

**Personal, Social, Health, Citizenship & Economic Education Policy (PSHCE)**

Inclusive of Relationship Education and Health Education

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| **Review date** | **Version number** | **By whom** | **Summary of changes made** | **Date implemented** | **Date ratified** |
|  June 2022 | 2 | SC | Changes to the EYFS sections in line with the updated Statutory Framework for the early years foundation stage. | July 2022 |  |
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**Signature of Chair of Governors:**

**Signature of Headteacher:**

**Statement of intent for PSHCE at Alvaston Infant & Nursery School**

At Alvaston Infant and Nursery School, we aim for all children to be able to develop the knowledge, skills and attitudes they need to enable them to become ‘the best that they can be’, both now and in the future.

Through the explicit and implicit teaching of PSHCE, our intention is for all children to reach their full potential and become respectful citizens, making positive contributions to their communities and celebrating differences in our culturally diverse world.

The children will learn how to recognise and develop positive relationships and manage their own behaviour and attitudes. Through our bespoke curriculum, the children will learn the importance of good physical and mental health, including how to look after their own wellbeing and that of others.

At Alvaston Infant and Nursery School, we feel that it is of paramount importance that our children are safe, happy and well cared for. Through our teaching about the ‘Rights of the Child’, the children will learn how to assess and manage risk so that they are equipped with the necessary tools to keep themselves and others safe.

We aim to inspire our children to believe in their own strengths and abilities so that they can have high hopes and aspirations for the future.

**Curriculum**

Our bespoke curriculum knowledge and skills progression document sets out the learning outcomes for PSCHE from the EYFS to Year 2. The EYFS curriculum has been designed under the two Prime areas of learning; Personal, Social and Emotional Development and Physical Development and the one specific area of learning; Understanding the World. The KS1 curriculum has been designed using the three core themes from the PSHE Association’s programme of study: Health & Wellbeing, Relationships and Living in the Wider World.

**Explicit Teaching**

The school’s medium term planning for the explicit teaching of PSHCE is based upon the question- based model from the PSHE association, which has been tailored to meet the needs of our pupils and community through our knowledge and skills progression document. The PSHCE curriculum is delivered through explicit PSHCE lessons, as well as through other subjects such as Science and R.E. in a cross curricular approach. Whole school events, such as Mental Health Week and assemblies form part of this teaching.

**Early Years Foundation Stage**

We teach PSHCE in the Foundation Stage as an integral part of the curriculum delivered throughout the year. We relate the PSHE and Citizenship aspects of the children’s work to the developmental areas of learning set out in the Early Years Foundation Stage guidance: to develop a child’s Personal, Emotional and Social Development as well as developing their abilities to understand people, communities and the world around them.

**Implicit Teaching**

PSHCE at AIS is underpinned by our six attitudes to learning; Respectful Rhino, Resilient Rabbit, Independent Iguana, Creative Chameleon, Teamwork Termites and Reflective Raccoon. These are a core part of the school’s ethos alongside our British Values and SMSC aims. The daily ethos of the school plays a huge part in the implicit teaching of PSHCE. In addition, the holistic principle of our Forest School programme (which aims to develop the social, physical, intellectual, communication, emotional, spiritual aspects of the learner (SPICES)) also has an important role. Each year group experiences Forest School sessions across the school year.

**Statutory Relationship Education & Health Education**

The statutory guidance for primary schools is comprehensively covered by the learning opportunities across all three core areas of the KS1 curriculum. Even though much of the ‘living in the wider world’ is not included in the statutory requirements, we believe it is vitally important for our pupils**.**

The learning opportunities for **Relationships Education** in KS1 are set out under the following headings:

* Families and close positive relationships
* Friendship
* Managing hurtful behaviour and bullying
* Safe relationships
* Respecting self

At AIS we define a **Relationship** as a ‘link’ between someone or something.

The learning opportunities for **Health Education** in KS1 are set out under the following headings:

* Healthy Lifestyles (physical wellbeing)
* Mental health
* Ourselves, growing and changing
* Keeping safe
* Drugs, alcohol and tobacco.

The learning opportunities for **Living in the Wider World** in KS1 are set out under the following headings:

* Shared responsibilities
* Communities
* Media Literacy & digital resilience
* Economic wellbeing: money
* Economic wellbeing: Aspirations, work and career

The core themes of **Relationships** and **Health & Wellbeing**, alongside Statutory Science, ensure, that as a school, we are meeting the requirements set out by the Department for Education, as set out below. The letters and numbers refer to the PSHE’s programme of study for PSHE that is referenced in our knowledge and skills progression document and Medium Term Plans.

