a PSHE curriculum that allows them to 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, socially and emotionally. It gives children an understanding of the rights and responsibilities that are part of being a good citizen.

The children experience the process of democracy through participation in class activities and discussions, as well as voting for School Council representatives and Eco-Warriors. We teach children both about their rights and responsibilities and an understanding of British values. They learn what it means to be a member of a diverse and multi-cultural society.

We want personal development to be a central part of our curriculum. It is one of the essential "skills for learning and life".

The objectives of PSHE at Balfour Infant School are to enable children to:

- Know and understand a healthy lifestyle
- Be aware of safety issues
- Teamwork skills and conflict resolution
- Have respect, empathy and tolerance for others and the environment
- Be positive, active and responsible members of the school community
- Develop independence, curiosity and self-belief.
- Develop effective and fulfilling relationships, respecting the differences between people.
- Develop an understanding of their own feelings and how to respond to these feelings using the Zones of Regulation.

The aims of PSHE fall into 3 core themes: Health & Wellbeing, Relationships and Living in the Wider World.

Core theme 1: Health and Wellbeing

- *Healthy lifestyles (physical wellbeing)
- *Mental health
- *Ourselves, growing and changing
- *Keeping safe
- *Drugs, alcohol and tobacco

Core theme 2: Relationships

- *Families and close positive relationships
- *Friendships
- *Managing hurtful behaviour and bullying
- *Safe relationships
- *Respecting self and others

Core theme 3: Living in the Wider World

- *Shared responsibilities
- *Communities
- *Media literacy & digital resilience
- *Economic wellbeing: Money
- *Economic wellbeing: Aspirations, work and career

Teaching and Learning Styles

We use a range of teaching and learning styles to meet the PSHE requirements outlined in the DfE PSHE statutory guidance which came into effect from September 2020 as well as the updated statutory guidance for RSE in 2025 which will become compulsory for schools in September 2026.

Personal development is nurtured in our whole school environment through the examples set by the children's peers and the adults they meet in school. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in events that promote active citizenship, for example fundraising for specific charities, art projects and exhibitions inviting parents in and distributing harvest produce to local food banks. We offer children the opportunity to hear visitors, such as local clergy, paramedics and health workers, whom we invite to the school to talk about their role in creating a positive and supportive local community.

PSHE Curriculum planning

We teach PSHE in a variety of ways:

PSHE in Year 1 and Year 2 is taught as a separate subject as laid out in the Long Term Plan, Medium Term Plans and Short Term Plans.

PSHE is also taught as part of a cross curricular approach across the school through adult support in work and play activities, Assemblies etc.

PSHE is provided for through the School Council.

Early Years Foundation Stage

We teach PSHE in EYFS as an integral part of the curriculum. The PSHE aspects of the children's work are related to the *prime and specific* area objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's *Personal, emotional and social development* as set out in the *Prime* ELGs. Citizenship skills are supported in EYFS, when we cover the *Specific* area of *Understanding the world*.

Teaching PSHE to children with SEN

We teach PSHE to all children regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with special needs. This may include differentiation by outcome; by task or by the level of support they receive from the class teacher or teaching assistant. It may include extracurricular activities to promote social skills.

For gifted and talented children, teachers will provide additional opportunities to take responsibility, think creatively and use their talents for the good of the community.

Equal Opportunities

All children, whatever their gender, ability, ethnicity or social circumstances have access to the PSHE curriculum. Teachers are aware that certain activities or teaching materials may have a gender bias, for example the roles of mothers and fathers and if necessary, may positively discriminate to aid equality. Teaching about *Relationships* will include discussions about different family units for example same sex parents. The school also ensures that the cultures of different ethnic groups are represented in class.

PSHE and ICT

Computer programmes, videos, cameras and recording equipment are available to support this subject area.

Assessment for Learning

It is the school's policy for assessment to be considered at the planning stage where the learning outcomes are identified. This will often take the form of observation, discussion, pupil voice and any drawing or written work.

In PSHE there are two broad areas for assessment:

- 1) Children's knowledge and understanding, for example information on health, understanding of school rules, understanding of health and safety rules.
- 2) How well children can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in the EYFS is informed by the Development Matters statements and against the Early Learning Goals relating to Personal, Social and Emotional Development.

Key skills assessment in Years 1 and 2 inform class teachers and the PSHE subject leader of progress across each year.

Pupil achievements are reported to parents at open evening and by an annual report.

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. A variety of views and beliefs may be presented or discussed so that pupils are able to form their own, informed opinions but also respect others that may have a

different opinion. Both formal and informal PSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

The following are protocols teachers follow for discussion

- No one (teacher or pupil) will have to answer a personal question
- Meanings of words will be explained in a sensitive and factual way
- Teachers may use their discretion in responding to questions and may say (for example) The appropriate person to answer that question is your parent
- The question can be discussed one to one after class

Safeguarding

Teachers are aware that effective PSHE, can lead to a disclosure of a child protection issue. Teaching staff will consult with the Designated Safeguarding Lead as appropriate and follow the school's child protection policy.

Other Related Policies:

- Child Protection/Safeguarding Policy
- RSE Policy
- Behaviour Policy
- Anti-bullying Policy
- Equal opportunities/Race Discrimination Policy
- Online Safety Policy

Monitoring and Review

Our PSHE subject leader is responsible for monitoring the children's progress and the quality of teaching. She supports colleagues in their teaching by giving them information about current developments in the subject. The subject is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for improvement. We allocate time to the subject leader to enable her to review samples work, pupil voice and to observe teaching in the subject. This policy will be reviewed in 2027

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