

St Laurence Church Infant School

PSHE and PSED Policy



Approved by: Curriculum, Safeguarding and
Pupil Welfare Committee

Last revised on: May 2020

Next review due by: May 2023

St Laurence Church Infant School

PSED/PSHE Policy

Intent

Why do we teach PSED/PSHE

At St Laurence Church Infant School PSED (in the Early Years) and PSHE (in Years 1 and 2) permeate the school curriculum at all levels. Within an inclusive, positive, nurturing ethos children are taught both implicitly and explicitly values, attitudes and skills that will help them live in, and strive to develop a happy, peaceful and fair world. As a Church school these values and attitudes are rooted in the Christian faith. However, the school recognises that Christianity does not have a monopoly on these values and so provision seeks to address the needs of those with religious faith and those with none as part of our commitment to equality and diversity.

The National Curriculum requires that *'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'*. PSHE education also contributes to schools' statutory duties detailed in the Education Act 2002 to

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepare pupils at the school for the opportunities, responsibilities and experiences of later life.* DfE Guidance 11 September 2013

As of September 2020 the relationships and health aspects of PSHE education will be compulsory in all schools from 2020 as outlined in statutory guidance June 2019. Referred to as RSE it must be described by every school in an RSE policy.

In addition, PSHE is informed by the following policies

Safeguarding and protection Policy	Learning and Teaching Policy
Anti-Bullying and Harassment Policy	E-Safety Policy
Assessment for learning policy	Special Educational Needs and Disabilities Policy
Behaviour Policy	Home-School Agreement
Collective Worship Policy	Staff Code of Conduct.
Curriculum Policy	
Early Years Foundation Stage Policy	

In our school PSHE seeks to provide a context and learning experiences that gives children the confidence, values, understanding and skills to deal with the spiritual,

moral, social and cultural issues that they may encounter as they grow. The context embraces our whole community and reaches to all areas of the curriculum. It encourages each child to understand that

- we are a caring, compassionate community where we are all learning
- they are all valued for their uniqueness and they can explore this in themselves and others
- each mistake offers a learning opportunity
- they have rights, choices and responsibilities and that in our school they will learn and be supported in all of this
- they have a voice to speak out, a right to be listened to and a responsibility to listen.

Implementation

How we teach PSHE

The curriculum provision in PSHE builds on the PSED curriculum in Reception and enfolds RSE. It focuses on helping children to

- develop strong and happy relationships
- keep themselves safe and healthy , in school, at home, online and in the wider world
- develop a sense of self-worth in each child and a respect for others at all times.
- learn about a diverse and ever changing world
- build the resilience and understanding to make well informed and safe choices.
- see importance of equality, and the rights, responsibilities and roles that these may bring within the school and in life to come.
- begin to understand that there is compassion, beauty and hope in the world.

It is vital that what is taught and the strategies used respond to the children's needs and suggestions so a level of spontaneity will be present as well as weekly adjustments and developments. Information may come from individuals, groups such as the school council or lesson observations.

In the Foundation Stage Personal, Social and Emotional Development PSED is one of the three Prime Areas. The area is divided into early learning goals:

- Self confidence and self awareness
- Managing feelings and behaviour
- Making relationships

The National Strategies | Early Years 47 Guidance for practitioners working in the Early Years Foundation Stage DfES 10 -2008

Contributing towards these is the purpose of the structured curriculum plans. These are devised to encourage learning, systematically based on an understanding of child development, their needs and provision in other curriculum areas. Baseline assessments provide a starting point to inform provision. Following the requirement to include RSE under statutory guidance the PSHE planning has been rewritten using further guidance provided by the PSED Association. There are three core areas

Health and Well Being - Families and friendships, Safe relationships, Respecting ourselves and others

Relationships - Belonging to a community, Media literacy and digital resilience, Money and work.

Living in the Wider World - Physical health and mental wellbeing, Growing and changing, Keeping safe

The three core areas are united with the school's intention to form a curriculum framework. This is made up of the 'building blocks' outlined by the PSHE association to make evolving schemes of work for each year group. These are complimentary and are underpinned by an understanding of how child develop and the spiralling ways of learning. The plans for weekly sessions explore a half-termly focus that investigates one of the core areas. Thus within a year each area is visited at least once and then embedded. RSE is included within this along with teaching about money, the world of work and life skills. (ref. RSE policy for details)

Throughout the school there is an aim to provide a consistent approach endorsing shared values. This is encouraged through the behaviour policy, common use of ideas and vocabulary in teaching, display, Collective Worship and other whole school activities to support and develop learning, helping children link thoughts and make connections through a consistent approach.

How we plan PSHE

Contributing towards these is the purpose of the structured curriculum plans. These are devised to encourage learning, systematically based on an understanding of child development, their needs and provision in other curriculum areas. Baseline assessments provide a starting point to inform provision. Following the requirement to include RSE under statutory guidance the PSHE planning has been rewritten using further guidance provided by the PSHE Association. There are three core areas

Health and Well Being - Families and friendships, Safe relationships, Respecting ourselves and others

Relationships - Belonging to a community, Media literacy and digital resilience, Money and work.

