

# **SHELTON INFANT SCHOOL**

## **Personal, Social, Health and Economic education (PSHE) Policy**

### **Introduction**

Our Personal, Social, Health and Economic education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged 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. 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. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. 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-long learning.

### **Aims**

At Shelton Infant School we regard PSHE as an important and integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Teaches pupils how to develop effective relationships, assume greater personal responsibility and manage their personal safety.
- Helps pupils consider how they can make an active contribution to their communities.
- Provides a framework in which sensitive discussions can take place.
- Helps pupils understand the importance of health and hygiene.
- Helps pupils develop feelings of self-respect, confidence and empathy.
- Creates a positive culture around relationships.

- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- Teaches pupils the correct vocabulary to describe themselves and their bodies.

### **PSHE**

PSHE is a **non-statutory** subject. However, we use our PSHE curriculum to deliver statutory aspects of the Relationships, Sex & Health Education (RSHE) curriculum.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. The following link is a short guide for parents. <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- We must teach health education under the same statutory guidance.

### **RSHE**

- At Shelton Infant School we teach RSHE through our comprehensive PSHE curriculum which is detailed in our RSHE Policy. This can be found on our School website. We follow the statutory guidance highlighted above.

### **Curriculum**

Shelton Infant School PSHE (which include Relationships and Health Education) is taught every half term through a planned scheme of work that follows the 'PSHE Matters Derbyshire' programme. The PSHE Association curriculum map informs this programme, which is a DFE recommended scheme.

PSHE Matters Derbyshire brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

The learning modules for EYFS includes the Early Learning Goals (ELG) taken from the 'Statutory Framework for EYFS' and guidance from 'Development Matters'.

In Key Stage 1, each module starts with learning opportunities. These are taken from the 'PSHE Association Programme of Study 2020/21' which is based on three core themes: **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.

### **Curriculum Provision**

Teachers have worked collaboratively to create a whole Progression of Skills for PSHE. The knowledge and skills learnt in PSHE have been further broken down into half termly Knowledge and Skills Organisers (KASO's) which also include key vocabulary.

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
- Enrichment activities and school events
- Special themed weeks
- Learning to Learn attitudes
- School Trips
- Pastoral care and guidance
- Visiting speakers

Through PSHE children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

The school's PSHE curriculum teaches pupils to recognise and manage risk, to make safer choices and to recognise when pressure from others threatens their personal safety and wellbeing. PSHE provision also encourages pupils to develop positive character traits such as self-esteem, confidence, determination and resilience. The school builds

pupils' resilience to radicalisation by promoting fundamental British Values.

### **Strategies**

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom rules of behaviour have been agreed.

### **Relationships within School**

Relationships at Shelton Infant School are based on an atmosphere of trust and respect for everyone. Our School Aims are **'Have fun, Aim High, Achieve Well.'** Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment and comply to a staff code of conduct. The children have an active School Council named the Shelton Parliament and an E-Team where two children from each class are democratically elected to represent the class's views.

### **Equal Opportunities**

All children have the opportunity to take part in our PSHE programme.

### **Parents' right to withdraw**

Parents do **not** have the right to withdraw their children from RSHE or the programme of study set out for Science in the National Curriculum. This is because we are only teaching the statutory curriculum for RSHE and the Science curriculum at Key Stage One.

During Key Stage 1, correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

### **Assessment, Recording and Reporting**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written

work may not always be appropriate and staff will use their professional judgment in this.

### **Monitoring and Evaluation**

The PSHE subject leader monitors medium term planning each half term. Teaching is monitored through lesson observations and learning walks by PSHE subject leader. Work scrutinies and pupils discussions are also carried out termly. Staff are included in the development and evaluation of planning, teaching, learning and assessment of PSHE during staff meetings.

### **Staff Training**

All staff have received training on the 'PSHE Matters Derbyshire' scheme of work and lesson plans. The PSHE leader has attended courses delivered by PSHE Matters Derbyshire, and has shared up to date information and resources with staff.

### **Other Policy links**

- RSHE Policy
- Computing Policy
- RE Policy
- Equality Plan
- Anti-Bullying Policy
- Positive Discipline Policy
- Safeguarding and Child Protection Policy
- Preparing Children for Life in Modern Day Britain
- Promoting British Values

Reviewed By: Lindsey Badri, PSHE Subject Leader

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Next Review Date: February 2027