



PSHE/HRE Policy

Approved by Governors

2023

To be reviewed

September 2024 (or in light of any new legislation)



Whitefield Infant School and Nursery

PSHE



1. Subject Intent:

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child to know more, remember more and understand more about the wider world and community. At Whitefield Infant School, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. 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.

2. Aims of PSHE at Whitefield:

Our aims in teaching PSHE include the following;

- Create an aspirational environment where children feel secure, confident, comfortable and happy.
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually and emotionally in order for him/ her to achieve their full potential.
- Develop attitudes which will be positively helpful to the individual child, the whole school and society in general.
- Provide a cross-curricular approach to the PSHE curriculum, which is wide, progressive, purposeful and connects to our community and others.
- Foster excellent relationships among all staff, children, parents, governors and the community to provide equality of opportunity.

At Whitefield Infant School we have very high expectations of our children and ourselves. We aim to prepare children for a future full of learning which will enable them to play a full and active part to the world they inherit. The skills of cooperation, effective communication, perseverance, self discipline, team-work and self motivation support our academic successes and will be key factors in the children's future lives; we look forward to seeing them flourish with our aspirational, secure and happy learning environment. At Whitefield, we want to ensure that we are constantly adapting to meet the needs of all our learners within our ever-changing society.

Our vision is to promote the development of secure, happy, well-adjusted individuals who are equipped for life long learning.

3. Teaching and Learning; Development of Skills and Knowledge:

At Whitefield Infant School and Nursery the 'PSHE Association' toolkit is used to enhance our PSHE curriculum and ensures a clear progression of skills and knowledge throughout EYFS to the end of KS1. Each unit of work supports the development of the inter-related skills from other subjects to generate a cross-curricular approach in line with the National Curriculum (KS1).

Our curriculum is carefully planned to support the development of the following skills;

- **Health and Well-being**
- **Relationships**
- **Living in the Wider World**

The headings taught include:

Healthy Lifestyles, Mental Health, Ourselves growing and changing, Keeping Safe, Drugs, alcohol and tobacco, Families and close positive relationships, Friendships, Managing hurtful behavior and bullying, Safe relationships, Respecting self and others, Shared responsibilities, Communities, Media, Literacy and digital resilience, Economic well-being (money), Economic wellbeing (Aspirations, work and career)

Each topic or unit of work aims to develop children's knowledge in order to achieve the expected skills via a cross-curricular approach. Each skill is broken down within our PSHE 'progression of skills' document in order to demonstrate the progression from Nursery to the end of KS1. Staff use this document to support their teaching, building upon the knowledge children already have gained in view of each year group's end points. Vocabulary pointers are also displayed within the PSHE 'progression of skills' document to aid all staff members and to enable them to access appropriate language relating to PSHE in each year group.

In EYFS, teachers plan from the children's own experiences throughout the seven areas of learning. They plan for Personal, Social and Emotional Development strands of 'Development Matters' in conjunction with the Early Learning Goals. EYFS children attend a separate weekly assembly, led by Mrs Hutchinson (PSHE subject leader) which focuses on developing children's awareness of PSED skills.

In KS1 teachers plan through their themes and contexts for learning in relation to the National Curriculum Framework for PSHE. Their themes and strands are heavily guided by the 'PSHE Association' toolkit. Relevant links have been made through a cross-curricular approach to teaching PSHE/ HRE and teachers follow a scheme of work devised together by staff to ensure their CPD of the subject is up to date. KS1 children are chosen to represent peers views in the form of 'school council' to ensure all pupil's voices are heard.

HRE

Effective HRE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Our curriculum is carefully planned to support the development of the following skills;

- **Relationships Education**
- **Physical Health and Mental well-being**

Relationships Education (RSE)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**

- **Being safe**

Physical Health and Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a normal part of daily life, in the same way as physical health:

- **Mental wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco (taught in KS2)**
- **Health and prevention**
- **Basic first aid**
- **Changing adolescent body (taught in KS2)**

Aims of Health & Relationship Education at Whitefield Infant School:

- starts early and is relevant to pupils at each stage in their development and maturity
- builds an effective partnership between home and school
- allows sufficient time to cover a wide range of topics
- is inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood
- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

4.Implementation; How PSHE/HRE is structured through our school:

All teaching staff contribute to the planning of PSHE teaching across the school, ensuring that the curriculum meets the required coverage set out in the foundation stage and national curriculum. This is exhibited in the form of a cross curricular approach to PSHE where the PSHE strands are interspersed within other core and non-core subjects.

PSHE/HRE is taught in the following ways;

- Through the use of our whole school teaching and learning scheme 'PSHE Association' toolkit which ensures consistency and a clear progression of skills and knowledge throughout the year groups. Following this national toolkit enables staff to access a current and up-to-date programme of study relating to PSHE

- Cross curricular – Our PSHE curriculum can be adapted and extended to match children's needs interests and abilities. PSHE can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others and therefore contributing to cultural capital.
- Key stage assemblies, class discussions and circle time activities take place weekly in addition to our cross curricular approach. KS1 children are chosen to represent peers views in the form of 'school council' to ensure all pupil's voices are heard.
- Links to outdoor learning (Forest School). In EYFS each class has access to weekly forest school sessions which enables children to further develop their PSHE skills and 'Characteristics of Effective Learning' i.e perseverance/ resilience etc.
- Focus on Mental Health. Topics include teaching children how to describe emotions, discuss their anxieties and worries, and develop coping strategies. The two SENDCo's at Whitefield identify vulnerable children who may benefit from additional mental health support and intervention.

