

Garden Suburb Infant School

PSHE Policy Key Stage One

Contents:

Statement of intent

1. [Legal framework](#)
2. [Key roles and responsibilities](#)
3. [Aims of the PSHE curriculum](#)
4. [Teaching methods and learning style](#)
5. [Timetabling and cross-faculty involvement](#)
6. [Safeguarding, reports of abuse and confidentiality](#)
7. [Tailoring PSHE](#)
8. [KS1 and 2 programmes of study](#)
9. [Assessment](#)
10. [Monitoring and review](#)

Statement of intent

Garden Suburb Infant School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum in Key Stage One is strongly tied to our Science, Relationships and Computing/Online Safety policies.

In The Early Years Foundation Stage we teach PSHE as an integral part of the work covered during the year. Our teaching of PSHE matches the aim of developing a children's personal, emotional and social development as set out in the Early Learning Goals.

Garden Suburb Schools' Ethos and Values Statement and Child Protection and Safeguarding Policy should be read prior to reading this policy.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy

2. Key roles and responsibilities

2.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.

2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the Relationships Education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. We only teach the statutory aspects of Health and Relationships education, we do not teach pupils sex education beyond what is required of the statutory science curriculum, so there is no right of withdrawal from our curriculum.

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching has an emphasis on active learning techniques such as discussion and group work.
- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment.
- 4.4. All pupils are encouraged to take part in charity work and taking on additional responsibilities in school.
- 4.5. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.6. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Cross-Curricular links

- 5.1. Aspects of the PSHE curriculum are directly related to the Relationships, Science, Computing and Online Safety schemes of work.

- 5.2. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

- 6.1. All staff are aware of indicators which may signal that children are at risk, as set out in the Safeguarding and Child Protection Policy.
- 6.2. The school will involve the DSL (or deputy) in anything related to safeguarding. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

7. Tailoring PSHE

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

8. Programmes of study

The PSHE programme of study are set out in the PSHE Curriculum Framework and covers the following topics:

Families and people who care for me

Caring friendships

Respectful relationships

Being safe

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Economic wellbeing and being a responsible citizen

9. Assessment

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

10. Monitoring and review

- 10.1. This policy will be reviewed by the headteacher on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is January 2021.