Nurtured we thrive

Personal, Social, Health and Economic (PSHE) education Policy

Compassion, Responsibility, Justice, Forgiveness

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Position	PSHE Subject Leader
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Statement of intent

At Thurnham Church of England Infant School we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong Personal, Social, Health and Economic education (PSHE) is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

Our Christian vision: ***Nurtured We Thrive*** and school values underpin our approach to PSHE. Our school values are:

Compassion - love in action

Responsibility - doing the things we are supposed to do

Justice - fairness

Forgiveness - letting go of negative feelings e.g. anger or blame

This policy is to be read and interpreted in conjunction with the school's Relationships and Health Education Policy.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'National curriculum in England: framework for key stages 1 to 4'
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Strategy
- Anti-bullying Policy
- Complaints Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher will be responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy.

The PSHE leader will be responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing equality, equity, diversity and inclusion at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

3. Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education.
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the school's RHE Policy.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

Curriculum organisation

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- The school's Christian vision and values
- Collective worship
- Circle time
- Use of external agencies and services
- Small group work
- Cross-curricular links
- Enrichment days or weeks

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' academic attainment.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with English as an Additional Language.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's RHE Policy.

4. Programme of study

The DfE has provided grant funding to the PSHE Association to advise schools in developing their own PSHE curriculums and improve the quality of teaching. The school's *Key Stage 1 Medium Term Planning,* based on the PSHE Association is in *Appendix A*, below.

This programme of study sets out learning opportunities for key stages 1-5, based on three core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

The programme of study sets out learning opportunities for each key stage, in each core theme and organised under subheadings. The PSHE programme of study will cover the following topics:

Core theme 1: Health and wellbeing

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

Core theme 2: Relationships

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

Core theme 3: Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Economic wellbeing: aspirations, work and careers.

5. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils at differing levels of attainment are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as discussion groups and quizzes in order to monitor progress.

6. Withdrawal from sex education

As an infant school, we only offer statutory relationships education, as outlined in section 4 above. Therefore, parents do not have the right to withdraw from the curriculum we offer for this subject. Parents will be given every opportunity to understand the purpose and content of relationships education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

7. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND.

Teachers will understand that they may need to liaise with the SENCo and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

8. Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain. In an age-appropriate manner, it will create a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's policies.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