**Relationship Education**: By the end of Primary school, children should know:

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| **Families and people who care for me** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| That families are important for children growing up because they can give love, security and stability. | R2 |
| The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  | R1, R4 |
| That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.  | H22, R3 |
| That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  | R3 |
| That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  | R4 |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  | R5 |

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| **Caring friendships**  |  |
| How important friendships are in making us feel happy and secure, and how people choose and make friends.  | R6 |
|  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  | R6 |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  | R7 |
| That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  | R8 |
| How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | R9 |

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| **Respectful relationships** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  | H22, R23, L4, L6 |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships.  | R6, R8 |
|  The conventions of courtesy and manners. | R22 |
| The importance of self-respect and how this links to their own happiness.  | H21, H23 R22 |
| That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  | R22, H22 |
| About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  | R10,R11, R12 |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive.  | L4 |
| The importance of permission-seeking and giving in relationships with friends, peers and adults.  | R15, R17 |

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| **Online relationships**  | **Learning opportunity from the PSHE Association’s Programme of Study** |
| That people sometimes behave differently online, including by pretending to be someone they are not.  | R14 |
| That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.  | R12 |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | R20 |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  | R15 |
| How information and data is shared and used online.  | H34 |

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| **Being Safe**  | **Learning opportunity from the PSHE Association’s Programme of Study** |
| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  | R17 |
| About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  | R13, R18 |
| That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  | R13  |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  | R14,R15, R19 |
| How to recognise and report feelings of being unsafe or feeling bad about any adult. | R20 |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard.  | R20 |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so.  | R20 |
| Where to get advice e.g. family, school and/or other sources.  | R20 |

**Health Education.** By the end of primary school children should know:

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| **Mental Wellbeing** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| That mental wellbeing is a normal part of daily life, in the same way as physical health.  | H1 |
| that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  | H11,H12, H13, H14 |
| How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  | H15, H16 |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  | H18, H19 |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  | H17 |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  | H18, H20, H24 |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  | H24, H27, R7 |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  | R10, R11 |
| Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  | H19, R12 |
| It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  | H24 |

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| **Internet safety and harms** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| That for most people the internet is an integral part of life and has many benefits.  | L7, L8 |
| About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  | H9 |
| How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  | R10, R12 |
| Why social media, some computer games and online gaming, for example, are age restricted.  | H28 |
| That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  | H34 |
| How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  | L9 |
| Where and how to report concerns and get support with issues online. | H34 |

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| **Physical Health and Fitness** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| The characteristics and mental and physical benefits of an active lifestyle.  | H1 |
| The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  | H3 |
| The risks associated with an inactive lifestyle (including obesity).  | H3 |
| How and when to seek support including which adults to speak to in school if they are worried about their health.  | H10 |

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| **Healthy Eating** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| What constitutes a healthy diet (including understanding calories and other nutritional content).  | H2, H3 |
| The principles of planning and preparing a range of healthy meals.  | H2 |
| The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  | H2 |

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| **Drugs, alcohol and tobacco** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | H37 |

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| **Health and Prevention** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  | H8 |
| The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  | H4 |
| About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  | H7 |
| About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  | H5 |
| The facts and science relating to allergies, immunisation and vaccination.  | H6 |

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| **Basic First Aid** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| How to make a clear and efficient call to emergency services if necessary.  | H35, H36 |
| Concepts of basic first-aid, for example dealing with common injuries, including head injuries.  | H35, H37 |

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| **Changing adolescent body** | **Learning opportunity from the PSHE Association’s Programme of Study** |
| Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  | H25, H26 |

As an Infant & Nursery School, we start this journey for our children, as well as laying the foundations for future learning to take place. That is why, we believe, that it is paramount to teach the children straightforward and honest facts from the beginning of their education through our PSCHE curriculum. This will ensure that our pupils have the language and understanding needed to be able to talk about health and relationships, as well as equipping them with the knowledge and skills needed to access the next part of their curriculum.

This teaching will begin from the Early Years Foundation Stage where the children will learn through Personal, Social and Emotional Development:

* What makes them special.
* Similarities and differences between themselves and others.
* How to look after their body and my mind.
* How to recognise and identify their own feelings.
* The causes of different feelings in themselves and in other people.
* The importance of being ‘kind’ in order to build positive relationships with others.
* That a relationship is a ‘link’ between someone or something.
* They have the right to be loved and cared for.
* To appreciate how amazing their body is and describe what it can do.
* About healthy choices.
* To consider the ways, they have changed since they were born.
* To consider their responsibilities now and compare these with when they were younger.
* To understand the needs of babies and young children.
* To recognise and name private body parts.
* To become aware of the ‘Doctor’ names for private body parts (penis, testicles, vulva, vagina)
* To understand that they have responsibility for their body’s actions and that their body belongs to them.
* About personal safety and the PANTS rule.
* To be able to identify trusted adults.
* To be able to identify and distinguish between ‘yes’ and ‘no’ touches.
* To be able to recognise ‘good’ and ‘bad’ secrets and tricks.
* To know that they have the right to speak out.
* To be able to assess risk in different contexts.
* To identify household items and substances that are safe to use independently.
* To know what goes onto and into my body and how to be safe around medicines.

