



Nurtured we thrive

PHSRE Policy

Compassion, Responsibility, Justice, Forgiveness

Member of Staff Responsible	Miss A Killick
Position	PHSRE Lead
Dated	September 2025
Date of next review	September 2026

Thurnham Church of England Infant School ('Thurnham')

Equal Opportunities

Thurnham 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 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's Christian values (compassion, responsibility, justice and forgiveness). These forms an integral part of all teaching and support at Thurnham.

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, Geography, Science and PE. Safeguarding and Confidentiality policies should be followed if any such matters arise.

This Policy has been produced by Thurnham through consultation with Senior Leaders and staff.

Introduction

At Thurnham we put 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), as amended. As intimated above, Thurnham operates a separate Policy in respect of Relationships and Sex Education (RSE), available on Thurnham's website or by written request, which should be read in conjunction with this Policy.

At Thurnham, our aims are:

- 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, 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, our objectives are to ensure:

- Pupils are confident to talk about their feelings, recognise different feelings, know how to respond to and to be competent to regulate those feelings.
- Pupils have appropriate relationships with their peers and adults within the school.
- Pupils behave appropriately in different situations, including online.
- 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 understand the importance of respect, for themselves, their peers, the adults in their lives and for property (their own and that of others).
- Pupils begin to understand the world of work and money.
- Pupils begin to understand the process of democracy.

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.
- Learning the value of equality, diversity, inclusion and acceptance.
- Exploring, considering and beginning to understand moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning the importance of personal values, individual conscience and moral considerations.
- Creating an atmosphere where pupils feel confident to ask questions and discuss things openly without embarrassment.

Personal and Social Skills

- Learning to recognise, name and being able to manage or regulate different emotions, including beginning to recognise emotions in others.
- Developing self-respect and respect and empathy for others.
- Developing healthy, appropriate relationships with peers and adults, in particular developing skills in friendship, anti-bullying, self-esteem, communication, cooperation, compromise and assertiveness.
- Learning to make choices and appreciating the consequences of choices made. Managing conflict and take responsibility for their actions.
- Helping 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

- Being made aware of possible dangers and know rules for and ways of keeping safe, including in respect of road, rail and water safety, fire safety, dangers of electricity, internet safety and stranger danger.
- Learning that household products, including medicines can be harmful if not used correctly.
- Learning about people who can help them to stay safe and know how to get help if they need it.
- Learning correct 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. (This is comprised in Thurnham's RSE curriculum and you are referred to the separate

Policy in this regard.)

- Learning how germs spread and how this can be controlled through basic hygiene.
- Learning that money comes from different sources and can be used for different purposes.
- Understanding why we have rules as well as roles and responsibilities in school or community.
- Learning and appreciating different jobs, skills and the work people do.
- Learning about how the environment is being harmed as well as ways they can improve and look after the local environment and animals.

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, independence and confidence. Therefore, teaching and learning in PSHRE (including RSE) is taught across many areas of Thurnham's curriculum including Geography, RE, PE and Science as well as through our dedicated PSHRE lessons and 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, for example through roles and responsibilities within school. Please see below for examples.

Teaching and Learning

The direct teaching of PSHRE (including RSE) is delivered to Key Stage 1 weekly for approximately one hour, 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.

In Key Stage 1, 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	<p>Respecting ourselves and others: Children will learn about how behaviour affects others; being polite and respectful towards others and property. Children will also recognise feelings in self and others; special people; behaviour and how people's bodies and feelings can be hurt, including online. Children will learn that everyone is unique and special, that this is to be respected and how this may be managed as we work and play cooperatively together.</p> <p>Safe Relationships: Children learn to recognise privacy, how to stay safe and about seeking permission. Children will learn about situations where someone's body or feelings might be hurt, whom to go to for help and how, including online. Children will also learn about different types of touch, what it means to keep something private, including parts of the body that are private (PANTS). They will learn how to manage secrets, which should and should not be kept and how they may resist pressure.</p> <p>Families and close positive relationships: Children explore different kinds of families, including those that may be different to their own. They identify the people who love and care for them and what they do to help them to feel cared for. They learn about what to do if they are worried about something in a family. Children explore friendship, what it means to be a good friend, how we make friends, manage and maintain healthy relationships with them including resolving arguments. They explore how to get help if they feel unhappy or lonely or recognise this in another.</p>
3 and 4	Living in the Wider World	<p>Belonging to a community: shared responsibilities: Children learn about the roles and responsibilities of different people in a community (including school) as well as how communities promote equality and inclusion. They will learn about what rules are, caring for others' needs (including animals) and about 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>Media Literacy and Digital Resilience: 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, its different purposes, the benefit of using the internet and digital devices and how people find things out and communicate safely with others online. They will also begin to learn that information online may not always be true.</p> <p>Money and work: 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. They will explore where money comes from, how to keep it safe and the different choices that people make in respect of money.</p>
5 and 6	Health and Wellbeing	<p>Physical Health - Healthy Lifestyles (Physical Wellbeing): Children will learn about keeping healthy, food and exercise, sleep, medicines (including allergies and vaccination), hygiene routines and sun safety. Children will discuss what it means to be healthy, why it is important and how different kinds of play may be balanced. They will learn ways to take care of themselves on a daily basis, including how to feel good or calm down.</p> <p>Mental Health (Ourselves, Growing and Changing): Children will learn about how to recognise 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. They will learn related vocabulary and strategies to help them manage, or who they may go to when they find things difficult. Children will also learn about preparing to move to a new school for next year.</p> <p><u>In Year 2, children will also learn about:</u></p> <p>Keeping Safe: Children will learn about safety in different environments: risk and safety at home, outside (rail, road and water) and what to do in emergencies.</p> <p>Growing and Changing: 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 also explore</p>

