



Learning Together, Success Forever

Whole School Policy for PSHE

(including Relationship and Health Education)

Reviewed: November 2024

Next review: November 2025

1. Introduction

This policy has been written to ensure we are meeting the requirements of National Curriculum 2014, which includes a non-statutory framework for Personal, Social, Health and Economic Education (PSHE) and EYFS Personal, Social and Emotional development. The Department for Education (DfE) has stated that schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education. As section 2.1 of the National Curriculum framework states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life' These duties are set out in the 2002 Education Act and the 2010 Academies Act.

Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006).

PSHE education plays an important part in fulfilling all the responsibilities. This policy links closely with school policies on:

- Sex and Relationships Education
- Science
- Behaviour
- Bullying
- Equal Opportunities
- Confidentiality
- Drug Education
- Computing

2. What is PSHE?

Personal, Social, Health and Economic Education (PSHE education) is defined as:

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE education offers children and young people significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, drug and alcohol education, healthy eating, physical activity, social and emotional health, wellbeing, sex and relationships, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development but is a curriculum subject in its own right (PSHE Association).

3. Curriculum content

Our PSHE curriculum will be delivered through three core themes as outlined in the new Programme of Study written by the PSHE Association.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In planning our curriculum, we consider our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

As well as teaching the PHSE core themes as outlined above we also teach Relationship Education as outlined by the Department of Education.

4. Relationship Education

Relationship Education puts in place the building blocks needed for positive and safe relationships, including family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age appropriate way, we will cover how to treat each other with kindness, consideration and respect.

5. Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Please find below the topics that we cover within the 'SCARF' programme. The lesson plans cover all DfE statutory requirements for Relationships Education and Health Education at Manor Park Infant School and Nursery.

- **Me and my Relationships**
- **Valuing Difference**
- **Keeping Safe**
- **Rights and Respect**
- **Being my Best**
- **Growing and Changing**

6. The Early Years Foundation Stage

We teach PSHE as an integral part of the work covered during the year. Our teaching of PSHE matches the aim of developing a children's personal emotional and social development as set out in the Early Learning Goals.

7. Delivery of curriculum

Our PSHE runs through all that we do at Manor Park. Staff focus on the wellbeing of children and allow opportunities in every aspect of the curriculum to discuss wellbeing, health, safety and emotions where possible. Staff swiftly respond to the needs of children and ensure additions to planning and timetables to accommodate individuals, group and class needs.

Staff use the EYFS (2021) framework to plan and deliver PSHE curriculum alongside the SCARF programme as well as through topics in all areas of learning. Children work towards a series of Early

Learning Goals which should be achieved by the end of reception. In addition, teachers use the Development Matters Framework to implement and assess PSED.

Learning intentions and teaching activities are taught from the PSHE 'SCARF' programme in Key Stage 1. Other PSHE objectives are taught through cross curricular lessons, such as science, RE, PE and topic. In addition to circle time, role-play, discussion – whole class, small group, 1:1, visitors, school nurse, stories e.g. exploring behaviour of characters, creative activities, and pupil-initiated activities. Weekly assemblies introduce and discuss topics including the programme of study from SCARF. The whole school ethos promotes our work in PSHE, as set out in our vision, values and ethos.

In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The elected school council are actively involved in promoting PSHE issues.

8. Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Individual achievements are acknowledged in various ways e.g. wristbands and whole school behavioural scheme. Year 1 and 2 teachers complete termly monitoring sheets showing coverage of the PSHE curriculum and pupil attainment. General comments about PSHE and Citizenship will be included in annual reports to parents.

9. Monitoring and evaluation

It is the responsibility of the PSHE co-ordinator to monitor the PSHE curriculum and teaching of staff and learning of pupils.

10. Equal opportunities

Provision for PSHE and Citizenship is in line with all our policies. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes and are monitored annually to ensure that sensitivity.

11. SEND

Through our assessment procedures we aim to identify children with additional needs to enable all children to achieve their full potential. Those children who are experiencing difficulties are given extra support as outlined in their Class provision maps. This is monitored by the Class teacher and SENCO. We provide learning opportunities that are matched to the needs of the children in line with our SEND and Inclusion policies. Teachers will ensure that they match work to differing levels of ability and development, supporting those who need to make progress in smaller steps. Intervention support programmes are run to scaffold the learning of the children making less than expected progress.

12. Parental and community involvement

Parents are invited to join in events in school, including special assemblies, reading sessions and workshops on relevant themes. Parents are regularly informed of events and developments via half termly newsletters. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement. Our school believes that partnership with

parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

Parents will be invited to a PHSE presentation at the start of each academic year to see the PHSE curriculum and the teaching resources that the school uses. These sessions will also help parents to share any concerns they may have and learn how to manage conversations with their children on these issues.

13. Right to withdraw your child

Parents cannot withdraw their child or children from Relationship or Health Education because it is important that all children receive this content covering topics such as friendship and how to stay safe.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

At Manor Park Infant School, we do not teach Sex Education. This part of the curriculum will be covered in Key Stage 2, if the school that parents choose wish to do so. At Manor Park we will discuss the differences between male and female bodies regarding external body parts. To do this we will use the correct terminology and vocabulary to describe the different body parts.

14. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

15. Equality Statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.