Class teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

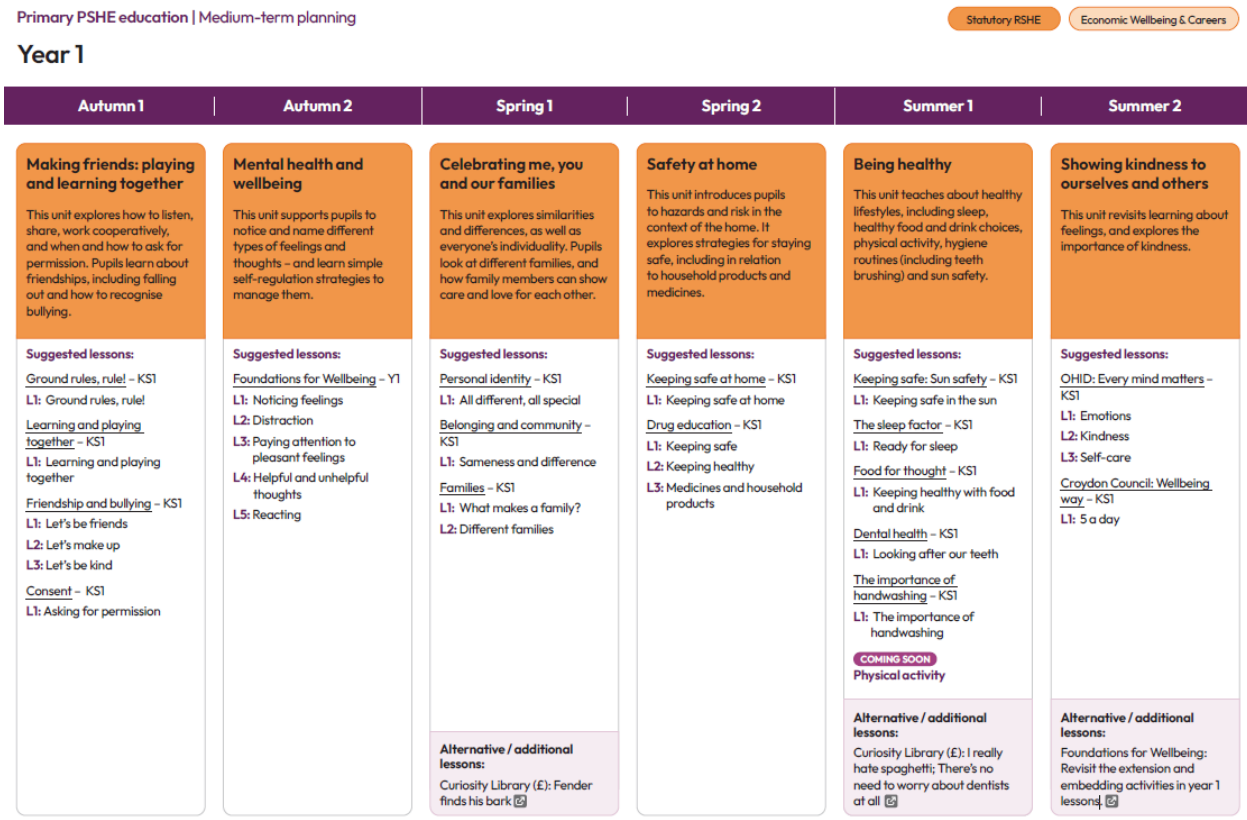
The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

9. Monitoring and review

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is September 2027.

