Hasland Infant and Nursery School

Personal, Social, Health and Economic Education

(PSHE) Policy

Intent

At Hasland Infant and Nursery School, PSHE plays an important role helping to give children the knowledge, skills and understanding they need to lead happy, healthy, and independent lives. The understanding of right and wrong is taught, along with responsibility to others and the environment we share.

We think it is important that children understand what healthy lifestyles, both mentally and physically, look like. We want our children to form positive and respectful relationships. The teaching of PSHE will help the children understand they are valued, have an important part to play in society and develop a sense of belonging. The teaching of PSHE will help children identify and manage their feelings and take responsibility for their own actions and behaviours. We are committed to teaching that bullying is unacceptable by focussing on friendship, embedding that everyone matters. Promoting equality is an important part of the PSHE curriculum as well as the whole school ethos. Children will gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people during PSHE lesson time and other opportunities such as assemblies and meeting visitors. Children are taught about the relevant protected characteristics. Children who leave our school will be confident and respectful, valuing other people's opinions and beliefs.

Implementation

At Hasland Infant and Nursery School our whole school ethos supports the PSHE curriculum and its principles. Our schools overarching aim is for our children to "SMILE". The teaching of PSHE is inclusive and takes into account provision for pupils with additional need and disabilities. We teach PSHE to all children, and promote the needs and interests of all pupils' irrespective of gender, culture, ability or disability. We actively promote the Fundamental British Values in our curriculum as well as relevant Protected Characteristics (disability, marriage/civil partnerships, race, sexual orientation, religion, sex, pregnancy/maternity, and age).

Our teachers provide learning opportunities matched to the individual needs of children with additional needs. When teaching PSHE, we take into account the targets set for the children. Some children may need to develop emotional literacy or need emotional support when faced with emotional difficulties or bereavement. These children may have an opportunity to visit our 'Sensory Room', attend ELSA sessions or attend social groups to support the development of social skills. Each classroom has a 'Regulation Station' where children can access resources to help them depending on which zone they are in. During registration, children are encouraged to share how they are feeling so that an adult in their class can check in with them if necessary.

The School Council meet at least once a half term and every class takes part in a voting process to elect their class representative. As part of this process, pupils are involved and consulted about relevant issues facing them in all aspects of school life.

Nursery

In Nursery, PSHE is linked in with their topic planning using the Foundation Stage Curriculum. Spontaneous events that may arise are seen as opportunities are used to teach some aspects of PSHE.

Reception

PSHE is taught as part of the Foundation Stage curriculum and as an integral part of the topic work covered during the year. Our teaching in PSHE and RSE matches the aim of developing a child's personal, emotional and social development as set out in the curriculum. Our PSHE is taught mostly through 'Circle Time' using the Derbyshire PSHE Matters Scheme, but many aspects of PSHE are taught as opportunities arise and as part of the children's daily routines. Children will take part in discussions and practical activities. We also support PSHE and RHE education in Reception classes when we teach knowledge and understanding of the world within a child centred curriculum where children make decisions about how best to access their learning.

Key Stage One

In KS1, PSHE & RHE covers 12 subjects planned for in Y1 and Y2. These are planned on a two-year cycle to ensure coverage throughout KS1.

Specific topics covered are:

- Being healthy
- Difference and Diversity
- Exploring emotions
- Relationships
- Being responsible
- Bullying matters
- Drug education
- Being me
- Changes
- Growing up
- Being safe
- Money matters

Throughout school, PSHE and RHE is mostly taught through Circle Time, and lessons are active, sensory and engaging. We use children's real-life experiences and encounters to enhance the teaching of PSHE & RHE. Each class has a floor book where any discussions and activities related to PSHE & RHE lessons are recorded.

As part of the 'Being Healthy' and 'Being Safe' units, the children in Year 2 receive visits from Fire Safety officers.

Children also learn that not all secrets are good using NSPCC guidelines.

SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets

their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

Links with the community

During our focus days and weeks, we receive support from Fire Safety officers and Police officers. We offer children the opportunity to hear other visiting speakers, such as 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.

The role of the subject leader

The medium-term planning is written by the PSHE & RHE subject leader, and is based around the Derbyshire County Council PSHE curriculum 'PSHE Matters' material and this is used by the teachers to support short term planning. Resources are constantly being reviewed and renewed and are available to all year groups. Staff meetings led by the PSHE & RHE subject lead are in place throughout the year to support staff with subject knowledge and to signpost useful books and websites.

Impact

In a high-quality PSHE and Relationships Education lesson, children will explore topics in meaningful, engaging and age-appropriate ways. As a result, they will develop the confidence to communicate their feelings, thoughts and opinions, work cooperatively with others, manage their emotions and approach problems with increasing independence and resilience.

The children will value the subject and will see its relevance to their own lives. The Derbyshire PSHE matters curriculum contains learning outcomes for each core theme explored in the syllabus. In KS1, PSHE & RHE is teacher assessed through these learning outcomes, using a combination of formative and summative feedback, and children are also given the opportunity to peer and self-assess their developing knowledge understanding, attitudes and skills. When children leave Hasland Infant School, they will thrive in their communities and have the skills to become model citizens.

The Derbyshire *PSHE Matters* curriculum provides clear learning outcomes for each core theme within the programme of study. In Key Stage 1, PSHE and Relationships Education are teacher-assessed against these learning outcomes through a combination of formative and summative assessment. Children are also encouraged to reflect on their own learning through self-assessment and peer assessment, helping them to develop greater ownership of their personal growth and learning.

By the time children leave Hasland Infant School, they will feel that they belong within a diverse and inclusive community, have the confidence and skills to achieve their personal and academic potential, and possess the resilience, empathy and understanding needed to thrive in their communities and become responsible, respectful and active citizens.