



Valley End Cof E (VC) Infant School

Personal, Social and Health Education policy (PSHE)

22 C&L

Summer 2024

Review: Summer 2025

PSHE is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. 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 both nationally and internationally. This policy ensures we are meeting the requirements of the National Curriculum, which includes a non-statutory framework for Personal, Social, Health and Economic Education (PHSE), incorporating the statutory framework for Relationships and Health Education (RHE), and the EYFS Personal, Social and Emotional Development.

PSHE equips children and young people with the knowledge, understanding attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices. It also enables children and young people to reflect on 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.

At Valley End Infant School we highly value the well-being and health of our children. Our school ethos, values and Golden Rules work to establish effective relationships amongst the school community and underpin the PSHE provision throughout the school. Our Golden Rules are: -

We love and care for each other.

We look after property and God's creation.

We always try hard to do our best.

We are honest and we always tell the truth.

We therefore believe that our ethos, values and PSHE provision help to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and become informed, active and responsible citizens.

Aims

Through PSHE Valley End Infant School aims to develop:

- Skills that will help children to cope through childhood and adult life, making informed decisions and choices preparing them to play an active role as a national and international citizen.
- A sense of self-worth, confidence, independence and responsibility.
- The knowledge and understanding that will make it possible for children to plan lifestyles that will keep themselves and others safe and healthy.
- Effective relationships in children's lives by helping them to cope with their own feelings and to understand the feelings of others.
- An understanding and respect for the differences between people and cultures.
- An ability to value others and their varied and different contributions to school and everyday life.

Curriculum content

In the Early Years Foundation Stage, we teach PSHE as an integral area of learning, covered throughout the school year. Our teaching of PSHE matches the aim of developing a child's Emotional and Social Development, as set out in the Early Learning Goals.

In Key Stage One, our PSHE curriculum is delivered through the three core themes outlined in the new Programme of Study written by the PSHE Association:

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

Our curriculum reviews, consolidates and develops children's knowledge and understanding of PSHE. We aim to develop the skills children need to continue this process beyond school. Children are also taught to reflect on their PSHE learning and to make links between what they learn in school and their life outside of school.

Planning and organisation

Valley End Infant School uses the SCARF (**Safety, Caring, Achievement, Resilience, Friendship**) programme of learning to develop our children's understanding of staying safe, caring for others, resilience and relationships. The programme is centred on a values-based and growth mindset approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement. SCARF lesson plans are organised around the PSHE Association's Programmes of Study. We call this 'Happy Healthy, Harold' to our children as Harold the giraffe features throughout the curriculum. Teachers use their Harold puppets to support children to understand the life-lessons being taught as well as develop empathy for the character.

In EYFS and KS1, children engage in specific and dedicated PSHE lessons. These are requirements of the EYFS PSE and KS 1 PSHE curriculums. However, throughout the school day, there are many other opportunities for PSHE. Such opportunities include:

- PSHE in other curriculum subjects.
- Whole school assemblies and activities.
- Specific projects such as supporting different charities.
- Learning through playing and working together.
- Learning through other times of the day, such as lunch time or play time.
- Learning through involvement in the wider life of the school and the wider community.
- Outside visitors, such as the Fire Service.

Where appropriate, other units of work, within other areas of the curriculum are linked to the PSHE planning. This includes links to Religious education and Collective Worship.

Topics within our PSHE planning include: -

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

These themes are repeated each Year and built upon in a spiraling curriculum.

The Curriculum Incorporates age-appropriate material that relates to the Prevent Duty, Child Sex Exploitation, NSPCC Pants Aware and E- Safety.

As well as teaching the PSHE core themes, we also teach Relationships Education and Health Education as outlined by the DfE. The topics covered in Relationships and Health Education can be found in our Relationships and Health Education Policy.

Teaching and learning strategies

We offer a broad range of teaching approaches and learning opportunities in the classroom and across the school as a whole. These include:

- Circle times and dedicated curriculum time in all years
- Drama techniques, role play activities and role play areas within Early Years and Year 1 classrooms
- Input from outside agencies (planned, structured, meaningful).
- Specific school-based projects e.g. healthy eating, caring for our environment
- Celebration assembly
- After school clubs
- Playtime/lunchtime activities
- Duty monitor rota
- Concerts, e.g. leavers assembly, Christmas performance
- Visiting theatre and music groups
- A positive behaviour/assertive discipline system e.g. 'Golden Rules', 'Ready to learn' and 'Valley End Superstar'
- Class and school awards e.g. 'golden star certificates', 'Valley End Superstar', 'Headteacher Awards'
- Open ended problem solving e.g. when children undertake a study of how to improve an area of school life
- Involving children in the wider community – e.g. Year 2 singing at St Lawrence Church and for the Chobham Prom.
- The School Council

Assessment, recording and reporting

Clearly defined learning objectives and outcomes within PSHE assist the assessment process. Through observations, discussions, questions and participation in whole class, group and individual activities, children's understanding, knowledge and skills are assessed by all teaching staff. The compete half termly assessment grids where they note who is working at age related expectations, and who is working above or below. End of year reports comment on children's developing skills and attitudes in PSHE alongside their knowledge and understanding of the subjects covered in the PSHE curriculum.

Links to other policies:

Behaviour management

Anti-Bullying

SMSC

Nutrition

Relationships, Health Education

E-Safety

Teaching and learning

Health and Safety

Drug and alcohol

Sun Safety

Loss
and
Bereav
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Equaliti
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Safeguarding and child protection