



# **Feltham Hill Infant & Nursery School**

## **Personal, social, health & economic education (PSHE) including Relationship and Health Education (RHE) Policy Version 2**

### **September 2023**

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: HT, AH & PSHE Leader (Sept 2023)*

*Discussed with: Parents (Sept 2023)*

*Shared with: Governors curriculum committee (Sept 2023)*

*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 in Key Stage 1. However, it is a legal requirement to be taught.

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

Under the Education Act 2002 all schools must provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As a maintained infant school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching Relationship Health Education (RHE), we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).



- This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

We teach 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**

There are PSHE/RHE lessons every week.

- Pupils are also taught through circle times and busy learning opportunities to develop their 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 relationship education provision which is regularly reviewed.
- The schools wider curriculum: including Religious Education (RE), collective worship and physical education (PE) also supports the PSHE 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 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 where appropriate and using 'pupil voice'.

### **Roles and responsibilities**

#### **The Governing Body**

The governing body will delegate the approval of the PSHE and relationship education policy, to the Curriculum committee.

- And hold the headteacher to account for its implementation.



### **The Headteacher**

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

- The Headteacher will monitor alongside the subject leader and their mentor through work searches, learning walks and using pupil voice.
- Ensure policy is shared with parents.

### **Teachers**

Teachers are responsible for:

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

### **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 the 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, when discussing issues related to PSHE, treat others with respect and sensitivity.



### **Monitoring arrangements**

This policy will be reviewed by the PSHE Leader and SLT mentor every 3 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**

## Appendix 1

### PSHE Year 1

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Autumn Term Relationships	Families and Friendships	Families and Friendships	Families and Friendships	Families and Friendships	Safe Relationships	Safe Relationships
	R2 – Identify the people who care for them eg parents, siblings, grandparents, relatives, friends, teachers.	R1/2 – Identify the role these different people play in their lives and how they are for them.	R3/R4 – What it means to be a family and how families are different eg single parents, same sex parents etc.	R5 – The importance of telling someone and how to tell them if they are worried about something in their family.	R10 – Situations where someone's body or feelings might be hurt and whom to go to for help.	R13 – What it means to keep something private including parts of the body that are private.
		Healthy Eating Week 28 <sup>th</sup> Sept – 4 <sup>th</sup> Oct				
	Safe Relationships	Safe Relationships	Safe Relationships	Respecting ourselves and others	Respecting ourselves and others	Respecting ourselves and others
R15? Identify different types of touch and how they make people feel eg hugs, tickling, kisses and punches.	R16 - How to respond if being touched makes them feel uncomfortable or unsafe.	R15/17 - When it is important to ask for permission to touch others. How to ask for and give/ not give permission	R21 – What kind/unkind behaviour is in and out of school	R21 - <del>How</del> kind/unkind behaviour can make people feel.	R22 - What respect means. Class rules, being polite to others, sharing and taking turns.	
		Anti-Bullying Week 16 <sup>th</sup> -20 <sup>th</sup> Nov CIN 13 <sup>th</sup> Nov	Road Safety Week 16 <sup>th</sup> -22 <sup>nd</sup> Nov Odd Sock Day 16 <sup>th</sup> Nov			
Spring Term Living in the Wider World	Belonging to a community	Belonging to a community	Belonging to a community	Belonging to a community	Media literacy and digital resilience	Media literacy and digital resilience
	L1- Examples of rules in different situations eg class rules, rules at home, rules outside	L2- That different people have different needs.	L2- How we care for people, animals and other living things in different ways	L3- How to look after the environment eg recycling	L8- How and why people use the internet.	L8- The benefits of using the internet and digital devices.
						Safer Internet Day Feb 9 <sup>th</sup>
	Media literacy and digital resilience	Money and work	Money and work	Money and work	Money and work	
L7- How people find things out and communicate with others online.	L14- That everyone has different strengths, in and out of school.	L17- How different strengths and interests are needed to do different jobs.	L16- About peoples whose job it is to help us in the community.  Police visit?	L16- Different jobs and the work people do.		
Summer Term Health and wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Growing and changing
	H1- What it means to be healthy and why it is important.	H1/5 - Ways to take care of themselves on a daily basis. Basic hygiene routines eg hand washing.	H2 - Healthy and unhealthy foods, including sugar intake.	H3/H9 - Physical activity and how it keeps people healthy. Different types of play including balancing indoor, outdoor and screen based play.	H10 - People who help them keep healthy such as parents, doctors, nurses, dentists, lunch supervisors and how to stay safe in the sun.	H21/22/23 - Recognise what makes them special and unique including their like, dislikes and what they are good at.
	Growing and changing	Growing and changing	Growing and changing	Growing and changing	Keeping Safe	Keeping Safe
H24 - How to manage and whom to tell when finding things difficult, or when things go wrong.	H22 - How they are the same and different to others.	H11- Different types of feelings.	H12/13/14/15 – Recognise feeling in themselves and others and how feelings can affect how people behave.	H28 – How rules keep us safe. Why somethings have age restrictions eg TV and film, games, toys or play areas.	H34 – Basic rules for staying safe online. Whom to tell if you see something online that makes them feel unhappy, worried or scared.	

