



# **Feltham Hill Infant & Nursery School**

## **Personal, Social, Health & Economic Education (PSHE) & Relationship and Health Education (RHE) Policy**

**September 2024**

Leaders are committed to ensuring that the emotional and social needs of all the pupils are met by providing a rich and creative curriculum.

The school aims to give the pupils the knowledge, skills and understanding they need to lead healthy, confident and independent lives.

*Prepared by: Deputy Headteacher (Sept 2024)*

*Emailed to: Parents and discussed when necessary (Sept 2024)*

*Shared with: Governors' curriculum committee (Sept 2024)*

*Review: September 2026*



### **Aims of the policy**

The aims of personal, social, health, economic education (PSHE) curriculum including relationship and health education (RHE), supports the school's ethos which is reflected in the vision and motto and prepares pupils well for the future.

### **Vision**

*Feltham Hill Infant and Nursery School is a place where children **achieve** highly compared to national expectations and are well prepared for their journey of lifelong learning.*

*Our creative teaching and learning philosophy ensures children dynamically **explore** the whole curriculum, using both the inside and outside environment.*

*We **nurture** our children and establish a culture of **respect** for all so that they are happy and confident in our school community.*

*We work closely as a team alongside children and their families to create a sense of trust and community.*

### **Motto**

*Learn, Explore, Achieve, Respect, Nurture*

- The children are taught to respect each other's differences and celebrate diversity.
- Leaders embrace British Values which are embedded in our school rules.
- And provide many opportunities for children to make choices in their busy learning environments and through the School Council.

### **Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it which leaders are required to teach.

- Schools must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- Leaders must teach health education under the same statutory guidance.

School teaches RHE, as set out in this policy.

### **Content and delivery**

#### **What the school plans and teaches**

- Planning must cover the content for relationships education and health education, as set out in the statutory guidance.
- Relationship education is embedded within the PSHE curriculum. (*Appendix 1*).
- Topics are organised into reoccurring themes, creating a spiralling curriculum.
- The PSHE/RHE provision is mapped and planned effectively to include enrichment opportunities.
- The curriculum is enriched further from visitors from the local community.

#### **How it is taught**

In Key Stage 1 PSHE/RHE lessons are taught every week.

- Content is taught through class sessions including circle times.
- Alongside busy learning opportunities to develop pupils' knowledge and skills.
- Lessons are adapted to ensure pupils of all abilities can access the learning.



- This includes the bottom 20% and special educational needs (SEN) pupils.
- High quality resources support the PSHE and RHE provision which is regularly reviewed.
- The schools' wider curriculum: including Religious Education (RE), collective worship and physical education (PE) also supports the PSHE and RHE curriculum.
- Visitors from outside school may be invited to support learning, for example: police, fire service, school nurse and royal national lifeguard institution (RNLI).
- Leaders and teachers know that effective PSHE and RHE teaching brings an understanding of what is and what is not appropriate in a relationship which includes appropriate and inappropriate touch.
- This can then lead to a disclosure of child protection.
- This will be followed up in accordance to school's child protection and safeguarding policy.
- Pupil's learning and progression is assessed through formative assessment.
- This includes providing children with feedback, using questioning, and giving them time to reflect on what they have learnt.
- Pupils' learning and progression is also evidenced through their work in the books and floor-books where appropriate and using 'pupil voice'.

## **Roles and responsibilities**

### **The Governing body**

The governing body will delegate the approval of the PSHE and RHE policy to the Curriculum committee.

The governing body will hold the headteacher to account for the implementation of this policy.

### **The Headteacher**

The headteacher is responsible for ensuring that PSHE and RHE is taught consistently across the school.

### **Teachers**

Teachers are responsible for:

- Planning weekly PSHE lessons using the curriculum overview.
- Delivering and PSHE and relationship education in a sensitive way or support teaching assistants (TAs) to do so.
- Modelling positive attitudes to PSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

### **PSHE subject leader**

The subject leader will:

- Plan the curriculum overview alongside the senior leadership team (SLT) mentor, ensuring progression and consistency across the key stage.
- Monitor alongside an SLT mentor through observations, work searches, learning walks and using pupil voice.
- Ensure pupil voice includes SEN pupils and bottom 20%.



- Ensure there is effective provision and relevant books for pupils to apply knowledge and skills in PSHE during learning walks.
- Complete the relevant proforma to update the Strategy team of strengths and future action.

