

## **PSHE Policy**

PSHE is a non- statutory subject. However Government guidance from the National curriculum framework document of September 2021 on the delivery of the subject states that: 'All schools should teach personal, social, health and economic education [PSHE], drawing on good practice'.

Schools also have statutory duties to meet. Section 2.1 of the National Curriculum says that state-funded schools must offer a curriculum, which is balanced and broadly based that 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' and 'prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

Our PSHE curriculum is a planned provision, which will make a significant contribution to pupils' spiritual, moral, social and cultural [SMSC] development. It will help meet the school's statutory responsibility to promote pupils' wellbeing. Other policies such as behaviour, health and safety and anti-bullying will also impact on children's personal social and emotional development.

Relationship education is an important part of the PSHE curriculum and is compulsory for all primary school children.

### **Intent**

At Village Infants we aim to deliver a PSHE curriculum, which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as children and as an adults in the future.

We deliver a curriculum that encourages our children to be healthy, independent and responsible members of a society, who understand how they are developing personally and socially, and we aim to give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up. We also provide our children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. Moreover our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to demonstrate the school values of perseverance, resilience, tolerance, kindness and curiosity.

### **Implementation**

Our PSHE curriculum will be delivered in the following ways:

- Whole school/class assemblies
- Growth Mindset lessons
- In a circle time situations
- Through discreet lessons which follow a systematic approach
- Through a cross curricular approach (eg; Science and RE)
- In everyday school life situations
- Through school visits and by visitors to the school

PSHE respects and takes account of pupils' previous learning and experiences. It gives pupils the opportunity to recognise and reflect on how they learn and how their learning relates to their lives. Village Infants School motto is 'Good Thinkers, Good Learners' and the ethos throughout the school is to encourage pupils to self-evaluate and improve their learning. This is embedded throughout the school and helps to develop PSHE skills across all curriculum areas in a consistent way across a variety of contexts, helping pupils to make links within a variety of situations.

**In Nursery and Reception, PSHE will be delivered through the Early Years Statutory Framework- Personal, Social and Emotional Development (PSED)**

Personal, Social Emotional Development will be delivered under three key headings;

- Self Regulation,
- Managing Self
- Building Relationships.

**Three and Four Year Olds- knowledge and skills being taught:**

Children will:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one, which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

**Reception- Knowledge and skills being taught:**

Children will :

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian

### PSHE Curriculum (KS1)

The PSHE Curriculum is based on three core themes within which there will be broad overlap and flexibility. The themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

### Health and Wellbeing

Children will learn:

- How to recognise and name different feelings
- A range of words to describe feelings
- How to tell how people are feeling
- that things people put into their bodies can affect how they feel
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- how physical activity and healthy eating helps them to stay healthy
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
- that household products, including medicines, can be harmful if not used properly <sup>SG</sup>
- how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy <sup>SG</sup>
- some basic rules to keep safe online <sup>SG</sup>
  - who helps help them to stay healthy (e.g. parent, dentist, doctor)
  - that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (**Science curriculum**)
  - to recognise the importance of knowing when to take a break from time online or TV
  - that a healthy person has good physical and mental health and wellbeing
  - how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <sup>SG</sup>
  - how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them <sup>SG</sup>
  - that not everything they see online is true or trustworthy and that people can pretend to be someone they are not <sup>SG</sup>
- how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that

scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say <sup>SG</sup>

- How to keep safe in the sun and protect from sun damage <sup>SG</sup>
- about their bodies and how they work (**Science curriculum**)
- about the similarities and differences between males and females
- about gender stereotypes

## Relationships

Children will learn:

- what they like/dislike and are good at
- what makes them special and that everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- about what makes a good friend
- about different types of friends, including grown-ups <sup>SG</sup>
- simple strategies to resolve conflict between friends
- that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) <sup>SG</sup>
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises <sup>SG</sup>
- What 'privacy' means and the importance of respecting others' privacy
- To explore different kinds of families
- To identify who can help when families make us feel unhappy or unsafe <sup>SG</sup>
- to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big\* feelings are not always the same as someone else's big feelings <sup>SG</sup>
- about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good <sup>SG</sup>
- to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it <sup>SG</sup>
- more about teasing and bullying (including online) <sup>SG</sup>
- that there are different types of teasing and bullying, that these are wrong and unacceptable <sup>SG</sup>
- the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities <sup>SG</sup>
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention <sup>SG</sup>, ways that pupils can help these people to look after them
- to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another <sup>SG</sup>
- that babies need care and attention (love) in order to calm them if they are upset

## Living in the Wider World

Children will learn:

- more about other people's opinions and views<sup>BV</sup>
  - about the different groups they belong to (clubs, faith, cultural heritage etc)<sup>BV</sup>
- about what money is and where it comes from
  - about the cost of everyday items

that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank

- what can harm the local and global environment; how they and others can help care for it more about road safety and who helps us keep safe
- about spending money and understanding the importance of waiting for and checking change
- that I have choices about spending and saving money, and that people may make different choices about how to save and spend money
- about where food comes from
- about a range of festivals<sup>BV</sup>

All themes will aim to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and challenge their own and other's values, beliefs and attitudes
- The skills and strategies needed to live healthy, safe, fulfilling, responsible and balanced lives

## Monitoring and Evaluation

The PHSE subject leader will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil progress
- Recommending targets for whole school development

### Key

SG - Safeguarding

BV – British Values