



Telford Infant School

LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

PSHE Policy

Manager:	PSHE Subject Leader
Date of latest update:	July 2020
Date of next review:	July 2022

This Policy is available for Staff and Governors on One Drive.

This policy will be reviewed annually in line with the school's policy review program, or before, if the need arises due to developments. The PSHE Subject leader is responsible for reporting to the Governing Board about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

PSHE at Telford Infant School

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our reactive PSHE whole-school approach. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and we support the development of children's health and wellbeing, self-esteem and confidence.

Rationale:

As part of providing a reactive approach to the teaching of PSHE based on the children's needs, we are also able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge; skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Vision:

TELFORD INFANT SCHOOL **LOVING LEARNING**

**Every child to be an inquisitive, resilient and successful learner
who is eager for their next challenge.**

Our values and principles

1. We put the children at the heart of absolutely everything we do.
2. We provide exciting, adventurous and memorable learning which is inspired by a passionate and innovative team.
3. We nurture and celebrate the whole child as an individual.
4. We create a warm, welcoming, safe environment for all.
5. We have very high expectations of behaviour.
6. We support the personal and professional development of all our staff who work in a strong team who support, value and respect each other.
7. We value our strong and supportive school community.
8. We truly believe that success is achievable for all.

Our Strategic Intent

At Telford Infant School we believe that every child should enjoy their learning journey and develop a love for learning that will last a life time. Through nurture and guidance, we ensure that all children begin their school life curious and engaged in the world around them and leave us as confident and resilient learners.

Learning comes first at Telford Infant School and our rich curriculum creates memorable learning experiences which allow children to deepen their skills. Our learning culture enables children to understand how they learn and develops their resilience. Learning takes place both indoors and outside. All staff have high expectations for every child to be successful and constantly reflect on their own professional development to achieve this.

Telford Infants is a community, where everyone's views and background are respected and where the children are at the heart of everything we do. We celebrate and foster the uniqueness of every single child and watch them flourish in a safe, happy environment where curiosity is encouraged and mistakes help us learn.

Links with the school community are strong and supportive. Behaviour in and around school is exemplary and children are caring towards each other and their community.

You walk into our school and can see, hear and feel everyone **LOVING LEARNING!**

Planning PSHE

PSHE is taught to ALL children regardless of their age or ability. Opportunities which suit individual class needs are taught reactively across the EYFS and KS1. Others such as 'protective behaviours' are taught discretely. The RSE curriculum is also embedded within this.

	Autumn	Spring	Summer
Reception	<p>The PSHE curriculum in Reception is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care. Children in Reception develop skills that form a crucial foundation for later teaching of PSHE/Relationships at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school.</p> <p>In the Autumn term children are taught Protective Behaviours which explores how we keep safe which includes;</p> <ul style="list-style-type: none"> • Understanding our feelings. • Understanding secrets and surprises • Understanding our early warning signs and scary body feelings. • The correct names for the different body parts • Who helps keep us safe and asking for help. <p>During the Year Reception are also taught about ICT and Road safety.</p>		
Year 1	<p>How do we decide to behave?</p> <p>How do we keep safe?</p> <p>(Includes Protective Behaviours)</p>	<p>Understanding the wider environment.</p> <p>Growing up and change</p>	<p>What makes us special?</p> <p>How can we be healthy?</p>
Year 2	<p>How do we decide to behave?</p> <p>How do we keep safe?</p> <p>(Includes Protective Behaviours)</p>	<p>How can we be healthy?</p> <p>Growing up and change.</p>	<p>What makes us special.</p> <p>Understanding the wider environment.</p>

- 'Buddy Classes' regularly meet up for learning opportunities across the school.
- School Councilors from each class meet weekly to discuss school matters.
- 'Newsround' is shared daily in KS1.

N.B Meetings across year groups may be suspended due to Covid regulations.

Resources

The school audits its resources and ensures that available materials reflect the diversity in PSHE and our commitment to equal opportunities.

The school library has a wide range of PSHE books to support teaching across the eight themes and other sensitive issues.

The PSHE Leader has created a file of resources to support learning across the curriculum.

Assessment

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning, teachers keep a record of children's achievements through daily observations which are uploaded onto Tapestry (an online learning journal).