### **Pupils**

Pupils are expected to engage fully in PSHE and RHE lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **Monitoring arrangements**

This policy will be reviewed by the PSHE Leader and an SLT mentor every 2 years.

At every review, the policy will be approved by the governing body through the Curriculum committee and the Strategy Team and shared with staff and parents.

### **Links with other policies**

This policy should be read in conjunction with:

**Behaviour including anti-bullying policy**  
**Child protection and safeguarding policy**  
**Equality policy**  
**Online safety policy**  
**British values policy**

## YEAR 1 – MEDIUM-TERM OVERVIEW

| Term                                      | Topic  | In this unit of work, pupils learn...  | Quality Assured resources to support planning   |
|---|--|--|---|
| <b>Autumn</b> — Relationships             | <b>Families and friendships</b><br>Roles of different people; families; feeling cared for<br><br>PoS Refs: R1, R2, R3, R4, R5          | <ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone – and how to tel them – if they are worried about something in their family</li> </ul>   | <a href="#">PSHE Association - Families</a><br><br><a href="#">Medway Public Health Directorate - Changing and growing up</a><br><br><a href="#">NSPCC – Talk PANTS</a> |
|   | <b>Safe relationships</b><br>Recognising privacy; staying safe; seeking permission<br><br>PoS Refs: R10, R13, R15, R16, R17            | <ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul> | <a href="#">PSHE Association - Consent lesson packs</a><br><br><a href="#">NSPCC – Talk PANTS</a>   |
|   | <b>Respecting ourselves and others</b><br>How behaviour affects others; being polite and respectful<br><br>PoS Refs: R21, R22          | <ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>   | <a href="#">Curiosity Library (£)</a><br><br><a href="#">PSHE Association – Friendship and bullying</a><br><br><a href="#">PSHE Association – Ground rules, rule</a>    |
| <b>Spring</b> — Living in the wider world | <b>Belonging to a community</b><br>What rules are; caring for others' needs; looking after the environment<br><br>PoS Refs: L1, L2, L3 | <ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>  | <a href="#">Environment Agency – Caring for the Environment and Careers</a><br><br><a href="#">PSHE Association – Ground rules, rule</a>                                |

|   |   |  |   |
|---|---|--|---|
| <b>Spring</b> — Living in the wider world | <b>Media literacy and Digital resilience</b><br>The internet in everyday life; online content and information<br><br>PoS Refs: L8, L9   | <ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>to recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>that information online might not always be true</li> </ul>  | <a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a>  |
|   | <b>Money and Work</b><br>What money is; needs and wants; looking after money<br><br>PoS Refs: L10, L11, L12, L13, L15   | <ul style="list-style-type: none"> <li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>how money can be kept and looked after</li> <li>about getting, keeping and spending money</li> <li>that people are paid money for the job they do</li> <li>how to recognise the difference between needs and wants</li> <li>how people make choices about spending money, including thinking about needs and wants</li> </ul>   |   |
| <b>Summer</b> — Health and wellbeing      | <b>Physical health and Mental wellbeing</b><br>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help<br><br>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20 | <ul style="list-style-type: none"> <li>about routines and habits for maintaining good physical and mental health</li> <li>why sleep and rest are important for growing and keeping healthy</li> <li>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>about food and drink that affect dental health</li> <li>how to describe and share a range of feelings</li> <li>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>how to manage big feelings including those associated with change, loss and bereavement</li> <li>when and how to ask for help, and how to help others, with their feelings</li> </ul> | <a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a><br><br><a href="#">PSHE Association - The Sleep Factor</a><br><br><a href="#">PSHE Association - Mental health and wellbeing</a><br><br><a href="#">PSHE Association - Dental Health</a><br><br><a href="#">PSHE Association - Drug and Alcohol Education (Year 1-2)</a><br><br><a href="#">Winston's Wish - Loss and bereavement</a><br><br><a href="#">Curiosity Library (E)</a> |
|   | <b>Growing and changing</b><br>Growing older; naming body parts; moving class or year<br><br>PoS Refs: H20, H25, H26, H27   | <ul style="list-style-type: none"> <li>about the human life cycle and how people grow from young to old</li> <li>how our needs and bodies change as we grow up</li> <li>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>about change as people grow up, including new opportunities and responsibilities</li> <li>preparing to move to a new class and setting goals for next year</li> </ul>   | <a href="#">Medway Public Health Directorate - Changing and growing up</a><br><br><a href="#">Curiosity Library (E)</a><br><br><a href="#">NSPCC - Talk PANTS</a>   |

