

SANDWICH INFANT SCHOOL



Where everyone is valued and learning is fun

PSHE (Personal, Social, Health Education) POLICY (Including RSE Relationship and Sex Education)

Context

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

Personal, social and health education (PSHE) and Relationship and sex education (RSE) enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

“The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

Department for Education review of PSHE education impact and effective practice

AIMS

The aims of personal, social, health education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues
- Have respect for others and themselves
- Begin to understand what makes for good relationships with others.
- Be independent and responsible members of the school community.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

LEADERSHIP

The school has appointed Emily Godden as PSHE coordinator. It is her role to support class teachers and ensure pupils receive their entitlement to the PSHE curriculum. The subject leader is also responsible for the PSHE resources in the school.

STAFFING

At Sandwich Infant School we dedicate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward systems, through relationships child to child, adult to child and adult to adult across the school. We aim to embed our learning and apply it to everyday situations in the school community.

Class teachers carry responsibility for the planning, delivery and assessment of PSHE for pupils in their care. INSET training is available in consultation with the coordinator and the Head teacher, to provide further support for the staff.

STYLE OF TEACHING AND LEARNING

We use a range of teaching and learning styles to meet the requirements of the teaching of PSHE.

We place an emphasis on active learning by including the children in discussions, investigations, role play, and problem-solving activities in the form of group work, circle time, child initiated activities and the use of visitors and outside agencies.

CURRICULUM PLANNING

Here, at Sandwich Infant School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

We include the statutory Relationships and Health Education within our whole-school PSHE programme.

The school is a member of the PSHE Association and bases the PSHE curriculum on the association's Programme of study. We base our RSE element on the programme of study from CWP.

FOUNDATION STAGE

PSHE in reception classes is taught as part of the Prime Area of learning known as Personal, Social and Emotional Development. It is an integral part of the children's daily learning and experiences.

Reception children begin to learn about People and Communities through the specific area of learning known as "Understanding the World." They are also introduced to Circle Time, beginning to explore ideas and develop their skills.

ASSESSMENT

Assessments will be made informally by the teacher during the lessons and will address the children's progress in developing skills and actions as well as knowledge and understanding, these will be recorded on our Foundation subject assessment grids at the end of each unit. Teachers will keep a record of engagement for each session to ensure that every child is engaging with the PSHE curriculum. Each child in Year 1 and 2 will receive a comment reflecting their learning on their end of year report of achievement.

STANDARDS TO BE ACHIEVED

By the end of year R most children will have achieved the PSHE based Early Learning goals for Personal, Social and Emotional Development

At the end of KS1 most children will have achieved the following end of KS1 expectations;

- Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (*for example talking about fairness*). They can set themselves simple goals (*for example sharing toys*).
- Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*). They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body including male and female differences. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (*for example knowing how and where to cross the road safely*). They can explain that people grow from young to old.
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

EXTENSION OPPORTUNITIES

Staff will determine those children with greater ability in PSHE through their assessment procedures and will provide opportunities during lessons for these pupils to further their skills, knowledge and understanding.

SEN

The class teacher makes adaptations to the content of the lesson and/ or method of recording in order that each child can take a full part in each lesson. At times it may be appropriate to have the support of a Learning Support Assistant to help an individual or a group of children.

EQUAL OPPORTUNITIES

All pupils regardless of their race, gender and ability will have equal opportunities to participate in PSHE lessons.

Staff at all times should be a positive role model.

RESOURCES

Resources and teachers' books are kept in the library, teachers may have their own resources in their own classrooms. Teachers have copies of the progression grids and CWP RSE planning and can access resources from the PSHE association web site.

HEALTH AND SAFETY

Refer to the school's Health and Safety policy.

PARENT AND COMMUNITY LINKS

Parents are kept informed of the Termly PSHE theme and positively encouraged to become involved in any homework supporting this.

Parents are invited into school weekly to read with their children and support them with their learning. This helps to build the partnerships between parents and teachers.

The school has strong links with the local library. The school has a good relationship with the local School's Police Officer and PSCO who visit the school to support our learning about people who help us.

During the year the whole school supports a variety of charities e.g. Jeans for Genes, Cancer Research, Children in Need, Comic Relief, and major disasters that may occur.

Members of the community, theatre groups, artists and parents may be asked to come in to speak and share their experiences with the children. This could be in conjunction with topics or during specialist weeks.

REVIEW

This policy was reviewed in September 2022.