



Dropmore Infant School
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Policy Title: Personal Social Health & Economics
(PSHE) Policy

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School ethos:

At Dropmore Infant School we are committed to providing a holistic approach to education which aims to develop the 'whole child' and support their academic, cultural, personal and social development. High quality PSHE Education at Dropmore Infant School supports our pupils' Personal, Social, Health and Economic development. It helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions in relation to the opportunities and challenges that life presents. Additionally, our pupils will explore issues that are real and relevant to their daily lives in a safe and managed environment.

Aims of the PSHE Policy:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education.
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education and Health Education.

Legal Requirements:

At Dropmore Infant School we teach statutory Relationships Education and Health Education through our PSHE curriculum (Please see our Relationships Education Policy).

Our PSHE Policy complies with-

- ⇒ 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.
- ⇒ The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- ⇒ The DfE guidance for teaching PSHE (updated February 2020)

This policy links to the Relationships policy, Child Protection Policy, Anti-Bullying Policy, Equalities and Cohesion policy and the Behaviour policy.

The Curriculum:**INTENT:**

Every child who attends our school is recognised as individual and unique. At Dropmore Infant School, PSHE is at the heart of everything we do and it supports our children to become independent, confident, healthy, responsible and resilient members of society. It aims to help them to understand how they are developing both personally and socially. We believe that excellence in these areas will lead to excellence across the curriculum and will enable the children to tackle many of the moral, social and cultural issues that are part of growing up. The children learn about rights and responsibilities and they are provided with a wide range of opportunities to play a positive role in contributing to school life and the wider community.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents to ensure that our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. Our PSHE provision is underpinned by the 2010 Equalities Act and it provides an inclusive curriculum that promotes understanding and mutual respect for all.

IMPLEMENTATION:

At Dropmore Infant School our whole curriculum is shaped by our aims to develop the whole child and to give all children, irrespective of gender, ethnicity, religion, sexual orientation or disability, an equal opportunity to achieve.

What we use:

PSHE is taught in each class on a weekly basis by the class teacher or head teacher. In order to deliver the core themes, we follow the Jigsaw PSHE scheme for all lessons, including Relationships and Health Education. This is a whole school approach to PSHE using structured and progressive plans which build on the children's prior learning. The programme of study is adapted to provide a relevant and age-appropriate curriculum. Each year group from Reception to Year Two, follow a spiral curriculum and work on the same half termly topic at an age appropriate level. Children develop knowledge, skills and understanding in the following areas-

- Being me in my world- learning about their place in the community and world they live in
- Celebrating Difference- discussing and celebrating how people are different to each other
- Dreams and Goals- setting goals and thinking about their aspirations
- Healthy Me- Being and keeping healthy, both physically and mentally
- Relationships- learning about friendships and family relationships
- Changing Me- thinking about how they change and develop over time

When appropriate or necessary, teachers may also deliver PSHE as a result of a specific issue that has arisen in their own class, the school or wider community.

Other School Initiatives that support the development and delivery of PSHE include:

- Anti-Bullying Week
- Values Assemblies
- Class and whole school responsibilities
- Friendship benches on the playground
- MIND assemblies and workshops
- E-Safety
- Celebration Assemblies

Relationships Education:

Our PSHE curriculum covers statutory Relationships Education (please see Relationships policy for further details). Relationships Education at Dropmore Infant School focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. Pupils will be taught Relationships Education from Reception at an age-appropriate level.

The following outcomes for Relationships Education (as defined by the DfE) will be covered by the end of Year Two:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education:

We deliver statutory Health Education through our PSHE curriculum. Health Education at Dropmore Infant School aims to teach pupils about physical and mental wellbeing and gives them the information that they need to make good decisions regarding these. Pupils are taught how to seek support as early as possible and from a safe and trusted source. Pupils will be taught Health Education from Reception at an age-appropriate level.

The following outcomes for Health Education (as defined by the DfE) will be covered by the end of Year Two:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health prevention
- Basic first aid

Managing difficult questions:

All aspects of PSHE are underpinned by shared and understood ground rules, which are regularly discussed during PSHE lessons and class discussions. Lessons are delivered in a safe and well managed environment in which pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

To allow pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff, each child has a personalised pebble that they can use to highlight to the adults that they would like to talk.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Equality Impact Assessment:

At Dropmore Infant School we recognise that not all children will be able to access lessons at the same level. Lessons will be tailored to ensure that all children are able to participate and access the curriculum. The class teacher will implement a variety of teaching methods and activities to support the vulnerable children, such as those with SEND. This may include, but is not limited to, small group focus activities with the class teacher or teaching assistant, modified resources tailored to the child's need or one to one learning with a designated adult. Where appropriate, parents/carers will be contacted prior to or following lessons so that they are able to support their child's understanding and learning further at home. For more information on SEN (Special Educational Needs) and MAP (Most Able Pupils) please see the corresponding policies.