		management of 'bigger' feelings, including bereavement. Preparation is also made for transition into a new school for Key Stage 2.
<p>Zones of Regulation – taught throughout the year</p> <p>Please note that this is a new Scheme which Thurnham is incorporating in its PSHRE curriculum as of September 2024 reflected in the teaching in Key Stage 1. See below. As such, all elements may not be taught in this initial year while the Scheme is embedded.</p>		<ul style="list-style-type: none"> • What is Regulation? • Introducing the Zones of Regulation • All the Zones are OK • My Signals, My Zones • The Zones Check-in • Situations that Trigger and Spark • What is a Regulation Tool? • Building My Zones Toolbox • Deciding to Regulate • The Zones Pathway

Direct teaching of PSHRE is through an array of practical activities and active learning methods, which promote both dialogue and understanding, such as circle time activities, active games, role play scenarios, stories, verbal discussions and other multimedia tools and techniques. We encourage children to share their views and opinions and recording this through videos, on post-it notes and through circle maps and other diagrams.

We will ensure a safe learning environment by teaching and reinforcing the ground rules for each session. We will use distancing techniques such as role play and storytelling in order to encourage open discussion while protecting the feelings of the children. As appropriate, we will offer the children the opportunity to pose questions anonymously and respond accordingly.

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. Pupils are expected to engage fully in PSHRE and treat others with respect and sensitivity.

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

- Democratically elected School Council

- Democratically elected House Captains
- Litter picking teams (Year 1)
- Health and Safety Representatives (Year 2)
- Play Team helpers (Year 2)
- Digital Leaders (Key Stage 1)
- Hall Helpers (Key Stage 1)
- Worship Warriors (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, including Harvest Worship
- Themed days including NSPCC Numbers Day, Internet Safety Day
- Worship with a focus on multicultural themes e.g. Black History Month, Multi-Cultural Day.

Zones of Regulation Curriculum

From September 2024, this is to form part of Thurnham's PSHRE curriculum. It supports our above listed aim of helping children become healthy members of society and our objective to develop their regulation skills and competencies.

The above referenced concepts within the Zones of Regulation curriculum build upon each other. The later concepts expanding upon skills, lessons, and vocabulary taught in earlier ones. The first concept allows learners to explore what regulation means and what aspects of their feelings may be regulated and how. Thereafter, for example, learners need to name and explain the four Zones of Regulation before they can check in in each of the four Zones.

The focus is on building the children's emotional awareness by first exploring feelings and states in others and how they relate to The Zones, establishing that all feelings and Zones are okay. After this, the curriculum moves to self- exploration, offering techniques to help the children

recognise how they are feeling before teaching them to be mindful in the moment of how they are feeling and use a Check-in accordingly. This will include exploring the triggers that affect feelings and regulation.

Understanding different perspectives is woven across the concepts addressed. In the latter part of the curriculum, regulation tools are introduced for each Zone. Various tools and strategies are explored before supporting the children with decision-making around regulation. Learning culminates with The Zones of Regulation Pathway, which provides concrete steps to apply the concepts taught in real time and to aid self-reflection.

EYFS

Although PSHRE is not taught discretely in EYFS, it is embedded throughout the EYFS Curriculum, consistently and frequently through classroom and school routines, interactions, modelled behaviour and shared stories. This will include learning in respect of Zones of Regulation. EYFS children also take part in transition activities as they prepare to move to Key Stage 1.

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). 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 EYFS 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 or provide extra challenge as required. We will also take into consideration of 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 critically reflect on their work, through understanding where the children currently are and where they need to move onto next.

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 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 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. As stated above, pupils are expected to engage fully in PSHRE and treat others with respect and sensitivity. Pupil voice will also be influential in adapting and amending planned learning to match the different needs of pupils.

Assessment, Recording & Reporting

As stated above, the majority of teaching in PSHRE is via practical activities and active learning methods, in order to promote both dialogue and understanding. Any evidence is included in a Floor Book and/or Seesaw, as appropriate.

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 evaluations of PSHRE lessons and individual records of pupil achievements as appropriate.

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 pupil voice collation, 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 (RSE)

This forms an integral part of Thurnham's PSHRE curriculum. Please see our separate RSE Policy in this regard.