

# **Heather Avenue Infant School**



## **Personal, Social, Health and Economic Education (PSHE) Policy**

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## **1. Curriculum Statement**

### **Intent:**

At Heather Avenue it is important that PSHE is taught to a high quality to enable pupils to learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. PSHE is taught through the PATHS programme which all members of staff have been trained on. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

### **Implementation:**

PSHE is designed to be taught progressively throughout Reception and Key Stage 1 classes. The PATHS programme is started in Reception and consists of 9 units. This is repeated in year 1 to consolidate the key concepts. In year 2 children continue to look at feelings and how to manage their behaviours more. All children have a six week block of Relationship and Sexual Education in the summer term. PSHE is as important as all other core subjects as it is helping the children to develop emotionally and socially as well as educationally. PSHE sessions take place twice a week as well as our PATHS student of the day which is done daily! It encourages children to give and receive compliments. Parents are invited in to learn about PATHS as well as take part in PATHS learning Cafes throughout the year.

### **Impact:**

The impact and measure of PSHE is to ensure that all children are able to form happy, safe and secure relationships. They feel comfortable to talk about their feelings and can share these with people they trust. These are fundamental skills for children to have throughout school and in the wider world. By reception children should know about comfortable and uncomfortable feelings. By the end of year 1 children are very familiar with the different comfortable and uncomfortable feelings and are able to talk about them and by year 2



## **1. Key roles and responsibilities**

- 1.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.
- 1.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PSHE Policy annually.
- 1.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.5. The headteacher and PSHE coordinator will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 1.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 1.7. As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the RSE and PSHE policies reflect the needs and sensibilities of the wider school community.

Heather Avenue Infant School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHE and RSE education.

## **2. Aims of the PSHE curriculum**

2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

## **3. Teaching methods and learning style**

3.1. PSHE is taught through the PATHS and RSE programme.

- 3.2. When teaching PATHS there will be an emphasis on active learning techniques such as discussion and group work.
- 3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
- 3.4. Pupils will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities.
- 3.5. All pupils will be encouraged to take part in charity work, as well as being part of school events such as assemblies.
- 3.6. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 3.7. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.8. Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

#### **4. Timetabling**

- 4.1. We will use direct teaching via timetabled lessons.
- 4.2. PSHE will be taught in discrete curriculum time, delivered by teachers and other staff.
- 4.3. We will ensure cross-curricular learning through links with other subjects e.g. Keeping healthy and PE.
- 4.4. There is an element of PSHE in our Nurture session and we will ensure that PSHE and nurture teachers work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

#### **5. Reporting and confidentiality**

- 5.1. Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their teacher or another member of staff about this.
- 5.2. Pupils will be encouraged to have an open dialogue regarding any such issues with the teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

#### **6. Tailoring PSHE**

- 6.1. The PATHS programme for teaching PSHE encourages lots of discussion and interactive activities to promote the children's learning. PATHS is taught in specific PSHE sessions as well as across the curriculum.

- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

## **7. Early Years Foundation Stage (EYFS) and Key stage 1**

Personal, Social and Emotional Development (PSED), along with Communication and Language (CL) and Physical Development (PD), is one of the three prime areas of learning in the EYFS framework. Personal development is about how children come to understand who they are and what they can do. Social development covers how children come to understand themselves in relation to others; how they make friends, understand the rules of society and behave towards others. Emotional development is about how children understand their own and others' feelings and develop their ability to be empathetic – to see things from another person's point of view.

During Key Stages 1, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education introduces them to a wider world and enables them to make an active contribution to their communities.

7.1. The PSHE programme will cover:

### *HEALTH AND WELLBEING*

This core theme focuses on:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change including transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

### *RELATIONSHIPS*

This core theme focuses on:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

*LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)*

This core theme focuses on:

- about respect for 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 diversity and equality and how 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
- the part that money plays in people's lives
- a basic understanding of enterprise

**8. Assessment**

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes. Assessments will be recorded on Sonar.

**9. PSHE coordinator**

1.1 The PSHE coordinator will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.