



PARKLANDS INFANT AND NURSERY SCHOOL

Personal, Social and Health Education (PSHE)

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 15th October 2024

Signed: _____

Mrs L Coates (Chair of Governors)



Parklands Infant and Nursery School
PSHE Subject Policy – October 2024

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in PSHE and the principles upon which this is based.

Aims

This policy sets out to ensure consistency in the teaching and learning within PSHE across the school.

It aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.

Consultation

The policy was put together by Abby Etchells (PSHE Leader) in consultation with teaching staff, pupils, parents/carers and school governors.

Intent, Implementation and Impact

Intent

The children of today are growing up in an increasingly complex world, where their lives are dominated by technology. Children are faced with challenges and risks both online and offline and need to find a way to navigate this in a healthy and safe way.

The aim of this policy is to ensure consistency in the teaching and learning within Personal, Social and Health Education (PSHE) across the school. This is to ensure that pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children 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. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

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It also supports our whole school ethos of developing the Parklands Person.

Through PSHE we teach children:

- That their views and opinions are '**Important**'.
- Ways in which they can show '**Kindness**' and look after theirs/their peers mental health.
- To be '**Respectful**' of the views, opinions, decisions and religious beliefs of others
- Ways in which they can keep themselves and others '**Safe**' both online and offline.
- Skills to develop and foster their self-belief and self-confidence and to maintain a '**positive**' outlook and attitude
- To be mindful of the feelings of others and how to behave in a '**polite**' way.

Jigsaw PSHE aligns with PSHE Association Programmes of Study for PSHE.



Consultation

The policy was put together by Abby Etchells in consultation with teaching staff, pupils, parents/carers and school governors.

Section 2: Procedures and Practice

Roles and Responsibilities

The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice for ways in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHE leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The PSHE leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PSHE curriculum.

The governor for PSHE is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Section 3: Aspects

Planning

Class teachers are responsible for ensuring PSHE is planned on both the mid-term and weekly plan. Weekly plans will show which learning objective(s) are to be covered within a weekly session. PSHE should be taught on a weekly basis, with at least one hour discrete teaching time.

Early Years Foundation Stage

In the Early Years Foundation Stage, adults will follow the requirements of the EYFS Framework and outcomes. Personal, Social and Emotional development is one of the three Prime areas which underpin the areas of learning. PSED is then split into three further strands:

- **Self Regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Managing Self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- **Building Relationships** - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Through the ELG, Understanding the World, children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Key Stage One

Work is planned using the Jigsaw PSHE curriculum which is adapted to the needs of our children where necessary.

Our planning will have documents for the Long, Medium and Short Term. Long Term planning shows the whole school overview of which units will be covered. Medium Term planning shows a half term and breaks down which Learning Objectives will be taught in which week ensuring full coverage of the PSHE and curriculum. Short Term planning is weekly and includes more detail around Learning Objectives and how they will be taught.

Teaching and Learning

PSHE is taught in a safe learning environment through the use of group agreements and distancing techniques so that pupils are not put 'on the spot' or expected to discuss their own personal issues. In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE leader for advice and support.

At Parklands, we use the Jigsaw PSHE scheme and the units to be taught each half term across Key Stage One are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The curriculum coverage of these units is as follows:

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Well-Being Days are also planned into each half term, usually around the PSHE theme and linking to the relevant Parklands person. The Well-Being Days give

children the opportunity to take part in activities which broaden their understanding of a particular area. We try to ensure that our Well-Being days coincide with national events such as Anti-Bullying week, E-Safety day or Children's Mental Health Week.

We believe that children should be able to ask their own questions within PSHE in order to make learning relevant. Although learning objectives are outlined within the programme of study, staff ensure that what they teach is challenging for all pupils and that children take responsibility for their own learning.

Parent Partnership

At Parklands, we are committed to working with Parents and Carers. We will offer support by ensuring planning is made available through the school website and ensure half termly newsletters are sent home in each year group to outline what is being taught during each topic. Also, the PSHE web page on our school website is regularly updated with key policies and any support materials that might be useful.

Assessment

Pupils' prior knowledge needs to be the starting point of all PSHE work. The elements of Relationships and Sex Education that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Children in both EYFS and KS1 should be assessed against the learning objectives for each lesson/learning activity (found in the Jigsaw Scheme). Adults must consider whether they have met the learning objective and to what extent, feedback sheets are used to provide verbal feedback and used to inform future planning. Children are also encouraged to self-assess/peer-assess their work to show to what extent they feel they have met the learning objective. Children receive regular feedback through our feedback sessions which allow children to consolidate the key learning from the previous session and to move their learning on.

