



PSHE Policy

Reviewed: February 2023

Reviewer: Charlie Scott

Next Review: February 2026

Introduction

At Nevill Road Infant School we provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

Our school is confident that the myHappyMind programme is based on the personal, social, health and economic (PSHE) education; the Department of Education's statutory Relationship and Health Education and the National Curriculum EYFS guidelines. myHappyMind covers 100% of the mandatory Relationship and Health Education guidelines as well as much of the PSHE

and Early Years guidelines. It does not intend to replace your PSHE curriculum but there are many areas where it does

support its delivery. covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

The PSHE curriculum aims to give children the ability and skills to understand and express themselves using age appropriate vocabulary and behaviour. The children take part in weekly lessons which introduce a topic or theme which is then embedded through the week and the term. The modules are as follows:

- Autumn 1 – Brain
- Autumn 2 - Celebrate
- Spring 1 - Appreciate
- Spring 2 - Relate
- Summer 1 – Engage
- Summer 2 - Health and safety: sun safely, medicines and people who help us.

Aims

The Aim of this policy to clarify to staff, governors, parents and pupils how PSHE is taught in this school

Our aims are to:

PSHE is at the core of everything we do at Nevill Road Infant school, it defines our nurturing and child centred approach to learning. PSHE and wellbeing is an integral part of our school ethos and reflected in our environment. All new teachers are given training through the myHappyMind portal to ensure they are equipped with the knowledge and vocabulary to support our learners in their personal, social and emotional development.

Our aims are to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn 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 language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

The School's Curriculum Organisation

- 2-yr old provision, Nursery and Reception classes follow the EYFS curriculum guidance as well as 'Development Matters.' PSHE activities are derived predominantly from the personal, social and emotional area of learning.
- At Key Stage 1, the Scheme of Work has been developed from the National Curriculum Programmes of Study (PoS) for PSHE, from the National Curriculum. Learning objectives have been mapped and allocated to each year group. These objectives were chosen to best-suit the termly topics, and to reflect continuity and progression in children's skills, knowledge and understanding through the Key Stage. The Scheme of Work is also underpinned by the school's Curriculum Drivers of 'The Seed', 'Being Brilliant' and 'Sense of Self'

Learning and Teaching Strategies

The teacher will develop a confident understanding of the curriculum content and will ensure they complete the teaching prerequisite of each module to ensure quality of teaching and consistency in use of language in the everyday classroom.

Early Years

myHappymind is focused on developing children's confidence, resilience and mental wellbeing and fits perfectly with the Statutory PSED Educational Programme. It is highly aligned with the PSED statements from Development matters and ELG's. The programme also gives children the skills to be effective learners and fits with the 3 Characteristics of Effective Learning. myHappymind uses resources including age appropriate books, teddies and computer animated video clips to give the children a multisensory introduction to PHSE concepts that will be built upon as the children travel through their learning journey. myHappymind is highly aligned to the PSED Education Programme below:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Children in Nursery will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (Engage)
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting. (Celebrate, Relate)
- Show more confidence in new social situations. (Celebrate, Relate)
- Play with one or more other children, extending and elaborating play ideas. (Celebrate, Relate, Engage)

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (Celebrate, Relate)
- Increasingly follow rules, understanding why they are important. (Relate)
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts. (Relate)
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Meet your Brain)
- Understand gradually how others might be feeling. (Meet your Brain, Relate)
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

In Reception Children in Reception will be learning to:

- See themselves as a valuable individual. (Celebrate)
- Build constructive and respectful relationships. (Relate)
- Express their feelings and consider the feelings of others. (Meet your Brain, Relate)
- Show resilience and perseverance in the face of challenge. (Engage)
- Identify and moderate their own feelings socially and emotionally. (Meet your Brain)
- Think about the perspectives of others. (Relate)
- Manage their own needs: Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity.
 - healthy eating.
 - toothbrushing.
 - sensible amounts of 'screen time'.
 - having a good sleep routine.
 - being a safe pedestrian.

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Children in Year 1 and 2 will be learning how to keep a healthy lifestyle and maintain physical wellbeing

H1. about what keeping healthy means; different ways to keep healthy.

H2. about foods that support good health and the risks of eating too much sugar.

