

# Thurnham C.E. Infant School



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## PSHRE Policy

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Member of Staff Responsible	Miss Anna Killick
Position	Class Teacher/PSHRE Lead
Dated	September 2023
Date of next review	September 2024

## Thurnham C.E. Infant School

### Equal Opportunities

Thurnham C.E. Infant School is committed to promoting the principles and practices of equality and inclusion. A whole school approach is used to ensure all children receive equality of opportunity - not only so that every child is included and not disadvantaged, but also so that each child may learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We acknowledge and respond to the differing needs of all children, whatever their cultural or ethnic background and experiences and whatever their physical and educational needs. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate and feel valued and supported.

Thurnham C.E. Infant School is fully committed to avoiding all forms of discrimination as set out in the Equality Act 2010 and any subsequent revisions. This applies to all pupils, parents and staff members and includes inappropriate discrimination on grounds of the nine protected characteristics of the act: gender, age, religion or belief, race, disability, marriage and civil partnership, sex, pregnancy and maternity or sexual orientation.

***This policy is underwritten by Thurnham, C.E Infant School's Christian value of. This forms an integral part of all teaching and support at Thurnham C.E. Infant School.***

Due to the diverse nature of PSHE this Policy should be read in conjunction with the other policies, such as Relationship and Sex Education Policy (RSE), Online Safety, Whole School Differentiated Behaviour (Relationships) Policy, Safeguarding, RE, Collective Worship, Science and PE. Safeguarding and Confidentiality policies should be followed if any such matters arise.

**This Policy has been produced by Thurnham C.E Infant School through consultation with Senior Leaders and staff.**

## Introduction

At Thurnham C.E. Infant School we put a great emphasis on pupils' Personal, Social, Health and Relationships Education (PSHRE). While there is no standardised framework or programme of study for PSHRE, all schools have a statutory duty to provide a curriculum that is broadly based, balanced, meets the needs of all pupils and:

- *Promotes the spiritual, moral, cultural, mental and physical developments of pupils at the school and*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The teaching of Relationships and Health Education has been compulsory since September 2020, pursuant to The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019).

At Thurnham C.E. infant School our aim is:

- To enable pupils to make the right choices now and in the future.
- To enable pupils to become healthy, independent and responsible members of society.
- To enable pupils to make a positive contribution to the life of the school and the wider community.
- To help pupils to begin to appreciate what it means to be a positive member of a diverse multicultural society.
- To promote the highest standards of teaching and learning to enable all pupils to achieve their full potential in all areas of their development.
- To create a school where pupils are well behaved showing respect to each other and to all members of the school community.
- To continue to develop the skills of all our staff to enhance the quality of teaching and learning.
- To manage resources effectively and efficiently to provide a safe and stimulating environment for everyone.

- To develop the skills and knowledge of our governors to lead the school in close partnership with the Headteacher and staff.
- To promote the success of the school to the wider community and encourage parents to support us and play an active part in their child's education.
- To create a happy school where people care for each other, are friendly and respect each other; there is mutual understanding between staff, governors, parents and pupils and all children are treated as individuals and have equal opportunities.

At Thurnham C.E. Infant School our objectives are to ensure:

- Pupils are confident to talk about their feelings, recognise different feelings and know how to respond to those feelings.
- Pupils have appropriate relationships with their peers and adults within the school.
- Pupils behave appropriately in different situations.
- Pupils develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Pupils are beginning to understand about their own bodies. They can name parts of the body and know about basic health and hygiene.
- Pupils are beginning to understand what constitutes a healthy lifestyle.
- Pupils recognise there are similarities and differences between themselves and others.
- Pupils know how to keep themselves safe and how to ask for help and support if they need it.
- Pupils know that they have rights and responsibilities.
- Pupils begin to understand the process of democracy in school through the School Council.

PSHE has three main elements that we aim to teach:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

## **Attitudes and Values**

Learning the value of respect, love and care. Exploring, considering and beginning to understand moral dilemmas. Developing critical thinking as part of decision making. Learning the importance of values, individual conscience and moral considerations. Creating an atmosphere where pupils feel confident to ask questions and discuss things without embarrassment.