| YEAR 2 – MEDIUM-TERM OVERVIEW |  |   |  |
|-------------------------------|--|---|--|
| Term                          | Topic  | In this unit of work, pupils learn...   | Quality Assured resources to support planning  |
| Autumn — Relationships        | <b>Families and friendships</b><br>Making friends; feeling lonely and getting help<br><br>PoS Refs: R6, R7 R8, R9, R24   | <ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>   | <a href="#">PSHE Association – Friendship and bullying</a><br><br><a href="#">PSHE Association – Learning and playing together</a>   |
|                               | <b>Safe relationships</b><br>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour<br><br>PoS Refs: R11, R12, R14, R18, R19, R20            | <ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> | <a href="#">Thinkuknow Jessie and Frijessieends</a><br><br><a href="#">NSPCC – Talk PANTS</a><br><br><a href="#">PSHE Association – Friendship and bullying</a>  |
|                               | <b>Respecting ourselves and others</b><br>Recognising things in common and differences; playing and working cooperatively; sharing opinions<br><br>PoS Refs: R23, R24, R25 | <ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>   | <a href="#">PSHE Association – Belonging and community: addressing discrimination and extremism</a><br><br><a href="#">Curiosity Library (E)</a><br><br><a href="#">PSHE Association – Friendship and bullying</a><br><br><a href="#">PSHE Association – Learning and playing together</a> |
| Spring                        | <b>Belonging to a community</b><br>Belonging to a group; roles and responsibilities; being the same and different in the community<br><br>PoS Refs: L2, L4, L5, L6         | <ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>  | <a href="#">PSHE Association – Belonging and community: addressing discrimination and extremism</a><br><br><a href="#">Curiosity Library (E)</a>   |



|   |   |  |   |
|---|---|--|---|
| <b>Spring</b> — Living in the wider world | <b>Media literacy and Digital resilience</b><br>The internet in everyday life; online content and information<br><br>PoS Refs: L8, L9   | <ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>to recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>that information online might not always be true</li> </ul>  | <a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a>  |
|   | <b>Money and Work</b><br>What money is; needs and wants; looking after money<br><br>PoS Refs: L10, L11, L12, L13, L15   | <ul style="list-style-type: none"> <li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>how money can be kept and looked after</li> <li>about getting, keeping and spending money</li> <li>that people are paid money for the job they do</li> <li>how to recognise the difference between needs and wants</li> <li>how people make choices about spending money, including thinking about needs and wants</li> </ul>   |   |
| <b>Summer</b> — Health and wellbeing      | <b>Physical health and Mental wellbeing</b><br>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help<br><br>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20 | <ul style="list-style-type: none"> <li>about routines and habits for maintaining good physical and mental health</li> <li>why sleep and rest are important for growing and keeping healthy</li> <li>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>about food and drink that affect dental health</li> <li>how to describe and share a range of feelings</li> <li>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>how to manage big feelings including those associated with change, loss and bereavement</li> <li>when and how to ask for help, and how to help others, with their feelings</li> </ul> | <a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a><br><br><a href="#">PSHE Association - The Sleep Factor</a><br><br><a href="#">PSHE Association - Mental health and wellbeing</a><br><br><a href="#">PSHE Association - Dental Health</a><br><br><a href="#">PSHE Association - Drug and Alcohol Education (Year 1-2)</a><br><br><a href="#">Winston's Wish - Loss and bereavement</a><br><br><a href="#">Curiosity Library (E)</a> |
|   | <b>Growing and changing</b><br>Growing older; naming body parts; moving class or year<br><br>PoS Refs: H20, H25, H26, H27   | <ul style="list-style-type: none"> <li>about the human life cycle and how people grow from young to old</li> <li>how our needs and bodies change as we grow up</li> <li>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>about change as people grow up, including new opportunities and responsibilities</li> <li>preparing to move to a new class and setting goals for next year</li> </ul>   | <a href="#">Medway Public Health Directorate - Changing and growing up</a><br><br><a href="#">Curiosity Library (E)</a><br><br><a href="#">NSPCC - Talk PANTS</a>   |