

FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



PSHE Curriculum Policy



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1. Introduction

This policy reflects the main aims of the whole school and should be read in conjunction with other related policies such as Relationships Education, SRE and Health Education Policy and the Anti-bullying Policy. It will also be supportive of behaviour related policies and also supports policies related to adults within the school such as Health and Safety Policy.

The overarching aims for PSHE education at Forefield Community Infant and Nursery School is to provide children with:

- Accurate knowledge relevant to personal, social and health education
- Opportunities to develop that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Intent

A high quality PSHE education will help children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It will help develop the qualities and attributes children need to thrive as individuals, family members and members of society. It makes a significant contribution to pupil's spiritual, moral, social and cultural development, their behaviour and safety and the school's statutory responsibility to promote children's wellbeing.

At Forefield Community Infant and Nursery School, PSHE will equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. It allows children to reflect and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Children will be supported to build their confidence, resilience and self-esteem and to identify and manage risk, make informed

choices and understand what influences their decisions. It enables them to recognise, accept and share their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the employability and better enjoy and manage their own lives.

'Learning and growing together through PSHE'

3. Implementation

At Forefield Community Infant & Nursery School we follow the EYFS curriculum and development matters and in KS1 we use the PSHE Association aims and statutory RSE curriculum. We primarily use '1decision' as our PSHE scheme to deliver those aims which is supplemented with a broader curriculum which responds to changing local community and current safeguarding issues to ensure the needs of all of our children are met.

Organisation

PSHE in Key Stage One is planned and taught as a separate subject and is also integrated through a range of curriculum areas, it also follows the statutory guidance set out in the *Relationships Education, Relationships and Sex Education and Health Education* (see separate policy). In KS1 the 1decision scheme and resources, Project Evolve and a range of teacher made resources are used to support staff in delivering a high quality PSHE curriculum. In EYFS the teachers plan and deliver a high quality PSHE curriculum based on the curriculum map and the development matters statements using the 1decision resources, Project Evolve and a range of teacher sourced resources .

PSHE in Key Stage One follows both the new statutory guidance set out in the *Relationships Education, Relationships and Sex Education and Health Education* (see separate policy), the objectives set out in 1decision and objectives personalised to our children at Forefield Community Infant and Nursery Community School.

Values

PSHE is underpinned by values that reflect whole school values. Pupils are encouraged to understand other's values and attitudes and gain understanding and clarification about their own. The following school values will operate as a context for learning in PSHE:

- Respect for self and others
- Honesty
- Knowledge and search for truth
- Tolerance
- Difference/ diversity
- Feelings
- Justice and fairness
- Co-operation

Teaching and Learning

A PSHE programme of study has been written to ensure that all staff understand the purpose and aims of the PSHE curriculum at Forefield Community Infant and Nursery School. A curriculum map has been written that informs what knowledge and skills should be taught from Nursery to Year Two. Within this framework various issues and skills are addressed that reflect the pupils' ages and stages of development such as looking after yourself, eating, physical activity, safety, relationships, family, friendship, safety, decision making skills, inter-personal skills.

The methods of teaching PSHE are crucial. Pupils need to participate in order for the curriculum to have relevance and meaning therefore teachers will use approaches in which pupils are active, that enable pupils to share their feelings, understand what others think, feel and do. The teacher role is:

- To be non-judgemental
- To empathise
- To encourage
- To challenge
- To respond sensitively to pupil's backgrounds and experiences
- To start with the pupil's understanding

Teachers should not:

- Investigate a pupil's lifestyle
- Put pupils on the spot

Parents

- The link to parents, carers, family and home is an important consideration for PSHE. The school will seek to ensure that neither pupils or staff make judgmental responses that imply that a pupil's family, background and culture and beliefs are not valued. There needs to be recognition by staff and parents that pupils will not always choose to involve their parents in curriculum work and this needs to be respected.

Responsive to Local Issues/ Community

- Curriculum practice needs to take account of the needs of pupils through an understanding of the local community and issues and feelings that may arise as a result of a change or incident within the local community. Visitors and outside speakers will be used to support the curriculum where appropriate.

4. Impact

The impact of our high quality PSHE curriculum will be to develop children who:

- Recognise what is a good and healthy relationship and recognise how to support respectful relationships, understanding that everybody deserves to be treated with respect, including by those in a position of authority.
- Recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems.
- Understand that friendships have their ups and downs and that these can often be worked through in order to strengthen or repair a friendship.
- Recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Understand the importance of building regular exercise into daily and weekly routines and how to achieve this.
- Understand and name a range of emotions and scale of emotions that all humans experience in relation to different situations and experiences.
- Know a range of vocabulary of words when talking about their own feelings and the feelings of others.