## PSHE Year 2



<b>Autumn Term Relationships</b>	Families and Friendships	Families and Friendships	Families and Friendships	Families and Friendships	Safe Relationships	Safe Relationships
	R6/7- Different ways that people meet and make friends. How to be a good friend eg kindness, listening, honesty.	R24 - Strategies for positive play with friends eg joining in, including others.	R8 -What causes arguments between friends and how to positively resolve arguments.	R7/9 How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.	R12/14- To recognise hurtful behaviour, including online. What to do and whom to tell if they see or experience hurtful behaviour, including online.	R11/12- What bullying is and different types of bullying. How someone may feel if they are being bullied.
		Healthy Eating Week 28 <sup>th</sup> Sept – 4 <sup>th</sup> Oct				
	Safe Relationships	Safe Relationships	Respecting ourselves and others	Respecting ourselves and others	Respecting ourselves and others	Respecting ourselves and others
	R18- Difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	R19/20- How to resist pressure to do something that feels uncomfortable or unsafe. How to ask for help and what vocabulary to use.	R23- Things they have in common with their friends, classmates and other people.	R23- How friends can have both similarities and differences.	R24- How to play and work cooperatively in different groups and situations	R25- How to share their ideas, and listen to others, take part in discussions, and give reasons for their views.
			Anti-Bullying Week 16 <sup>th</sup> -20 <sup>th</sup> Nov CIN 13 <sup>th</sup> Nov	Road Safety Week 16 <sup>th</sup> -22 <sup>nd</sup> Nov Odd Sock Day 16 <sup>th</sup> Nov		

<b>Spring Term Living in the Wider World</b>	Belonging to a community	Belonging to a community	Belonging to a community	Belonging to a community	Media literacy and digital resilience	Media literacy and digital resilience
	L4- Being part of different groups, and the role they play in these groups eg class, teams, faith groups.	L2/5- Different rights and responsibilities that they have in the school and the wider community.	L6- How a community can help people from different groups to feel included.	L6- Recognise that they are all equal, and in ways which they are the same and different to others in the community.	L8- Ways in which people can access the internet eg phones, tablets, computers.	L8- Recognise the purpose and value of the internet in everyday life.
						Safer Internet Day Feb 9 <sup>th</sup>
	Media literacy and digital resilience	Money and work	Money and work	Money and work	Money and work	Money and work
	L9- Recognise that some content on the internet is factual and some of it is for entertainment eg news, games, videos. That information online might not always be true.	L10- What money is and its different forms eg coins, notes, and ways of paying for things eg debit cards, electronic payments.	L13- How money can be kept and looked after. Getting, keeping and spending money.	L15- That people are paid money for the job they do.	L12- How to recognise the difference between needs and wants.	L11- How people make choices about spending money, including thinking about needs and wants.
<b>Summer Term Health and wellbeing</b>	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing	Physical health and mental wellbeing
	Routines and habits for maintaining good physical and mental health. H4- Why sleep and rest are important for growing and keeping healthy.	H6 – That medicines can help people stay healthy and manage allergies.	H7- Importance of, and routines for brushing teeth and visiting the dentist. About food and drink that affect dental health.	H16/17- How to describe and share a range of feelings. Ways to feel good, calm down or change their mood eg play outside, listen to music.	H18/20- How to manage big feelings including those associated with change, loss and bereavement.	H19- When and how to ask for help, and how to help others, with their feelings.
	Growing and changing	Growing and changing	Keeping safe	Keeping safe	Keeping safe	Growing and changing
	H26- Human life cycle and how people grow from young to old. How our needs and bodies change as we grow up.	H26- Change as people grow up, including new opportunities and responsibilities.	H29/30- Recognise risk in everyday situations. How to keep safe at home.	H37- Things that can be put into the body or skin and how these affect how people feel	H33/35/36- Safety in familiar and unfamiliar environments. Identify unsafe situations, and how to avoid danger. How to respond if there is an accident or someone is hurt. Who keeps us safe, dialling 999 and what to say.	H27- Preparing to move to a new class and setting goals for next year