In EYFS, teachers will plan from the children's own experiences through the seven areas of learning. They will plan for Personal, Social and Emotional Development strands of 'Development Matters' in conjunction with the Early Learning Goals.

In KS1 teachers will plan through their themes and contexts for learning in relation to the National Curriculum Framework for PSHE. Their themes and strands will be heavily guided by the 'PSHE Association' toolkit. Relevant links have been made through a cross-curricular approach to teaching PSHE/ HRE and teachers follow a scheme of work devised together by staff to ensure their CPD of the subject is up to date. KS1 children are chosen to represent peers views in the form of 'school council' to ensure all pupil's voices are heard.

5. Equal Opportunities:

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We ensure that pupils with SEND receive access to PSHE through an adapted curriculum suitable to their learning style.

Teaching takes into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

All children will have the opportunity to participate in PSHE related experiences which will be planned in ways which make them accessible to each individual child. All pupils will have an equal opportunity to reach their full potential across the PSHE curriculum regardless of their race, gender, cultural background or special educational needs. Children with Special Educational Needs will be recognised and an adapted curriculum will be offered wherever possible to promote the child's development and self-esteem.

6. Staffing.

In 2020 staff worked together in year group teams to devise a PSHE/ RSE scheme of work which is relevant to our individual children. Teachers training needs are determined and identified at review meetings during the performance management cycle. Whole school training needs are planned into the PSHE action plan. The school ensures they are keeping up to date and informed of any relevant changes to aspects of PSHE/ HRE by

attending LEA meetings and working together within the FAST group to ensure a collaborative and consistent approach across the county. All schools use the PSHE Association to guide their PSHE curriculum.

Mrs Hutchinson is responsible for co-ordinating the whole school overall PSHE curriculum and will work alongside the SENCO's to ensure coverage and inclusion of 'mental health and emotional well-being'. Miss Whittaker and Miss Key are trained in 'Mental Health First Aid' and will liaise with staff, providing support, as and when issues arise.

A whole school scheme of work has been devised at Whitefield with the input of teachers from EYFS and KS1 in order to ensure the PSHE/ HRE curriculum is progressive and skills based from Nursery through to the end of KS1.

In addition to this, PSHE/HRE links have been identified within other lessons, such as science in order to create a cross-curricular approach to teaching discrete PSHE.

Key stage assemblies, class discussions and circle time activities take place weekly in addition to our cross curricular approach. KS1 children are chosen to represent peers views in the form of 'school council' to ensure all pupil's voices are heard.

7. Assessment and Recording

All teachers are required to assess pupils' performance against the end of key stage attainment targets/the Foundation Stage Curriculum (PSED).

Assessment is carried out through observation, guided sessions and photographic and recorded evidence within floorbooks. Assessment information is used to inform future planning. Information is shared with parents during learning and reporting meetings and via written school reports to parents.

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education focuses on learning, set against the lesson objectives and outcomes.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

In PSHE and Citizenship there are two broad areas for assessment:

- 1.) Childrens knowledge and understanding , for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g the nature of co-operation and competition.
- 2.) How well children can use their knowledge and understanding in developing skills, attitudes, for example through discussions, group talks, managing conflict, making decisions and promoting positive relationships.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools."

Our EYFS tracker is updated each term to assess attainment and track progress within PSED. Along with all seven Foundation Stage areas, PSED (Personal, Social and Emotional Development) data is analysed to determine any groups of learners who need further support. Gap reports are created and regularly referred to, to help close any gaps in learning.

Within Key Stage 1, attainment data for PSED is collected each half term and used to track progress in the form of a floorbook. This enables staff to identify any groups of learners who may need extra support.

8. Impact

The impact of our PSHE curriculum is measured in many ways;

- Subject leader monitoring
- Termly Governors reports, reporting termly subject impact
- Pupils workbooks
- Pupil voice
- Parental voice through questionnaires and workshops
- Learning walks
- Teaching and Learning Days
- Displays and learning environments around school

9. Cross-Curricular Links

PSHE is widely used to support all areas of the curriculum within our school.

At Whitefield we believe that PSHE education is a path to life-long learning and knowledge of self and culture. It supports healthy social development and through PSHE specific assemblies, alongside weekly Forest School sessions we aim to develop children's self-esteem to grow confident and happy learners equipped for the wider world.

Class teachers teach HRE through different aspects of the curriculum. At Whitefield we primarily teach 'relationships education' through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows.

10. The role of the subject co-ordinator.

- To take the lead in the policy development and the production of schemes of work to ensure progression and continuity in teaching.
- To support colleagues in the development of their planning and assessment.
- To monitor, evaluate and review the PSHE curriculum throughout the school and advise the senior management team of action needed.
- To take responsibility for the purchase and organisation on central resources for PSHE
- To keep up-to-date with developments in PSHE and share information with colleagues.
- To be responsible for the school portfolio with evidence of PSHE.

12. Resources

Teachers have individual access to the 'PSHE Association' toolkit in order to personalise the PSHE curriculum to meet the needs of their learners.

In addition to personal access to this programme of study, teachers also have access to a bank of songs located on a shared Teachers Drive electronically.

The PSHE subject co-ordinator leads weekly PSHE assemblies which link to the core British Values.

12. Health and Safety

Risk assessments are carried when children take part in activities outside of school.

HRE plays a vital part in meeting schools' safeguarding requirements. We will offer a preventative programme that enables pupils to learn about safety and risks in relationships.

High quality relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. We will offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Learners will be encouraged to talk to their parents and carers.
- Learners will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

- We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:
- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject

areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.