



St Andrew's C of E Infant School

PSHRE Policy

Personal, Social, Health, Economic & Relationships Education

This policy has been written to ensure St Andrew's C of E Infant School are meeting children's needs for Personal, Social, Health and Economic Education, Relationships Education and EYFS Personal, Social and Emotional development.

Subject Intent

We have chosen to deliver the statutory requirements of Health and Relationships within our PSHE curriculum as they are so closely intertwined. Our carefully sequence PSHRE curriculum enables our children to become healthy, independent and responsible members of society. Our curriculum aims to help all children 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 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.

At St Andrew's C of E Infant School our aim is to plan for a PSHRE curriculum that engages, excites and empowers our children to have high aspirations, resilience and self-confidence. We have designed a curriculum that reflects the needs of our children and:

- Is progressive in skills and knowledge
- Provides relevant and stimulating learning experiences where confidence is developed and children are encouraged to share their own thoughts and opinions with others.
- Develops interpersonal skills and attributes to keep us healthy and safe
- Develops an attitude of a responsible global citizen.
- Promotes tolerance of other beliefs, religions and life choices by promoting diversity and inclusion
- Builds positive, respectful relationships with other people
- Key vocabulary is at the heart of excellent teaching practice



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Implementation

Curriculum Content

At St Andrew's C of E Infant School, PSED is taught in EYFS using key questions that link to overarching topics. When teaching PSED, teachers are adaptable and respond to children's needs, planning appropriate tasks.

In Key Stage One, PSHRE is taught using the PSHE Association questions based model. This is a progressive scheme of work and comprehensively covers the statutory Health Education and Relationships guidance.

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

- Health and Well-Being
- Relationships
- Living in the Wider World

In planning our curriculum we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

Teaching and Learning

- All pupils have a weekly timetabled lesson.
- Medium term planning is in place which has been developed and adapted to meet the needs of our pupils.
- PSHRE; including the Spiritual, Moral, Social and Cultural and British Values, is an integral part of the whole school curriculum, and is therefore often taught within other subject areas such as science, PE, computing and RE.
- Visitors such as emergency services and dentists enrich and complement our curriculum to offer additional learning.
- Whole school worships and awareness days are planned to cover any additional sessions that would benefit the whole school.
- Lesson content is taught carefully and sensitively.
- Vocabulary is progressive and is clearly outlined on our progression document.

Early Years Foundation Stage

PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. It has three core themes:



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- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage 1 Themes

The PSHE Association takes a thematic approach to primary PSHRE education, ensuring all three core themes of the Programme of Study (Health and Well-being; Relationships; and Living in the Wider World) are covered over the school year. This is broken down into topics each half term that begin with a question. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. It also offers flexibility in terms of medium term planning.

Core theme 1: Physical Health and Well-being

Pupils will be taught:

- What is meant by a healthy lifestyle including benefits of physical activity and rest, healthy eating and dental health
- How to maintain physical and emotional health and well-being
- How to manage risks to physical and emotional health and well-being
- Ways of keeping physically and emotionally safe, understanding what positively affects their physical, mental and emotional health
- About managing change, such as transition and loss
- How to make informed choices about health and well-being and to understand the concept of a balanced lifestyle
- How to respond in an emergency
- To identify different influences on health and well-being



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- To communicate feelings to others and how to respond to feelings
- To develop vocabulary to describe feelings to others
- To recognise different types of teasing and bullying, to recognise these are wrong and unacceptable
- That household products including medicines can be harmful if not used properly
- The importance of and how to maintain personal hygiene
- About special people who work in their community and are responsible for looking after them

Core theme 2: Relationships

Pupils should be taught:

- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships
- To recognise people who look after them and their family relationships and who to go to if they are worried and how to attract attention
- How to identify and respect the differences and similarities between people
- How to identify special people and how special people should care for one another
- To recognise that they belong to different groups and communities such as family and school
- To recognise different types of relationships including those between acquaintances, friends, relatives and families
- To recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise how behaviour can affect other people, to listen to one another and play and work co-operatively
- To recognise what is fair and unfair, kind and unkind, right and wrong
- That people's bodies and feelings can be hurt



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- To recognise different types of teasing and bullying, to recognise these are wrong and unacceptable
- To develop strategies to resolve disputes and conflicts
- That people and other living things have rights and that everyone has a responsibility to protect those rights
- To understand rules for keeping physically and emotionally safe including responsible ICT use
- To recognise a responsibility for keeping themselves and others safe
- To understand personal boundaries and rights to privacy
- What is meant by privacy
- The difference between secrets and nice surprises and the importance of not keeping secrets that makes children feel uncomfortable, anxious or afraid

Core theme 3: Living in the Wider World

Pupils should focus on 'economic well-being and being a responsible citizen' and be taught:

- About respect for the self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- To understand ways in which they are all unique

Monitoring and Assessment



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At St Andrew's C of E Infant School, we will have high expectations of the quality of pupils' work.

We achieve this by:

- Having regular feedback provided on pupil progress
- Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.
- Teaching is assessed and assessments used to identify where pupils need extra support or intervention.

It is the responsibility of the PSHRE lead to monitor the impact of the PSHRE curriculum.

Equal Opportunities

St Andrew's C of E Infant School are committed to providing effective learning opportunities for all pupils. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all individuals. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, SEND, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Resources

Resources will be stored in classrooms so all teachers have access to them when needed. The curriculum leader will regularly review resources with staff and obtain, within the constraints of the allocated budget, additional resources as necessary.

Impact

We firmly believe that a meaningful PSHRE curriculum is the key to children becoming confident, resilient, tolerant and well-rounded adults.

By the time our children leave our school they will:

- Be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.



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- Appreciate difference and diversity.
- Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty.
- Be able to understand and manage their emotions.
- Be able to look after their mental health and well-being.
- Be able to develop positive, healthy relationships with their peers both now and in the future.
- Have respect for themselves, others and the environment.
- From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen.
- Have positive self-esteem and set high aspirations for themselves.