In KS1, children will learn:

* How their personal features and qualities are unique to them.
* How they are similar or different to others, and what they have in common.
* To use the correct names for parts of the body, including external genitalia; penis, testicles, vulva and vagina and that parts of bodies covered with underwear are private.
* How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.
* How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.
* what being healthy means and who helps help them to stay healthy.
* that things people put into or onto their bodies can affect how they feel.
* how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.
* why hygiene is important and how simple hygiene routines can stop germs from being passed on
* what they can do to take care of themselves on a daily basis.
* 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.
* how rules and restrictions help them to keep safe.
* how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.
* Who can help them in different places and situations.
* How to attract someone’s attention or ask for help.
* What to say and how to respond safely to adults they don’t know.
* How not everything they see online is true or trustworthy and that people can pretend to be someone they are not.
* How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.
* How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.
* The importance of keeping on asking for support until they are heard.

The full curriculum is available to view on the school website. Our curriculum is age appropriate to our pupils and is taught in a sensitive manner, using a set of ground rules in each session. It is important that all children learn about their rights as a child and how to keep safe.

It is our responsibility as adults in school to:

* Provide sensible, honest and straightforward answers to questions raised by pupils to help pupils to develop as emotionally mature human beings.
* Provide information, which is easy to understand and appropriate to the age and maturity of the pupils.
* Encourage the development of communication and social skills.
* Encourage the development of positive values and attitudes.

**British Values:**

We received new guidance from the Department for Education (DfE) in 2015 around British values in school. The guidance on British Values instructs schools that we must promote respect and tolerance in pupils for all faiths, races, backgrounds and cultures. We have a duty to ensure that we do not place religious laws ahead of the British judicial system or teach anything that undermines the rule of English civil and criminal law.

Every school has to follow the aims of the Equality Act 2010:

* To eliminate unlawful discrimination
* To advance equal opportunity to all females and males
* To foster good relations between people

The school is committed to the provision of PSHCE of all its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.

**Learning and Teaching**

We use a range of teaching styles, including the use of active learning techniques such as, role-play, continuums and graffiti walls, where the children take part in discussions and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school events and weekly debates about the big question from Picture News. We organise classes in such a way that pupils are able to participate in discussions to resolve conflicts and challenge certain behaviour. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take on different roles of responsibility during their school life e.g. as an Ask Ambassador, Classroom Monitor, School Council member, Arts councillor and Planet Protector.

**Teaching PSHE and Citizenship to children with special needs**

At Alvaston Infant and Nursery School, we teach PSCHE to all children. Our teachers provide learning opportunities matched to the individual needs of children, including those who have additional needs. When teaching PSHCE we take into account the targets set for the children in their Personalised Learning Plans.

Teacher’s have the ability to refer children to ‘Talk and Sort’ sessions if there is a need to further explore an area of learning, such as bereavement in a more personalised way.

**Child Protection & Safeguarding**

The school has a Child Protection and Safeguarding Policy and clear procedures for its implementation. Effective PSHCE may bring about disclosures of Child protection issues. All staff are aware of the procedures for reporting their concerns to the designated officer for safeguarding, the Head Teacher.

Staff should not offer or guarantee pupils unconditional confidentiality and must follow school procedures for reporting their concerns in the event that a child makes a disclosure to them. Those members of staff concerned should maintain confidentiality and issues should not be discussed with other staff or adults unless the need arises, for the child’s safety and security.

**Assessment and recording**

The DfE states in the statutory guidance for Relationships, Sex and Health Education that:

 “Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas”

 “A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress”

In KS1 at AIS we follow the model for assessment as set out in the PSHE Association’s Guide to assessment; 1. Baseline Assessment.

2. Assessment for Learning.

3. Assessment of Learning.

The Foundation Stage use ongoing learning journeys and record keeping to assist them in making judgements against the following strands in the EYFS curriculum; Self- Regulation, Managing Self, Building Relationships, Past & Present, People, Culture & Communities and The Natural World.

Achievements of pupils in PSED and PSHCE are shared with parents at the end of each year.

**Monitoring and Review**

The PSHCE Lead is responsible for monitoring the quality of teaching and standards of work through discussions with colleagues, scrutiny of planning and work, lesson observations and discussions with pupils. This person supports colleagues in the planning of PSHCE by giving them information about current developments in the subject. Strengths and areas for further development are discussed with the head teacher and colleagues and feedback is given where appropriate.

This policy complements the following policies:

* Child protection/safeguarding
* Anti- Bullying
* Behaviour
* Online safety
* SMSC
* Equity and Equality

We are committed to communicating with and working with our parents and carers. The school website and class dojo keeps parents informed of our teaching.

This policy will be reviewed in 2023 or sooner if needed.