Appendix A – Key Stage 1 Medium Term Planning

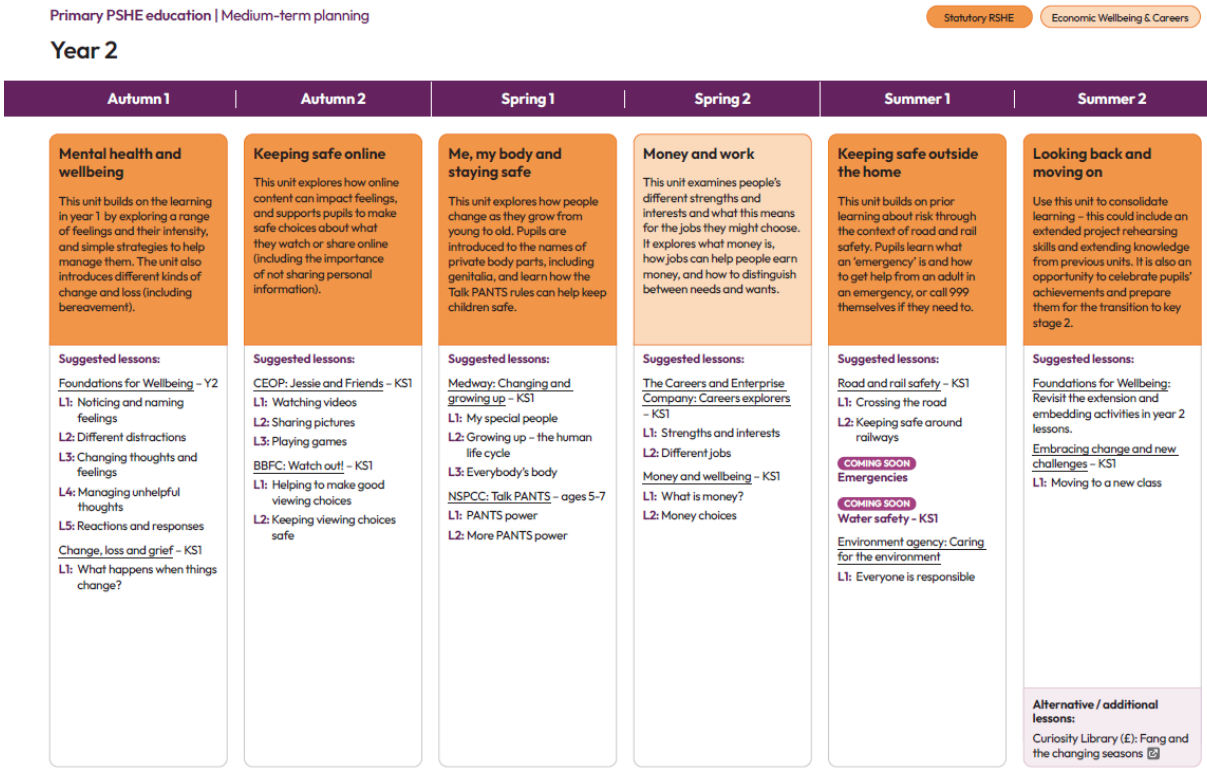


Primary PSHE education | Medium-term planning

Statutory RSHE | Economic Wellbeing & Careers

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	**Mental health and wellbeing** This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	**Celebrating me, you and our families** This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	**Safety at home** This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	**Being healthy** This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	**Showing kindness to ourselves and others** This unit revisits learning about feelings, and explores the importance of kindness.
Suggested lessons: Ground rules, rule! – KS1 L1: Ground rules, rule! Learning and playing together – KS1 L1: Learning and playing together Friendship and bullying – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind Consent – KS1 L1: Asking for permission	**Suggested lessons:** Foundations for Wellbeing – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting	**Suggested lessons:** Personal identity – KS1 L1: All different, all special Belonging and community – KS1 L1: Sameness and difference Families – KS1 L1: What makes a family? L2: Different families **Alternative / additional lessons:** Curiosity Library (£): Fender finds his bark	**Suggested lessons:** Keeping safe at home – KS1 L1: Keeping safe at home Drug education – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products	**Suggested lessons:** Keeping safe: Sun safety – KS1 L1: Keeping safe in the sun The sleep factor – KS1 L1: Ready for sleep Food for thought – KS1 L1: Keeping healthy with food and drink Dental health – KS1 L1: Looking after our teeth The importance of handwashing – KS1 L1: The importance of handwashing COMING SOON Physical activity **Alternative / additional lessons:** Curiosity Library (£): I really hate spaghetti; There's no need to worry about dentists at all	**Suggested lessons:** OHID: Every mind matters – KS1 L1: Emotions L2: Kindness L3: Self-care Croydon Council: Wellbeing way – KS1 L1: 5 a day **Alternative / additional lessons:** Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons



Primary PSHE education | Medium-term planning

Statutory RSHE | Economic Wellbeing & Careers

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	**Keeping safe online** This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Keeping safe outside the home** This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	**Looking back and moving on** Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Suggested lessons: Foundations for Wellbeing – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Change, loss and grief – KS1 L1: What happens when things change?	**Suggested lessons:** CEOP: Jessie and Friends – KS1 L1: Watching videos L2: Sharing pictures L3: Playing games BBFC: Watch out! – KS1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe	**Suggested lessons:** Medway: Changing and growing up – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – ages 5-7 L1: PANTS power L2: More PANTS power	**Suggested lessons:** The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests L2: Different jobs Money and wellbeing – KS1 L1: What is money? L2: Money choices	**Suggested lessons:** Road and rail safety – KS1 L1: Crossing the road L2: Keeping safe around railways COMING SOON Emergencies COMING SOON Water safety - KS1 Environment agency: Caring for the environment L1: Everyone is responsible	**Suggested lessons:** Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges – KS1 L1: Moving to a new class **Alternative / additional lessons:** Curiosity Library (£): Fang and the changing seasons