

# **Pentland Infant and Nursery School**



## **Personal, Social ,Health and Economic Education (PSHE) Policy**

**Agreed: September 2022**  
**Review Date: September 2023**

## **Rationale**

This policy has been produced in response to the National Curriculum which states that 'all schools should make provision for personal, social, health and economic (PSHE), drawing on good practice.' It recognises the need for a planned approach to the teaching of PSHE incorporating a combination of timetabled teaching time, cross curricular work and school activities, events, visits and visitors. At Pentland Infant and Nursery School, we consider our Personal, Social, Health and Economic (PHSE) education to be at the core of what we do, enabling our children to become independent, confident, healthy and responsible members of society.

Our intent is for our curriculum to be accessible to all and to maximise the outcomes for every child. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to school and the wider community. We want all our children to have a good understanding of how to stay safe, healthy and develop good relationships with their friends and adults in their lives. We want our children to have high aspirations, a belief in themselves and by adopting a growth mindset realise that anything and everything is possible!

## **Aims**

At Pentland Infant and Nursery School we offer a rich curriculum that aims to equip children with essential skills for life.

Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and be able to responsibly participate in society around them. We aim to cover a wide range of social and emotional aspects of learning, enabling children to develop self-esteem and confidence and foster respect for others and difference. Our scheme of work covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World as laid out in the PSHE Association Programme of Study. It also fulfils the requirements of statutory Relationships, Sex and Health Education (RSHE) and incorporates the Fundamental British Values.

## **What is PSHE?**

PSHE covers those aspects of the curriculum that:

- raise pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort;
- offer an especially supportive climate for learning;
- provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself;
- increase pupil motivation and deepen their understanding through providing relevant opportunities for 'real-life' learning;
- improve pupils' ability to reflect on and become responsible for their own learning;
- reduce the chances that pupils' education will be interrupted or impaired, for example, by the fear of bullying.

The PSHE Association has defined three core themes within PSHE, which we have used to organise the learning outcomes of PSHE.

These are:

1. Health and wellbeing
2. Relationships
3. Living in the wider world –Economic wellbeing and being a responsible citizen.

## **How do we deliver ?**

We start where the children are and find out what they already know, understand and are able to do and say. We have adopted a 'spiral programme' which introduces new and more challenging learning, while building on what has gone on before, which reflects and meets the personal developmental needs of our children. We implement our curriculum using a flexible mix of discrete taught lessons/ blocks of lessons following half termly themes but also deliver bespoke sessions in response to our children's needs.

We adopt a positive approach, focussing upon what our children can do to be healthy, stay safe, enjoy and achieve, and make a positive contribution to society.

We offer a wide range of teaching and learning styles with an emphasis upon interactive learning. Supporting documents, resources are provided, however, we recognise and promote the need for flexibility according to children's development, readiness, needs and taking into account prior learning, experience and understanding.

We recognise that the PHSE programme is just one part of what we as a school can do to help our children to develop the knowledge, skills, attitudes and understanding needed to fulfil their potential and we link the PHSE education programme to other whole school approaches and curriculum areas.

We aim to enhance our provision through extra-curricular activities, community visits and inviting visitors into school.

Pentland Infant and Nursery offers a whole school approach to personal and social development.

The Head teacher, PSHE Co-ordinator, SENDCo and all staff work together in examining improvement in the school environment, school meals, out of school hours learning, school ethos and safety so that pupils and staff feel secure, valued and responsible to meet the challenges and demands of everyday life. Links to the wider school community help our children to be stimulated in an atmosphere of trust, tolerance and equality of opportunity. This is intended to support and give practical expression to the PSHE curriculum, and to help raise attainment.

## **Co-ordinator's Role**

- To organise the PSHE curriculum and to update as appropriate the scheme of work for Early Years and Key Stage 1 to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum
- To monitor and update resources.
- To keep up to date with developments in PSHE, carry out INSET and feedback to colleagues after courses.
- To conduct year group work scrutiny to ensure quality PSHE teaching.

## **Monitoring and Evaluation**

It is the duty of the co-ordinator and headteacher to monitor the development of PHSE within the school. This is accomplished through drop in sessions, classroom observations, scrutiny of planning and scrutiny of pupils' work.

## **Assessment, Recording, Reporting**

Pentland Infant and Nursery School is committed to making the curriculum as relevant to the children's needs as possible. Assessments will be made through observation of children and their work and by talking to and discussions between pupils.

## **Informal Curriculum**

PSHE is not just addressed in the classroom, but promoted in the school and community in a number of ways such as:

- displays
- assemblies which promote attendance, celebrate positive behaviour, personal achievement in class, home and the community as well as showing appreciation and recognition of home and community support for our school and pupils.
- behaviour policy.
- the development of outdoor facilities used by pupils during playtimes and lunchtimes to promote physical, social and emotional skills as well as supporting a range of curriculum lessons.
  - parents' meetings, letters of communication/information and contracts of responsibility.
- parental conferences
- visits and visitors. Visits are arranged to give pupils and staff a wider and practical experience of their local and surrounding environment, the physical, spiritual and academic nature of society. The school similarly invites visitors to talk about their experiences, interests, knowledge skills and culture.

## **Helping Agencies**

The school makes use of the following agencies and individuals as support (not replacement) for staff to help deliver and enhance the PSHE programme of study:

- school nurse;
- community police officer
- road safety officers
- community dental officer
- Kirklees library services

Our school is committed to having visitors in school and for visits out. The learning experiences are planned and designed to address specific learning objectives.

## **Parents and the local community**

At Pentland Infant & Nursery School we aim for PSHE to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and this is a vital part of our whole school approach. Parents are encouraged to become involved in the life of the school and are kept fully informed of school events and occasions through the use of letters, notices and through the school website.

## **Equal Opportunities & Special Educational Needs**

We are committed to ensuring equality of education and opportunity for all children, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same but means tackling barriers which could lead to unequal outcomes. We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with respect and fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals. To this end we have tried to ensure that all children's needs have been considered when planning the learning objectives, schemes of work and curriculum materials. In line with our Equality Policy Pentland Infant & Nursery School aims to provide access to a stimulating, broad and balanced curriculum, within a culture of high expectations, where every child matters and barriers are tackled to enable all children to feel successful, valued and included, safe and secure.

**Review date:** Sep 2023 or earlier if determined by statutory requirements or Government Guidelines.