## **Personal and Social Skills**

Learn to recognise and manage different emotions. Develop self-respect and empathy for others. Develop appropriate relationships with peers and adults and develop skills in friendship, anti-bullying, self-esteem, communication and assertiveness. Learn to make choices and appreciate the consequences of choices made. Manage conflict and take responsibility for their actions. Help children to know how they can protect themselves, understand what is right and wrong and have the confidence to talk to people they trust if they do not feel safe.

## **Knowledge and Understanding**

Pupils will be made aware of possible dangers and know rules for and ways of keeping safe. This includes road safety, water safety, fire safety, dangers of electricity, internet safety and stranger danger.

They will be taught about people who can help them to stay safe and know how to get help if they need it. They will be taught that all household products, including medicines can be harmful if not used correctly.

They will learn the names of parts of their bodies and begin to learn, at an appropriate level, how our bodies change and develop. They will learn about the process of growing from young to old and how people's needs change.

They will be taught how germs spread and how this can be controlled through basic hygiene. Pupils will learn that money comes from different sources and can be used for different purposes.

They will learn about how the environment is being harmed and ways they can improve and look after the local environment.

These **three elements** will be taught in a variety of ways, the ethos of which is based on respect, good manners and behaviour, caring for others and building self-esteem and confidence. Therefore, teaching and learning in PSHRE is taught across many areas of the curriculum including Geography, RE, PE and Science as well as through dedicated PSHRE lessons following our progressive scheme of work.

## Promoting Fundamental British Values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of Social, Moral, Spiritual Cultural education, our PSHRE whole-school approach and through everyday aspects of school life.

## Teaching and Learning

The direct teaching of PSHRE is delivered to Years 1 and 2 weekly by following a scheme of work developed from materials and resources produced by the PSHE Association. The scheme is tailored to consider the pupils' age, development, understanding and needs. Although PSHRE is not taught discretely in EYFS, it is embedded throughout the Early Years Foundation Stage Curriculum and children are taught about a growth mindset and British values sessions on a termly basis. Learning objectives and outcomes are aimed towards meeting the non-statutory requirements of the National Curriculum for PSHE and the new statutory framework for the Early Years Foundation Stage (effective September 2023). The scheme of work focuses on three core themes which are: **Relationships, Health and Wellbeing and Living in the Wider World.**

Term	Theme	Years 1 and 2
1 and 2	Relationships	<b>Respecting ourselves and others:</b> Children will learn about how behaviour affects others; being polite and respectful. Children will also recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt. <b>Safe Relationships:</b> Recognising privacy, staying safe, seeking permission. Children will learn about situations where someone's body or feelings might be hurt and whom to go to for help. Children will also learn about what it

		<p>means to keep something private, including parts of the body that are private (PANTS).</p> <p><b>Families and close positive relationships:</b> About different kinds of families, including those that may be different to their own. The roles of different people in a community. To be able to identify the people who love and care for them and what they do to help them to feel cared for.</p> <p><b>British Values Session:</b> Mutual Respect, Tolerance and Diversity: Everyone is special, All Are Welcome, The Proudest Blue.</p>
3 and 4	<b>Living in the Wider World</b>	<p><b>Belonging to a community:</b> shared responsibilities: Children will learn about what rules are, caring for others' needs, looking after the environment. Children will learn examples of rules in different situations, that different people have different needs, how we can care for people and the environment.</p> <p><b>Media Literacy and Digital Resilience:</b> Children will learn about how the internet and digital devices help us to communicate online. They will learn about how and why people use the internet, the benefit of using the internet and digital devices and how people find things out and communicate safely with others online.</p> <p><b>Money and work:</b> Children will learn that everyone has different strengths, in and out of school. They will learn about how different strengths and interests are needed to do different jobs. Children will learn about people who help us in the community and about the different jobs people do.</p> <p><b>British Values Sessions:</b> (1) Democracy: Having a voice – we all have a voice, making it fair, It's Our House; (2) Rule of Law; (3) Mutual Respect and Tolerance – Rainbow Fish, Giraffes Can't Dance.</p>
5 and 6	<b>Health and Wellbeing</b>	<p><b>Physical Health - Healthy Lifestyles (Physical Wellbeing):</b> Children will learn about keeping healthy, food and exercise, hygiene routines and sun safety. Children will discuss what it means to be healthy and why it is important. They will learn ways to take care of themselves on a daily basis.</p> <p><b>Mental Health (Ourselves, Growing and Changing):</b> Children will learn about how to recognize what makes them unique and special, feelings; managing when things go wrong. Children will learn about the different kinds of feelings that humans can experience – particularly the</p>