Living in the Wider World - Physical health and mental wellbeing, Growing and changing, Keeping safe

The three core areas are united with the school's intention to form a curriculum framework. This is made up of the 'building blocks' outlined by the PSHE association to make evolving schemes of work for each year group. These are complimentary and are underpinned by an understanding of how child develop and the spiralling ways of learning. The plans for weekly sessions explore a half-termly focus that investigates one of the core areas. Thus within a year each area is visited at least once and then embedded. RSE is included within this along with teaching about money, the world of work and life skills. (ref. RSE policy for details)

How we teach PSHE in EYFS.

In EYFS PSHE is taught through PSED but is an integral part of all aspects of EYFS learning. It is an essential area of learning that to be effective needs to be embedded through the children's daily interactions and play as well as through learning sessions with a short learning input followed by exploration across throughout the inside and outdoor classrooms.

How we teach PSHE in KS1.

Learning is set within age appropriate 'ground rules' to ensure that children feel secure and respected and that sensitive issues e.g. bullying, abuse, emotional difficulties, are protected and explored with care. The teaching strategies used include story, drama, puppets, small world, art, craft, film and IT to allow exploration to be distanced through the imagination to allow a level of objectivity within the intimacy of individual learning. Many of the sessions are delivered by teaching assistants who have a unique role in school, often dealing with many personal issues with children and thus being well placed in their relationships to encourage children to think and speak about their deeper feelings and ideas. PSHE provides an essential arena for reflection of this kind, giving time and opportunity for each unique response.

Some learning sessions offer up material as a discrete unit while others are others are interwoven with other curriculum areas to ensure a wide understanding, deeper thinking and embed learning. It is considered essential that there is variety in content, delivery and opportunities for response according to children's capacities and to meet their development needs.

Rights Respecting School

As part of our PSHE we focus on rights and responsibilities and this is underpinned by The Convention for the Rights of the Child Unicef and these particular articles

Article 2 (Non-discrimination)
Article 6 (Survival and development)
Article 12 (Respect for the views of the child)
Article 14 (Freedom of thought, conscience and religion)
Article 15 (Freedom of association)
Article 17 (Access to information; mass media)
Article 19 (Protection from all forms of violence)
Article 24 (Health and health services)
United Nations Convention on the Rights of the Child

We are working to achieve a Rights Respecting School Award (RRSA). In addition to these articles being included in classroom sessions, they are addressed in specifically in Collective Worship, the work of the school council and in visual displays and resources around the school.

How we ensure all children access the PSHE curriculum.

Every pupil has an entitlement to a balanced and broadly based curriculum in which they are encouraged in every way possible to pursue high individual achievement. It is the responsibility of all school staff to enable all children whatever their needs to have the best possible opportunities to learn and become the best they can be. This means that teachers plan for effective learning for every child, adjusting strategies or suggesting alternatives as necessary, irrespective of age, ability, physical disability, special educational needs, religion, heritage, social group, gender, physical or emotional needs, race or culture. It also means that all those within the school are entitled to feel valued as part of the school community and our expectations of the children is that they will uphold this entitlement. Diversity is celebrated and children are encouraged to have positive attitudes to each other and those they meet at all times. There is also a commitment to actively promote awareness and respect for the diverse nature of the society as the children learn across the curriculum. These values are diffused throughout school life, in attitudes and behaviour, teaching and choice of materials and resources. They receive direct attention in PSHE delivered through Collective Worship, special celebrations, R.E, and literacy in addition to weekly PSHE sessions.

How we assess PSHE.

Children are given opportunities to reflect on what they know initially to give a starting point, what they have learned and what they need to do to continue their learning. This helps them develop as independent learners as well as informing 'the next steps'. Teachers use these assessment opportunities to be

clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

" However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop." PSHE Association

Discussion forms an important part of sessions and will also contribute to teachers formative assessment. Summative assessment to evaluate learning and identify future needs also draws on discussion and work examples.

The PSHE Association suggests referring to the end of Key Stage statements provided by the DfE for assessment and that these are recorded and reported to parents in line with all other non-core curriculum subjects. In EYFS PSED is recorded and reported as part of the profile alongside other areas of development.

How is the teaching and learning of PSHE monitored?

As part of the evaluation process teachers will keep samples of work and pictorial evidence to demonstrate children's learning. The questions raised by the children are indicative of their thinking processes and how they reflect upon the material they explore. Individual anecdotal evidence of this kind is helpful and used in planning to be relevant and appropriate. The subject leader will gather these collections to form a basis for evaluation and work with staff and year group leaders to monitor planning to ensure PSED and PSHE is being delivered sensitively and appropriately. The Subject Lead is in the process of developing planning and resources (May 2020).

Impact

Our school is committed to providing a welcoming and positive environment where all may feel valued and included and where all children are entitled to feel safe and be given the greatest opportunity possible to learn. As the PSED/PSHE curriculum evolves so the school has the highest expectations for each and every child aiming for them to grow and leave us with the spirit of compassion, justice and hope.

Review

This Policy will be reviewed within the next year.

Date of policy May 2020

Date of review May 2023

PSED/PSHE coordinator - Katie Elbourn