



Alderman Pounder Infant and Nursery School

Personal, Social, Health and Emotional Policy

This policy incorporates the following former policies:

- Personal Social, Health & Emotional Education (PSHE)
- Sex and Relationships

Document Owner: PSHE Subject Lead

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Review frequency: every 2 years

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Autumn 2015	Policy incorporated (Julie Hemsley) and updated by Leaders
1.1	Autumn 2014	Autumn 2016	Updated by Tracey Hall & Gill Mc Brien
1.2	Autumn 2015	Autumn 2017	Updated by Tracey Hall & Alison Barnes
1.3	Autumn 2016	Autumn 2017	Updated by Tracey Hall & Alison Barnes
1.4	Spring 2017	Spring 2019	No changes
1.5	Autumn 2019	Autumn 2021	Updated by PSHE lead
1.6	Autumn 2021	Autumn 2023	No changes
1.7	Autumn 2023	Autumn 2025	No changes

Statement of Intent

As individuals in our every changing world our children will be emotionally resilient, aware of their own thoughts and feelings and have an understanding of how their actions impact on others. They will have the personal, social and emotional skills needed to be prepared for the next step of their life as, independent, happy and healthy members of society.

Aims

We recognise that our individual pupils' Personal, social and health education plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults and the local and wider community which will nurture their skills in these areas.

As an Infant and Nursery school we believe that alongside parents/guardians we can help provide pupils with help and guidance in steering children's development to become independent responsible citizens. We value parental involvement and many parents are part of the working school community. Infant and Nursery schools are often the first steps in socialisation and we aim to develop the skills and emotional awareness and resilience they need to cope with this. Children are encouraged to share and cooperate with each other and be responsible for their own behaviour and understand its repercussion for others. Through adopting a positive approach we aim to raise children's self-esteem and help them reach their full potential in all aspects of school life, their local community and the wider world.

Children are encouraged through positive examples, circle time, role-play, team activities and taught lessons to treat each other with respect, to work together and to make the most of their abilities and opportunities. Positive praise helps to raise the children's self-esteem and this encourages them to be supportive and offer mutual respect to others. Children are encouraged to take responsibility for their learning, with an emphasis growth mind-set and encouragement to try their best and to assess their own learning against the lesson objectives. Children are taught throughout school that their minds have great learning power to grow and learn new things as they persevere through challenges.

It is through all these essential elements of respect, co-operation, self-esteem, taking responsibility and making the most of abilities and opportunities that the school ethos manages to create a happy, successful, school environment in which staff, pupils and parents/carers thrive.

Content

Our PHSE programme is delivered within the context of a *values based curriculum* and through the use of the Jigsaw mindful approach to PSHE and the use of Picture News. Our 7 core values are shared throughout schools in the flying high trust and ensure that our school is a fun, nurturing, caring and safe place; with high aspirations and standards so that both children and staff can flourish!

The core values are: responsibility, perseverance, aspiration, pride, enjoyment, confidence and creativity. These underpin the rules governing our school code of conduct and the *growth mindset* philosophy which we aim to instil in all our pupils. Children are supported to understand this by analogy to trees; a theme which is extended throughout

the school by class names and displays which remind them of the school values and the dispositions and attitudes which will allow them to succeed and achieve in life.

In the Foundation stage PSED is one of three prime areas in the early year's curriculum. Therefore PSHE is central to all practice and teaching, with the EYFS curriculum areas of Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour, being interweaved into all areas of the curriculum. Throughout the school from our youngest children in FS1 to our oldest in KS1 PSHE is taught weekly through the Jigsaw mindful approach to PSHE. This covers the key themes of 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me' 'Relationships' and 'Changing me.' This is shown on table shows below:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

These themes support the development of the skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose.
- Value themselves and others
- Form friendships
- Make and act on informed decisions.
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individual.

Children's PSHE learning throughout school is integrated through work in other curriculum areas, focussed lessons, circle times, assemblies and also through the use of classroom reward systems.

The Healthy School's Standard team helps us to support children and their parents' awareness of how healthy eating is important and weekly picture new assemblies encourage children to discuss important matters openly with staff and their peers. Throughout the year enrichment activities are provided, such as after school clubs and invited speakers who help to extend the children's knowledge about various aspects of the PSHE curriculum along with developing their awareness of global citizenship. Off site visits create further opportunities for reinforcing PSHE and citizenship work. Children are always reminded that they are representing the school and high standards of behaviour and safety are expected.