IMPACT:

Our PSHE curriculum enables children to develop their knowledge, understanding and skills in a wide variety of areas. By the time children leave our school they will-

- Be ready and willing to try new things, challenge themselves and persevere
- Demonstrate a good understanding of how to stay safe and healthy
- Be able to develop healthy, happy relationships with other children and adults.
- Know how and when to ask for help and where to access support
- Recognise and appreciate what it means to be a positive member of a diverse and multicultural society
- Have a strong self-awareness, as well as compassion for others
- Have achieved their full potential in PSHE and be ready for the next stage in their learning

At Dropmore Infant School we use a variety of ways to find out what the children know. Through questioning, teachers are able to gauge learning and understanding, particularly at the beginning and end of each lesson and half-termly topic. The impact of PSHE is assessed by monitoring change and development in the behaviour and attainment of children over time.

In the EYFS, children's Personal, Social and Emotional Development is regularly assessed and recorded in Tapestry. These assessments are used to inform future planning for both adult-led and child-initiated activities. In Key Stage 1, teachers regularly assess children's progress by making informal judgements during lessons. They are then able to adapt future lessons and plan interventions when necessary. At the end of each half termly topic, all children are assessed using the Jigsaw assessment process, which allows us to track pupil progress.

Confidentiality and Safeguarding:

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and Responsibilities:

- The Governing Body will approve the policy and hold the Headteacher to account for its implementation.
- The Headteacher is responsible for ensuring PSHE is taught consistently across the school.
- The PSHE Subject Leader is responsible for leading and managing the subject.
- Teachers are responsible for delivering PSHE.
- Pupils are expected to fully engage with PSHE provision and to treat each other with respect.

Monitoring:

PSHE provision will be monitored and evaluated by the PSHE Subject leader, Headteacher and Governors in line with the monitoring cycle agreed by the school. PSHE Monitoring includes scrutiny of work and informal interviews with pupils. This process ensures full curriculum coverage and shows children's attitude to learning in PSHE.

To ensure staff are confident to deliver all aspects of PSHE Education, access to local and national training will be made available in accordance with the school's CPD programme for staff development.

Working with parents and carers:

At Dropmore Infant School we are committed to working with parents and believe that it is important to have the support of parents and the wider community for the PSHE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through information evenings, parents' evenings, consultations, the school website and displays. An overview of the PSHE curriculum is published on the school website, along with the PSHE policy and Relationships policy. Appendix 1 shows our PSHE curriculum map.

To promote effective communication and discussion between parents and their children we notify parents through curriculum meetings, termly curriculum letters and the school website about when particular aspects of PSHE will be taught. We also encourage parents to contact the school to discuss any issues and questions in a positive, sensitive and proactive manner.

Due to the age of the children at Dropmore Infant School we do not teach sex education. Parents and carers do not have the right to withdraw their child from PSHE, which includes statutory Relationships Education and Health Education.

APPENDIX 1 – PSHE CURRICULUM MAP

Year Group	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Reception	<ul style="list-style-type: none"> ▪ Self-Identity ▪ Understanding feelings ▪ Being in a classroom ▪ Being gentle ▪ Rights and responsibilities 	<ul style="list-style-type: none"> ▪ Identifying talents ▪ Being special ▪ Families ▪ Where we live ▪ Making friends ▪ Standing up for yourself 	<ul style="list-style-type: none"> ▪ Challenges ▪ Perseverance ▪ Goal-setting ▪ Overcoming obstacles ▪ Seeking help ▪ Jobs ▪ Achieving goals 	<ul style="list-style-type: none"> ▪ Exercising bodies ▪ Physical activity ▪ Healthy food ▪ Sleep ▪ Keeping clean ▪ Safety 	<ul style="list-style-type: none"> ▪ Family life ▪ Friendships ▪ Breaking friendships ▪ Falling out ▪ Dealing with bullying ▪ Being a good friend 	<ul style="list-style-type: none"> ▪ Bodies ▪ Respecting my body ▪ Growing-up ▪ Growth and Change ▪ Fun and fears ▪ Celebrations
Year 1	<ul style="list-style-type: none"> ♦ Feeling special and safe ♦ Being part of a class ♦ Rights and responsibilities ♦ Rewards and feeling proud ♦ Consequences ♦ Owning the Learning Charter 	<ul style="list-style-type: none"> ♦ Similarities and differences ♦ Understanding bullying and how to deal with it ♦ Making new friends ♦ Celebrating the differences in everyone 	<ul style="list-style-type: none"> ♦ Setting goals ♦ Identifying successes and achievements ♦ Learning styles ♦ Working well and celebrating achievement with a partner ♦ Tackling new challenges ♦ Identifying and overcoming obstacles ♦ Feelings of success 	<ul style="list-style-type: none"> ♦ Keeping myself healthy ♦ Healthier lifestyle choices ♦ Keeping clean ♦ Being safe ♦ Medicine safety/safety with household items ♦ Road safety ♦ Linking health and happiness 	<ul style="list-style-type: none"> ♦ Belonging to a family ♦ Making friends/being a good friend ♦ Physical contact preferences ♦ People who help us ♦ Qualities as a friend and person ♦ Self-acknowledgement ♦ Being a good friend to myself ♦ Celebrating special relationships 	<ul style="list-style-type: none"> ♦ Lifecycles- animals and human ♦ Changes in me ♦ Changes since being a baby ♦ Bodies ♦ Linking growing and learning ♦ Coping with change ♦ Transition
Year 2	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating differences and remaining friends 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food 	<ul style="list-style-type: none"> • Different types of families • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Lifecycles in nature • Growing from young to old • Increasing independence • Bodies • Assertiveness • Preparing for transition