H3. about how physical activity helps us to stay healthy; and ways to be physically active every day.

H4. about why sleep is important and different ways to rest and relax.

H5. simple hygiene routines that can stop germs from spreading.

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

H8. how to keep safe in the sun and protect skin from sun damage.

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.

H10. about the people who help us to stay physically healthy.

Mental Health

H11. about different feelings that humans can experience.

H12. how to recognise and name different feelings.

H13. how feelings can affect people's bodies and how they behave.

H14. how to recognise what others might be feeling.

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.

H16. about ways of sharing feelings; a range of words to describe feelings.

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.

H19. to recognise when they need help with feelings; that it is important to ask for help

with feelings; and how to ask for it.

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

Ourselves Growing and changing

H21. to recognise what makes them special.

H22. to recognise the ways in which we are all unique.

H23. to identify what they are good at, what they like and dislike.

H24. how to manage when finding things difficult.

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).

H26. about growing and changing from young to old and how people's needs change.

H27. about preparing to move to a new class/year group.

Keeping Safe

H28. about rules and age restrictions that keep us safe.

H29. to recognise risk in simple everyday situations and what action to take to minimise harm.

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).

H31. that household products (including medicines) can be harmful if not used correctly.

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

H33. about the people whose job it is to help keep us safe.

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

H35. about what to do if there is an accident and someone is hurt.

H36. how to get help in an emergency (how to dial 999 and what to say).

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel.

Relationships - Families and close Positive relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.
- R2. to identify the people who love and care for them and what they do to help them feel cared for.
- R3. about different types of families including those that may be different to their own.
- R4. to identify common features of family life.
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

Friendships

- R6. about how people make friends and what makes a good friendship.
- R7. about how to recognise when they or someone else feels lonely and what to do.
- R8. simple strategies to resolve arguments between friends positively.
- R9. how to ask for help if a friendship is making them feel unhappy.

Managing hurtful behaviour and bullying

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.
- R11. about how people may feel if they experience hurtful behaviour or bullying.
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

Safe relationships

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not.
- R15. how to respond safely to adults they don't know.
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought makes a lesson.
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

Respecting self and others

- R21. about what is kind and unkind behaviour, and how this can affect others.
- R22. about how to treat themselves and others with respect; how to be polite and courteous.
- R23. to recognise the ways in which they are the same and different to others.
- R24. how to listen to other people and play and work cooperatively.
- R25. how to talk about and share their opinions on things that matter to them.

Living in the wider world

Shared Responsibilities:

- L1. about what rules are, why they are needed, and why different rules are needed for different situations.
- L2. how people and other living things have different needs; about the responsibilities of caring for them.
- L3. about things they can do to help look after their environment.

Communities:

- L4. about the different groups they belong to.
- L5. about the different roles and responsibilities people have in their community.
- L6. to recognise the ways they are the same as, and different to, other people.

Media literacy and digital resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others.
- L8. about the role of the internet in everyday life.
- L9. that not all information seen online is true.

Economic Well-being: Money

- L10. what money is; forms that money comes in; that money comes from different sources.
- L11. that people make different choices about how to save and spend money.
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.
- L13. that money needs to be looked after; different ways of doing this.

Economic Wellbeing: Aspirations, work, career

- L14. that everyone has different strengths.
- L15. that jobs help people to earn money to pay for things.
- L16. different jobs that people they know or people who work in the community do.
- L17. about some of the strengths and interests someone might need to do different jobs.

Responding to Children's Work

Encouragement should be given to the child on an individual basis. Children should feel included and equal whilst respected as an individual with the right to feel their feelings and emotions in a personal way.

Children should be praised for recognising and correctly labelling feeling and emotions.

We must foster a culture of respectful relationships.

Children in year 1 and 2 will have their own myHappyMind journal. This should be respected as a child's place to record their thoughts, feelings and emotions and should be a highly respected journal where children are asked to share if they feel able.

Differentiation

Activities in PSHE/myHappyMind lessons are planned to allow different levels of achievement by pupils and to incorporate possibilities for extension work.

Appropriate challenge is provided through regular, informal teacher observation. Differentiated work is provided in support of each child's needs, establishing progress with sufficient challenge to engage and motivate through achieving success.