		<p>deeper ones. They will learn strategies to help them manage when they find things difficult.</p> <p><b><u>In Year 2, children will also learn about:</u></b></p> <p><b>Keeping Safe:</b> Children will learn about safety in different environments: risk and safety at home: emergencies.</p> <p><b>Growing and Changing:</b> Children will learn about growing and changing from young to old and how people's needs change. They will also learn about how our needs and bodies change as we grow up. Children will learn to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). Children will learn about preparing to move to a new school for next year.</p> <p><b>British Values Sessions</b> – Rule of Law, Individual Liberty. British Values Session, – Democracy - Farmer Duck.</p>
<b>Growth Mindset sessions taught throughout the year</b>		<p>Lesson 1 – “I give up”.</p> <p>Lesson 1 – Playing teacher.</p> <p>Lesson 2 – Strictly can't dance.</p> <p>Lesson 2 – “Oh, no, I've made a mistake.”</p> <p>Lesson 3 – Grow, grow, grow your brain!</p> <p>Lesson 3 – “Girls can do that!” - Dream big.</p> <p>Lesson 4 – Soaking up the learning.</p> <p>Lesson 4 – Super effort!</p> <p>Lesson 5 – Super snails. The power of perseverance.</p> <p>Lesson 5 – Challenge mountains.</p> <p>Lesson 6 – Super snails 2 – setting challenges.</p> <p>Lesson 6 – Ding, ding! – How much effort?</p>

Direct teaching is through an array of practical activities, which promote both dialogue and understanding. These include: circle time activities, active games, role play scenarios, verbal discussions and other multimedia tools and techniques. Pupils will be encouraged to reflect on their own learning and progress by talking and about what they have learned in a safe and respectful environment.

We place an emphasis on active learning by supporting the children to take part in a range of practical activities that promote active citizenship, for example:

- Democratically elected School Council
- Democratically elected House Captains
- Litter picking teams (Year 1)
- Health and Safety Representatives (Year 2)
- Charity fundraising e.g. Children in Need, Comic Relief, school special events



- Involvement in an activity to help other individuals or groups less fortunate than themselves
- Themed days or weeks e.g. Mindfulness Day
- Walk to School initiatives
- Worship with a focus on multicultural themes e.g. Black History Month.

## **Foundation Stage**

Personal, Social and Emotional Development (PSED) is a Prime area in the statutory framework for the Early Years Foundation Stage. PSED and PSHE are key aspects in promoting pupils' learning and development towards the objectives set out in the Early Learning Goals. Pupils in the Foundation Stage also explore diversity and community through the specific area of Understanding of the World.

## **Inclusion and Equality**

We teach PSHRE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Teachers will use a variety of teaching methods to allow for different learning styles and ensure all pupils are able to access the learning. We will also take into consideration gender, disabilities, ethnic groups and those for whom English is an additional language. When appropriate we will seek advice and work closely with representatives of other agencies who may be supporting the child.

## **Roles and Responsibilities**

### **Headteacher:**

To ensure PSHRE is taught in line with current government regulations and guidance.

### **PSHRE Lead:**

To oversee the teaching of PSHRE and support teachers in the delivery of the curriculum. To keep up to date with guidance and ensure this Policy is reviewed and updated regularly. To monitor the teaching of PSHRE and report to the Headteacher and governors. To support staff and arrange CPD training as required.

**Teachers:**

To deliver the relevant and appropriate PSHRE teaching for their year group in a supportive and safe learning environment, reinforcing the ground rules for each session. To attend relevant training and keep up-to-date on current guidance. To seek advice if unsure on how to teach or deal with any matters arising from PSHRE. To ensure that children are aware that any sensitive information received by teachers may need to be dealt with pursuant to any relevant **Thurnham C.E. Infant School Policy** and communicated to a relevant third person and may not necessarily be kept confidential.

**All staff:**

To promote the ethos of the school in supporting PSHRE issues in and out of the classroom.

