

Personal, Social, Health & Economic Education Policy

Acre Rigg Infant School

Last reviewed in	September 2024
Next review due	September 2025



Every child Every day Every way Experiencing success

Introduction

Personal, Social, Health and Economic (PSHE) education provides a vital foundation for the personal development of young people in preparing them for adult life. It plays an important role in helping pupils develop effective relationships, as well as to assume greater personal responsibility and to manage personal safety, including online. PSHE introduces pupils to wider world and enables them to make an active contribution to their communities. It supports its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging.

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. This area of learning is concerned with wellbeing, knowing who you are, where you fit in and feeling good about yourself.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017, Equalities Act 2010 and Health Education Guidance, (Department for Education June 2019). This includes Relationships and Health Education at key stage 1.

This policy takes into consideration our:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy
- Equality and Inclusion Policy

Intent: what we are trying to achieve with our curriculum

The aim of our PSHE programme is to provide all of our children with appropriate information about keeping themselves happy, healthy and safe. At Acre Rigg Infant School we aim provide our children with a variety of appropriate learning experiences that develop the knowledge, skills and the understanding they need to live healthy, confident and independent lives.

Children will be supported in developing the knowledge, skills and understanding relating to the core themes of Health and Wellbeing, Relationships and Living in the Wider World, as detailed in the statutory requirements of the programmes of study in the National Curriculum.

Children will be introduced to scientifically correct vocabulary to avoid misunderstandings and ambiguity, and taught how to use this language in their work.

Children will be encouraged to ask questions, share their ideas, work with their friends and share their conclusions.

Children will be given opportunities to reflect on their learning by using a range of activities such as: circle time; talking with partners; debates and discussions; with some written work.

Organisation and Content

At Acre Rigg, the teaching of Health and Wellbeing, Relationships and Living in the Wider World takes place within PSHE lessons and focus more on the emotional aspects of development and relationships. Teachers deliver the PSHE curriculum through a question based approach with support from other professionals where appropriate. All teachers will use scientifically correct vocabulary, when naming body parts, to avoid misunderstandings and ambiguity. The words which will be used are: penis, vagina, testicles.

PSHE lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a classroom agreement is established prohibiting inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

PSHE has close links to Physical Education, Science, Social, Moral, Spiritual and Cultural, Religious Education and Rights Respecting and helps to support our pupils learning of the following core themes:

Health and Wellbeing

All pupils are made aware of what is meant by a healthy lifestyle. They will be encouraged to understand the importance of both nutrition and physical activity and also to understand the importance of a healthy and balanced diet. They will be provided with age appropriate information to make informed choices of what they eat and the possible health consequences. The importance of physical activity and exercise will also be emphasised in PSHE, alongside other curriculum areas, giving pupils clear information concerning physical and mental wellbeing.

Relationships

Pupils learn how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. They will be taught how to recognise and manage emotions within a range of relationships, and recognise risky or negative relationships and know how to respond and ask for help in such situations. They learn how to respect equality and diversity in various situations, including in relationships.

Living in the Wider World

Working alongside all other curriculum subjects, this core theme links closely with Rights Respecting and the work of the School Council. Rights Respecting and the School Council are important because they allow pupils to gain the knowledge, skills and understanding to help them play an effective role in society. It will help them become knowledgeable, considerate and responsible pupils in the classroom and beyond. It encourages them to play a helpful role in school, their own communities, and gives them greater insight into the way democracy and the economy work. It encourages respect for all, and develops pupils' abilities to debate and reflect on issues of concern.

PSHE LONG-TERM OVERVIEW QUESTION BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Relationships</u> Who is special to us?	<u>Health & Wellbeing</u> What helps us stay healthy?	<u>Living in the Wider World</u> What can we do with money?	<u>Health & Wellbeing</u> Who helps to keep us safe?	<u>Relationships</u> What is the same and different about us? (including body parts vocabulary)	<u>Living in the Wider World</u> How can we look after each other and the world?
Year 2	<u>Relationships</u> What makes a good friend?	<u>Relationships</u> What is bullying?	<u>Living in the Wider World</u> What jobs do people do?	<u>Health & Wellbeing</u> What helps us to stay safe?	<u>Health & Wellbeing</u> What helps us grow and stay healthy?	<u>Health & Wellbeing</u> How do we recognise our feelings?

What Children Will Learn in Year 1

Relationships	Health & Wellbeing	Living in the Wider World
<p>what they like/dislike and are good at</p> <p>what makes them special and how everyone has different strengths</p> <p>how their personal features or qualities are unique to them</p> <p>how they are similar or different to others</p> <p>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p>that family is one of the groups they belong to</p> <p>about the different people in their family</p>	<p>what being healthy means and who helps them to stay healthy</p> <p>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair</p> <p>that people have different roles in the community to help them keep safe</p> <p>who can help them in different places and situations; how to</p>	<p>what money is - that money comes in different forms</p> <p>how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>how people make choices about what to do with money, including spending and saving</p> <p>the difference between needs and wants</p> <p>that people may not always be able to have the things they want</p> <p>how to keep money safe and the different ways of doing this</p> <p>how kind and unkind behaviour can affect others</p> <p>how to be polite and courteous;</p>