TA's will be used to support lessons where available.

Planning and Assessment

The children's skills, knowledge and understanding will be assessed against 'Development Matters' and the Early Learning Goals. Progress is recorded regularly.

At both early years and Key stage one the PSHE topic mapping and progression is detailed on the myHappyMind planning document. This can be found on the myHappyMind portal.

Assessments are completed and logged using an internal system. These outline expectations for four levels of ability (Below, Towards, Expected and Exceeding). The children's skills, knowledge and understanding are assessed against key end-points. Any child achieving outside of these criteria (SEND or G&T) will also be recorded. Any children who are considered Gifted and Talented in PSHE will be identified and added by the class teacher to the Gifted and Talented register. This assessment data is passed on to the next teacher.

Cross Curricular Opportunities

Wherever possible, advantage will be taken of opportunities to develop cross curricular links. These links are identified in our planning.

For example:

Science - When learning about our bodies it is important to make links to healthy diet, hygiene and exercise as well as mental health.

Geography – When we are learning about climates is a great opportunity to discuss sun-safety.

Maths – we promote economic health through out math lessons and teach the value of money.

Music – using music as a means of expressing one's emotions and using music to feel calm.

Art – using art to express one's emotions and feelings.

Resources

- All classrooms contain equipment and resources to support PSHE work as well as a central store.
- PSHE planning makes reference to I.C.T. including websites which support work. Specific programs and software are also identified.
- In addition to this, each classroom and/or shared area contains its own basic supply of PSHE equipment. Children are expected to access their own resources and equipment wherever possible and tidy away when they have finished. These include books, calm area's with posters, puppets/teddies, sensory and fidget toys.

Learning, Difficulties and Disabilities (LDD)- Disability Equality Statement.

“Nevill Road Infant School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching PSHE, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:”

- Allocated adult support
- Provide alternative or adapted activities for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials.
- Adjusted objectives to support individual and specific needs.
- Make use of digital cameras, computer programmes, specially adapted tools or an alternative choice of media.
- Active learning methods to support different learning styles. The class teacher is responsible for ensuring weekly plans are accessible to all pupils and that objectives are appropriate.

Gifted, Talented and More Able (GTMA)

GTMA pupils are identified and their name recorded on our register. An annual enrichment plan is created to enhance the opportunities for children who present as particularly emotionally intelligent and they may be selected as the ‘happiness hero’ for their class. This is shared with parents and appropriate competitions and exhibitions etc. are signposted. The class teacher is then responsible for ensuring weekly plans identify appropriate and challenging objectives for these pupils.

English as an Additional Language (EAL)

Pupils for whom English is an additional language will be similarly supported in accessing the PSHE curriculum. The class teacher is responsible for ensuring weekly plans are accessible to all pupils.

Pupil Liaison and Home-School Links

Information regarding the pupils’ attainment is passed on to the relevant class teacher at the end of each year and to the relevant KS2 School at the end of KS1.

Display and notice boards around the school informs parents of their children’s work that term. Parental involvement is requested in our newsletters. Children’s work is displayed in public areas and on the school’s website.

A PSHE e-portfolio is in development to showcase children’s work.

Specific projects such as Theme Weeks (My Beautiful Mind) and any appropriate local opportunities can provide for greater parental involvement. Outside professionals may also be invited to work in our school where opportunities and/or funds permit.

Celebrating cultural diversity and promoting community cohesion:

From entry to school, all children are exposed to a wide range of people from different times and cultures. We look at a variety of different books which represent people from a variety of countries and cultures and aim to instil knowledge, curiosity, respect and tolerance.

We aim to encourage links within the local community where possible including displaying our PSHE topics in the local Doctors surgery.

The key responsibilities of the PSHE Subject Leader are: -

The role of the Subject Co-Ordinator

- To develop and maintain the school's scheme of work and e-portfolio
- To monitor planning and delivery of the curriculum, carry out lesson observations and scrutinise pupils' work.
- To audit and replenish equipment and resources throughout the school and manage the curriculum budget.
- Be given opportunities to update professional expertise and share this with staff when appropriate
- Advise governors of changes to policy and of standards achieved

Appendices