- Understand the importance of personal hygiene and germs including bacteria, viruses and how they are spread and treated and the importance of washing hands.
- Understand what constitutes a healthy diet, the characteristics of a poor diet and risks associated with unhealthy eating e.g. tooth decay, obesity
- Understand the importance of responsible behaviours and actions and know about rights and responsibilities as members of families, other groups and ultimately citizens.
- Consider their online actions, the effect it may have on others and recognise and display respectful behaviour on-line and understand the importance of keeping personal information.
- Understand the internet can be both a negative and positive place and the impact of the internet on mental health.
- Respond safely and appropriately to adults they may encounter (including online/ offline) and how to report feelings of being unsafe or feeling bad about any adult.
- Understand where money comes from, the importance of keeping it safe and managing it effectively and the part that money plays in people's lives and have a basic understanding of enterprise.
- Know how to keep themselves safe in a variety of contexts e.g. road, school environment etc.

EYFS End Points

By the end of Reception children will have been given the opportunity to play co-operatively, taking turns with others, taking account of one another's ideas about how to organise their activity. They will have the opportunity to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children will be more confident to try new activities, and say why they like some activities more than others. They will have had the opportunity to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities. Children will be encouraged to talk about when they do or don't need help. They will be given the opportunity to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They will be provided with opportunities to work as part of a group or class, understand and follow the rules and adjust their behaviour to different situations, and take changes of routine in their stride. Children will know of physical exercise and a healthy diet for good health and talk about ways to keep

healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key Stage One End Points

By the end of Key Stage one children will have built on their prior knowledge, developing core skills and further understanding in relationships, health and wellbeing and living in the wider world.

They will be able to talk about the characteristics of healthy relationships and families, understanding how families look different. They will build on their prior knowledge of health and physical exercise through how to manage and support the mental health and wellbeing of themselves and others and talk about more specific health issues such as managing germs. Children will be given further opportunities to learn about the wider world including how to keep safe in different situations and money management.

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure progression and continuity in PSHE education is seamless as Year 2 children transition to their next phase of education.

5. Assessment

At Forefield Community Infant & Nursery School, Nursery EYFS and Key Stage 1 children are taught using the 1decision scheme which is supplemented to ensure we are meeting the needs of our children and the aims and objectives of our PSHE Programme of Study. Our bespoke curriculum assessment system allows teachers to assess progress and attainment of children against both knowledge and skill-based learning objectives.

Records of children's learning will be kept in a variety of ways which are appropriate to the task. Written work will be put in class PSHE books with a 'Can I?' label stating the subject and objective covered. Photographs and videos can be captured using Seesaw and informal observations are captured in the class floor books. These records will be used as evidence to support the class teacher in making a judgement on whether a child has achieved the objective.

PSHE will be assessed termly against the knowledge outcomes to say whether children have demonstrated the knowledge and skills under the themes Health and wellbeing, Relationships and Living in the Wider World.

Teachers will informally assess during lessons and give oral feedback, sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers can use iPads to record and evidence children's progress over a sequence of lessons. This evidence may be recorded in class books or uploaded to Seesaw for moderation of assessment and monitoring of the curriculum.

A PSHE data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

Children and staff take part in a half termly learning review to ensure that knowledge is sticky. The PSHE lead works with groups of children across the key stages to identify areas of strength and areas for development and this is fed back to teachers during a staff meeting to ensure that the subject of PSHE is high quality and continually improving.

6. Reasonable Adjustments

Within the PSHE curriculum, teachers will make reasonable adjustments for all children through adaptive teaching, adult support, alteration of equipment, and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the PSHE subject leader and/or SENDCo to ensure reasonable adjustments are made for all children.

7. Extra-curricular Activities

At Forefield Community Infant & Nursery School we pride ourselves on providing extra-curricular activities for all children to participate in, providing additional opportunities for children to develop the PSHE curriculum. Children are offered a range of clubs both at lunchtimes and after school that support their PSHE development including a variety of sports clubs and creative clubs, where teamwork etc. is essential.

8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our PSHE curriculum.

SMSC in PSHE lessons

During PSHE lessons children will:

- Learn about and have an appreciation for different people, from different backgrounds and cultures and with different beliefs
- Through an understanding of other people, they will learn to respect others and different cultures.
- Work on rights and responsibilities and recognise they each have the responsibility to respect the rights of others.

9. Role of Subject Leader

The role of the subject leader is to:

- Ensure high quality PSHE lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich PSHE curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the PSHE curriculum delivered to children across the school highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in PSHE.
- Manage resources including maintaining/replenishing resources e.g. texts, 1decision resources, to support delivery of a high-quality curriculum.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of PSHE at Forefield Community Infant and Nursery School.
- Keep up to date with local community, safeguarding and other issues that may arise due to as a result of a change or incident within the local community
- Where appropriate to the curriculum arrange for visitors or outside agencies to come in.

10. Equality Statement

The PSHE curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach PSHE to all children respecting individual needs. The PSHE curriculum takes into account issues of difference including: gender, race and ethnicity.