Monitoring

PSHE is regularly evaluated by the subject leader. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The PSHE leader will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school. Any changes or updates to the PSHE curriculum will be discussed with staff during curriculum meetings.

Child Protection and Safeguarding

The PSHE Policy adheres to our school Child Protection and Safeguarding Policy.

Online Safety

Children will be reminded about online safety and will be encouraged to take responsibility for this themselves following protocols in a child-friendly way. Posters reminding them about online safety are displayed in every classroom.

Anti-bullying/Discrimination/Equal Opportunities

It is an expectation that all children are able to participate fully in PSHE lessons without fear of bullying or discrimination. The Parklands Person ethos may be referred to and the Jigsaw Learning Charter will be shared in every lesson to ensure all children are treated fairly and with respect. They will understand how to report anything they are uncomfortable with and know who they can talk to if they are worried. Many areas of the Jigsaw curriculum will address issues around bullying and discrimination and all staff will handle these sensitively.

Health and Safety

Children will be reminded about using equipment safely in PSHE lessons and the clearly identifiable Safeguarding Team can be used to focus children on safe classroom behaviour.

Inclusion for those with Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, need, class or gender, should have the opportunity to develop PSHE skills. Children with SEND can be more vulnerable. We aim to respond to all children's needs and overcome potential barriers for individuals and groups of children by:

- Providing first quality teaching which is specifically tailored to the barriers to learning and needs of our SEND pupils.
- Providing safe and inclusive environments for our pupils to learn in – environments where they have relationships with the adults in which they feel comfortable to share their thoughts/opinions and express their feelings.
- Identify SEND pupils who may require extra support through the use of an intervention such as Nurture group or ELSA.
- Offering challenges which matches different abilities, including challenging those most able children.

How are Fundamental British Values and SMSC development promoted through PSHE?

Through spiritual, moral, social and cultural (SMSC) development we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These British Values are woven into the Jigsaw PSHE curriculum.

Spiritual Development

In PSHE we support spiritual development by promoting an ethos of fairness and compromise in the classroom, offering opportunities for pupils to reflect on their own views and beliefs and through our Parklands Person values. We give our learners the opportunity to understand feelings and emotions, the impact these can have on others and the importance of understanding feelings. Through all aspects of PSHE we encourage the children to share their own views and opinions and understand how we can be respectful to others with different views.

Moral Development

Lively discussion and debate is encouraged in all PSHE lessons enabling our learners to express their own values and to show respect for those with others. We have a clear moral code as a basis for good behaviour, respect of others, which is promoted throughout the school and is embedded within the Parklands Person values. Through all aspects of our curriculum we encourage our learners to take pride in themselves and their work. We also encourage our learners to abide by 'fair play', being good winners and losers, in games, rules and life. Through all aspects of PSHE, we encourage the children to be taking part in discussions and playing an active role in decision making.

Social Development

Social development is encouraged through an understanding of what makes a good citizen and how our learners play their part in the school community and wider society. We develop an understanding of respect for others opinions, beliefs, values and customs by encouraging children to relate positively to others. Through team work activities we teach our children the importance of cooperation and sharing, encouraging them to demonstrate good manners at all times. We aim to provide children with opportunities to develop their self-confidence through a range of activities, encouraging them to be positive and resilient in what they do. Through our Positive Relationships aspect of PSHE we focus on the importance of working together, understanding what makes a good friend and how we can understand and manage our feelings and emotions.

Cultural Development

At Parklands, we provide pupils with opportunities to understand and appreciate their own and other cultures. Our learners are encouraged to explore similarities and differences between themselves and their peers. Through PSHE the children learn about their school community and wider community. We aim to develop an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world. Through the Citizenship aspect of PSHE we encourage our learners to respect and embrace similarities and differences and showing an understanding of the term 'uniqueness.'

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for PSHE is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

Other Documents and Appendices

Other Documents

The PSHE policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, Child Protection and Safeguarding, Science, Drugs Education, Drugs Incident Management, Relationships and Sex Education, Anti-Bullying, Food Policy, SMSC policy.

Governor Approval and Review Dates

The policy is to be reviewed annually.