**Parental Involvement:**

The support of parents and the community is important in the delivery of PSHRE. Parents sign a Home/School contract to initiate their support for their child's learning and development.

Parents are kept informed through newsletters, information evenings, the school prospectus, the school website. They are welcome to volunteer in school in a variety of roles.

**Pupil Involvement:**

Pupils are elected by their peers to be part of the School Council. They meet on a termly basis and discuss school issues and are active around the school supporting their peers and actively working on new initiatives.

**Assessment, Recording & Reporting**

Assessment is set against specific learning objectives informed by the scheme of work developed by the PSHE Association. At the beginning of each new topic within a core theme, a baseline assessment is conducted taking into account the clear expectations of what the pupils should already know. This will be followed by assessment at the end of each topic. Assessment for and assessment of learning will be through peer, self and teacher assessment. There will also be an emphasis on how children can apply their learning across other areas of the National Curriculum and in real life situations. The assessment process should allow pupils to

demonstrate what they know and understand. Pupils will be given opportunities to reflect on their learning and think about next steps. Teachers will keep their own evaluations of PSHRE lessons and individual records of pupil achievements.

## **Monitoring**

The PSHRE Lead is responsible for monitoring the standards of children's work and the quality of teaching. The Lead supports colleagues in the teaching of PSHRE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Monitoring will be done through evaluating planning, discussions, the impact on pupils' learning and development, staff reviewing and sharing experiences, evaluating attainment against the end of Key Stage statements and EYFS profile.

## **Relationships and Sex Education Policy**

### **What is RSE?**

All members of staff, parents and carers have now been made aware of this policy. This was conducted via a curriculum evening targeted at parents/carers. Parents/carers were provided with the opportunity to ask questions and address any concerns through an open forum. This policy reflects guidance from the PSHE Association, the National Curriculum, and the local authority.

At Thurnham CE Infant School, we believe that RSE enables children to learn accurate and age-appropriate knowledge and vocabulary about the human body. The overall aim of RSE is to foster a positive notion of lifelong learning about physical, ethical and emotional development. This includes teaching children skills which will enable them to independently care for both their own physical and mental health. Thurnham CE Infant School does not regard RSE as a stand-alone subject and it is therefore not delivered in isolation, but firmly embedded within (PSHE) education. At Thurnham CE Infant School, RSE is delivered to KS1 pupils by the class teacher, in mixed gender groups.

At Thurnham CE Infant School, we believe that RSE enables children to develop self-respect and

empathy for others and promotes the development of lifelong skills and understanding necessary for them to learn how to recognise acceptable and unacceptable behaviour.

During PSHRE sessions, pupils will ...

- Learn about the different forms of human relationships/friendships.
- Learn about the importance of communication and values such as respect (for self and others), equality, responsibility, care and empathy.
- Learn about specific body parts (including; penis, vagina, vulva, testicles).
- Learn about the changes that occur to their bodies during the development from childhood to adulthood.
- Reflect upon how to make informed and safe choices concerning relationships and healthy lifestyles.
- Learn about individual rights and responsibilities within relationships.

### The teaching and learning of RSE at Thurnham CE Infant School

RSE is delivered through an array of practical activities, which promote both dialogue and understanding. These include: circle time activities, games, role play scenarios, verbal discussions and other multimedia tools and techniques. All input into RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

### Parental Involvement

Parents are provided with the opportunity to determine and discuss the school's programme through: RSE curriculum meetings, parents' evening, and an open-door policy. To promote effective communication and discussion between parents and their children, we notify parents through information evenings, and termly curriculum letters when particular aspects of RSE will be taught.

### **Parental rights to withdraw their children**

The Relationships Education, RSE, and Health Education (England) Regulations (2019) have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. Parents do not have the right to withdraw their children from any part of the RSE curriculum. Parents are also informed that the RSE curriculum is essential in facilitating a school's statutory duty to:

- Safeguard and promote the welfare of their children.
- Encourage the emotional, social and cultural development of pupils.
- Foster British values.
- Prepare children for the challenges, opportunities and responsibilities of adult life.

### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSE, through regular training provided at staff meetings and INSET days.

This policy will be reviewed at least every two years and also in light of any related issue that may occur, including any new findings arising from educational research, local or national guidance.