Through our enquiry based curriculum children are encouraged to discuss important moral matters openly and are encouraged to have their own opinions and to respect the opinions of others. Children also take an active role in deciding on class rules to encourage mutual respect. Children across school elect representatives for the children's government with whom children have an opportunity to raise issues for discussion.

The school encourages children to support the local community and the wider world. Charity events including 'Children in Need', and 'Red Nose Day' are supported and donations to local foodbanks are made during Harvest. As a school we also support children in other countries through 'Forever Angels' and 'Send a Cow'. Children are always made aware of how they can help others.

Equality and Inclusion

All children are encouraged to participate in PSHE work. This requires the teacher to encourage the class to be sensitive to the needs of others and to offer encouragement and not disparagement at what others have to offer.

All lessons and resources are presented in contexts suitable to the pupils' understanding and experience. The PSHE learning journey allows for gifted and talented children and those with special educational needs to access the PSHE and Citizenship curriculum at an appropriate level to their learning needs.

Our inclusive RSE curriculum (delivered through the Jigsaw scheme) fosters good relations between pupils, tackles all types of prejudice- including homophobia and gender equality- and promotes understanding of respect.

Assessment, Recording and Reporting

Half termly celebration assemblies allow achievement against our school values to be celebrated. On a daily basis staff provide verbal encouragement and praise to encourage and reward good behaviour. Class dojo is also used across school to encourage thumbs up choices, school values and important skills such as working hard and participating. Class dojo is also used to communicate achievements and good behaviour with parents and allows parents to give feedback to children. Children's home learning can also be shared with teachers by parents which allows us to work together to encourage school values inside and outside of classroom.

Good work examples are shared and used to motivate others. Working collaboratively to reach a team goal is encouraged. Individual out of school successes are recognised and praised. Certificates recognising children's / school achievements relating to a community or global project are displayed.

At the end of each term the teacher makes a summary judgement about each pupil in regard to the key objectives for the term and records their assessment.

Reporting to parents is done annually through a written report and at termly parent consultation meetings. Assessment without levels is reported in FS using the following terms; Emerging: i.e. working *below* age related expectations (as described in the Early Learning Goal); Expected: i.e. working *at* age related expectations and or Exceeding: i.e. working *beyond* age related expectations.

In KS1, teacher assessment in the form of the annual report informs parents of their child's ability to respect others and their beliefs and to discuss and share their opinions.

The role of the PSHE leaders

The Headteacher takes overall responsibility for the curriculum.

Subject leaders are responsible for ensuring that all teachers know the requirements for providing their class with appropriate PSHE opportunities. They need to keep up to date with subject developments and disseminate information to colleagues as appropriate. Subject leaders should endeavour to provide resources that are well matched to the teaching and learning set down in the learning journey.

Monitoring and evaluation of provision and impact of the subject development is carried out on a regular basis by:

- Monitoring of teaching and learning and work scrutiny
- Audit of relevant policies and units of work

Consultation relating to the curriculum is facilitated through parent questionnaires; from pupils through circle times and school council meetings; and from staff and governor meetings.

Relationships and Sex education

Relationships and Sex education in Alderman Pounder School follows the guidelines issued by the Local Authority. This statement is contained in the official school booklet which is issued to all parents.

The following are considered, understood and implemented by all teachers at the school:

- Relationships and Sex education should be seen as part of the total curriculum of a primary school with appropriate linkages with citizenship, health education and religious education
- The teaching of matters concerned with Relationships and Sex education should be dealt with in a sympathetic and well-informed manner. It should be related to the loving, caring atmosphere of a home
- Work done in the primary school should deal with the problems of pupils at their current stage of development and with the stage immediately beyond it, and not with matters which are more appropriate to older pupils
- Relationships and Sex education needs to be concerned with the total personality of the child, and aimed at helping the overall development of children into well balanced human beings who are able to take a responsible part in society

The pupils at Alderman Pounder School are young infant and nursery age children and they have the curiosity which is normal in children of that age. A major part of the teaching in school is topic based and generally presented through discussion between child and teacher.

Relationships and Sex education is also covered through the 'Changing me' theme of our Jigsaw PSHE scheme. The grid below shows specific RSE learning intentions for each year group which is covered within these lessons:

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

On the rare occasions when a child might ask questions concerning any aspect of sex education staff would answer a child with honesty but with the age and understanding of the individual child taken into consideration. Ideally any information given to a child of infant age is best coming from the child's parents.

Any teacher put in the position of answering a child's questions about sexual behaviour would deal with them with the sensitivity such questions deserve, and with the concern that a loving parent would show.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.