<p>what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>how families are all different but share common features</p> <p>about different features of family life, including what families do / enjoy together</p> <p>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>attract someone's attention or ask for help; what to say</p> <p>how to respond safely to adults they don't know</p> <p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>how to play and work co-operatively</p> <p>the responsibilities they have in and out of the classroom</p> <p>how people and animals need to be looked after and cared for</p> <p>what can harm the local and global environment; how they and others can help care for it</p> <p>how people grow and change and how people's needs change as they grow from young to old</p> <p>how to manage change when moving to a new class/year group</p>
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What Children Will Learn in Year 2		
Relationships	Health & Wellbeing	Living in the Wider World
<p>how to make friends with others</p> <p>how to recognise when they feel lonely and what they could do about it</p> <p>how people behave when they are being friendly and what makes a good friend</p> <p>how to resolve arguments that can occur in friendships</p> <p>how to ask for help if a friendship is making them unhappy</p> <p>how words and actions can affect how people feel</p> <p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them</p>	<p>how rules and restrictions help them to keep safe</p> <p>how to identify risky and potentially unsafe situations</p> <p>how to resist pressure to do something that makes them feel unsafe/uncomfortable - keeping secrets</p> <p>how not everything they see online is true and that people can pretend to be someone they are not</p> <p>how to tell a trusted adult if they are worried for themselves or others</p> <p>that different things help their bodies to be healthy</p> <p>that eating and drinking too much sugar can affect their health</p>	<p>how jobs help people earn money to pay for things they need and want</p> <p>about a range of different jobs, including those done by people they know or people who work in their community</p> <p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p>

<p>uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p> <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>how to be physically active and how much rest and sleep they should have everyday</p> <p>that there are different ways to learn and play</p> <p>how to know when to take a break from screen-time</p> <p>how sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>how to recognise, name and describe a range of feelings</p> <p>what helps them to feel good, or better if not feeling good</p> <p>how different things / times / experiences can bring about different feelings for different people</p> <p>how feelings can affect people in their bodies and their behaviour</p> <p>ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>how to recognise when they might need help with feelings and how to ask for help when they need it</p>	
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What is Relationships Education at Acre Rigg?

Relationships Education will be taught as part of our PSHE curriculum and is a mandatory subject with no right of withdrawal. However, if parents or carers have any concerns, relating to the content of our Relationships Education, they are welcome to discuss this with our Head Teacher.

Relationships Education covers the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

Relationships and Sex Education (RSE) will not be taught as part of our PSHE curriculum, but will be taught at key stage 2 at Acre Rigg Academy and in secondary school. RSE is the lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

We believe that Relationships Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood
- Be an entitlement for all pupils in our care
- Encourage every pupil to contribute to the school community
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity
- Encourage pupils and staff to share and listen to each other's views and the right to hold/express views
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment
- Recognise that parents and carers are the prime educators in teaching their children about relationships. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Implementation: how we deliver our curriculum

- Children attend assemblies with the Head Teacher and outside agencies to deliver core theme focuses.
- Weekly planned PSHE lessons.
- Children take part in a range of circle time activities, talking partners, debates and discussions.
- Differentiated tasks ensure that all children can participate.
- All children participate in weekly Rights Respecting group meetings.
- Children participate in special themed days such as internet safety day and partnership days.

We also have full membership to the PSHE Association. This Association provides advice on the development of our school PSHE curriculum, in line with government national curriculum requirements. In turn this assists us in continuously improving and developing the quality of teaching and learning.

Assessment

Early Years Foundation Stage

Teacher assessment is based very much on observation, questioning, discussion and planned opportunities. Evidence is recorded in learning journals and is used to inform judgements towards the achieving the Early Learning Goal. Assessments are completed on tracking sheets, on a termly basis.

Key Stage One

Teacher assessment is based on observation, participation, questioning, discussion and some written outcomes. The assessment of children's knowledge and understanding throughout a topic is on-going to ensure that progress is being made. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson. So the benchmark against which progress is measured is the pupil's own starting point. This gives us the following model for assessing any learning in PSHE education:



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Inclusion

In our school all children feel secure, included and valued. Our children are not excluded or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head Teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Parents / Carers as Partners

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for all pupils at our school. The PSHE we deliver is designed to support the important role of parents in this area. This policy and information on what will be taught and when will be freely available on our school's website for parent/carers to access. Should any parents/carers have concerns about any of the content we cover in

school, we ask that these are addressed to the Head Teacher. We keep parents and carers informed by letter, informative presentations for parents, face to face conversations, or through publication of policies, of all PSHE curriculum activities.

Roles and Responsibilities

Head Teacher

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

PSHE Governor

As well as fulfilling their legal obligations, the governing boards should also make sure that:

- All pupils make progress in achieving the expected outcomes in PSHE.
- That PSHE is well led, effectively managed and well planned.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

PSHE Co-ordinator

- Support class teachers to improve the quality and progression of teaching and learning in PSHE.
- Keep abreast of new developments in the teaching and learning of PSHE through appropriate in-service training, attending County and Peterlee Partnership network meetings and self-study.
- Monitor the teaching and learning of PSHE across the school in conjunction with the Head Teacher.
- Review samples of children's work to ensure coverage and progression in PSHE knowledge, skills and understanding.
- Advise and update staff of any changes in curriculum requirements or recent innovations.

- Audit, purchase and organise resources to support curriculum delivery.
- Liaise with the Governor for PSHE.
- Keep a subject leader's file which is informative and relevant.

The consultation process has involved:

- Consultation and engagement with parents / carers
- Review of Relationships Education curriculum content with staff, pupils and parents /carers
- Consultation, agreement and implementation of policy by school governors