In KS1, class teachers make use of ongoing observations and PSHE lessons to assess children's progress. Our comprehensive PSHE program (which also includes RSE) is facilitated and planned by the class teacher and delivered in a child friendly manner which is appropriate and tailored towards the needs of the class. Some sessions may be taught weekly but ,where possible, we will strive to find cross- curricular links with other subject areas such as Science, PE and Religious Education. At all times we will ensure that the curriculum fits in with the aims and ethos of Telford Infant School.

Children will be encouraged to :-

- Explore and respect the different feelings and values of oneself and others and are encouraged to reflect creatively and imaginatively on their surrounding world.
- Recognise a 'good choice', understand consequences and investigate moral issues offering reasoned views.
- Use a range of social skills to resolve conflict and engage with 'British Values' as well as appreciate, respect and celebrate that we are all unique.
- Recognise their Early Warning Signs and understand the importance of feeling 'safe'.
- Make informed choices about their health and well-being.

The Assessment Policy contains more detailed information on internal and external assessment and should be read in conjunction with this subject policy.

British Values

At Telford Infant School we ensure that the fundamental British values are strongly embedded and promoted through our whole school reactive approach to PSHE, our development of SMSC and through everyday aspects of school life.

At the heart of our British Values teaching, is our British Values statement. This encompasses the five main areas which underpin much of our PSHE learning.

These are:

- Making decisions together (Democracy)
- Understanding that rules matter (The rule of law)
- Freedom for all (Individual liberty)
- Mutual respect
- Treat others as you wish to be treated

Protective Behaviours

Embedded in our PSHE teaching is Protective Behaviours. This is a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe.

At Telford Infant School we are committed to the safeguarding and wellbeing of all our school community.

RSE

As part of the statutory Sex and Relationship Education Guidance (DfE September 2020)

The RSE curriculum is embedded within the PSHE curriculum which is delivered across the school weekly and reinforced through the Taking Care Protective Behaviours Programme. It is also covered in the Science, Religious Education, Computing and PE curriculum.

Our aims, objectives and desired outcomes are to:

- Enable children to respect themselves, others and their own and others' bodies.
- Develop trust, openness and open-mindedness in children and enable them to challenge stereotypes.
- Develop skills that will enable children to participate in the community and social groups
- Encourage children to take responsibility for themselves, their personal safety and the safety of others. Including when using the internet and ICT.
- Enable children to make informed choices.
- Ensure that children have the vocabulary to talk about their feelings, emotions and their bodies so they can stay safe.
- Ensure that children feel comfortable talking about and asking questions about their bodies, feelings and emotions in the knowledge they will be respected.
- Enable children to have respect for their own and others' culture, beliefs, abilities, gender and race.
- Develop knowledge and understanding of their own bodies and how they change.

Being Healthy

At Telford Infant School we strongly believe that 'a healthy body means a healthy mind' and therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Promoting walk to school week and activity day
- Offering a range of active after-school clubs, such as tennis and football.
- Providing fresh fruit daily and free milk for children under five
- Offering the opportunity for children to attend Bayleaf cookery club afterschool.

Diversity and SEND

We acknowledge that children have an entitlement to equal and fair opportunities in all areas of school life, including access to resources and extra-curricular activities, irrespective of gender, age, race, colour, ability, disability or religious belief. Our reactive PSHE approach and commitment to British Values allows for many opportunities for us to teach and learn about diversity and difference, to challenge stereotypes and bias and the need for respect, tolerance and inclusion.

We acknowledge that at some point in every child's life there may be a need for additional assistance and support to deal with educational difficulties. This policy reflects and influences our Special Needs Policy in its Aims and Objectives. All staff have a responsibility to identify and support any children in need to enable them to participate fully in every aspect of school life. The SENCO advises staff who are dealing with children with more severe learning difficulties and those with specific personal and social concerns. Specialist support is requested when necessary, and parents are fully informed and involved.

The SEND Policy contains more detailed information on internal and external processes and should be read in conjunction with this subject policy.

Monitoring and Evaluation

The PSHE Leader is responsible for monitoring the standard of children's work and the quality of teaching. This is done through lesson observations, book trawls and evaluation of assessments.