

# Personal Social Health and Economic ("PSHE") Policy

The Gattons Infant School



Incorporating: Relationships and Sex Education, Drug, Alcohol and Tobacco Education

<b>Date Reviewed:</b>	Spring 2025
<b>Date Approved:</b>	Spring 2025
<b>Next review due by:</b>	Spring 2027

## At The Gattons Infant School Everybody Matters



We are a Rights Respecting School  
and therefore, we uphold the principles of  
UN's Convention on the Rights of the Child

- Article 28** Children have the right to a good quality education.  
**Article 29** Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.  
**Article 31** Children have the right to play and rest.

### Our Aims:

**We will cultivate an environment where children are happy and secure and enjoy learning, by:**

- ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued;
- creating exciting, high quality learning environments indoors, outdoors, and in the wider community;
- involving parents/carers and children in decisions about the child's learning.



**provide a broad, balanced and rich curriculum, by:**

- continuously striving for high standards of achievement through engaging, child-centred teaching;
- ensuring a wealth of meaningful learning experiences that meet the needs of each child.



**inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:**

- developing our children's confidence and self-esteem;
- ensuring that our children are active, independent learners;
- encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.



## 1 Context and introduction

PSHE education is a central part of the curriculum at The Gattons Infant School as it enables our pupils to build healthy friendships and relationships and keep themselves safe now and in the future.

We understand the importance of a progressive PSHE curriculum that provides the best possible chance of preventing bullying, prejudice, substance misuse, sexual exploitation or unplanned teenage pregnancy in later life. Also, that it contributes to positive physical, emotional and mental health and healthy relationships. We believe that mental wellbeing is a normal part of daily life, in the same way as physical health. We want our children to be able to recognise and talk about their emotions, as well as understanding that some people experience mental ill health.

This policy covers our school's approach to the personal, social, health, citizenship and economic education (PSHE), meets the statutory requirement for a **Relationships and Sex Education (RSE)** policy and our approach to drug, alcohol and tobacco education which we call **Keeping Healthy**.

### 1.1 Definitions

Personal, Social, Health, Citizenship and Economic Education (PSHE education) involves the development of knowledge and understanding, skills and provides opportunities to explore attitudes and values. It is delivered through the core, inter-related three themes of:

- Health and Wellbeing
- Relationships and
- Living in the wider world

Relationships and sex education (RSE) and drug alcohol and tobacco education (Keeping Healthy) are delivered as part of these overlapping themes.

In our school, citizenship is delivered when appropriate through assemblies and a cross-curricular approach. Therefore this policy covers this aspect of our curriculum.

**RSE** is a planned programme of learning about the emotional, social and physical aspects of growing up, relationships, gender identity and human sexuality that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships.

In our school the following aspects of this subject are taught:

- Developing independence skills and keeping clean
- Naming body parts - including similarities and differences between males and females
- Challenging Gender Stereotypes
- Staying Safe - including safe touch and privacy
- Healthy Relationships - including family diversity

Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBTQ+, that this should be respected in British society, and that the law affords LGBTQ+ relationships recognition and protections. Pupils growing up in families with LGBTQ+ members should feel that Relationships Education and RSE is relevant to them. We include civil partnerships alongside marriage, as both are legally recognised partnerships.

### **Keeping Healthy – Drug, Alcohol and Tobacco Education**

The definition of a drug being used in this policy is as follows:

A drug is any substance which, when taken into the body, affects the chemical composition of the body and how the body functions. The definition therefore includes illegal drugs, alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) and novel psychoactive substances.

A planned alcohol and drug education programme can be an effective way of promoting pupils' wellbeing and safeguarding them from alcohol and drugs harms. Promoting children and young people's health and wellbeing, within the context of alcohol and drug education, means providing planned and structured learning opportunities to develop pupils' knowledge, skills, attitudes and understanding about all drugs; as well as awareness of the benefits of a healthy lifestyle in relation to their own or other's actions. By building pupils' resilience, values and skills around alcohol and drugs, teachers help young people to develop the life skills to enter adulthood healthy and avoiding harms.

In our school the following aspects of this subject are taught: health and self-care; safe use of medicines and how medicines make a change in our bodies; recognising hazards in the home; making safe choices; and, recognising and dealing with feelings of stress.

#### **1.2 Links to other policies**

This PSHE education policy links with other school policies including those on:

Anti-Bullying

e-safety

Science

R.E.

Child protection and safeguarding

Equalities

Health & Safety

Inclusion and SEND

Forest School

#### **1.3 Statutory Duties**

Our PSHE education programme supports our school to meet our statutory duties 'to promote the well-being of pupils at the school' and to ensure that we have 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 part of this broad and balanced curriculum, PSHE education also prepares pupils positively for life in modern Britain and promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. It also supports children to develop social and emotional aspects of learning and contributes to the explicit teaching of character traits, attributes and behaviour for learning.

In the planning and delivery of PSHE education we will also show due regard under the Equality Act 2010 to the need to:

- *Eliminate discrimination and harassment*
- *Advance equality of opportunity and*
- *Foster good relations*

We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. Our PSHE programme also supports teaching about safeguarding, including developing the skills to stay safe online. Therefore, PSHE promotes preparation for, and an appreciation of, life in modern Britain.

PSHE education remains a non-statutory part of the National Curriculum, apart from the elements of RSE and Keep Healthy contained within the statutory science curriculum. However, we note that National Curriculum, 2014 states that:

*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice' and 'secondary schools must provide sex and relationship education.*

## **2 Aims and Objectives of PSHE Education**

### **2.1 PSHE education**

Our PSHE education programme is part of our whole school approach to safety, wellbeing and positive relationships. The overarching aims and objectives of our PSHE education programme therefore promotes our values by having the children at the heart of all we do; by promoting equality, inclusion, emotional wellbeing and a global responsibility; and, by developing relationships which include respect, trust and empathy.

PSHE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

PSHE education provides children and young people with a safe learning environment to develop and practice the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It contributes to our partnership work with Public Health to improve health and wellbeing across the school community.

## **3 The PSHE education curriculum**

PSHE education is given dedicated curriculum time. Our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children.

### 3.1 Inclusive PSHE education

All our pupils whatever their experience and background are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity and the ability to stay safe. All classes include pupils with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, families, genders and family members of different sexual orientations. To encourage all pupils to participate in lessons we do our best to ensure the content, resources, approaches and language used reflects this rich diversity in our school community. For example when teaching about families we will be sensitive to children who are in care, fostered or adopted and positively celebrate this as part of the diversity of families that includes families with lesbian, gay, bisexual and transgender family members. We will also for example ensure we acknowledge the different faith perspectives. Our Traveller community has the right to withdraw children from the lesson teaching body parts after advice from the Traveller Support Team.

PSHE education promotes awareness, respect and understanding of the similarities and differences between individuals and groups and provides an opportunity to explore the range of different views that are held in a safe and supportive learning environment. Therefore, the programme is supportive of our equality and anti-bullying policies and the promotion of our school values.

### 3.2 Life skills approach

PSHE is a rapidly changing area of the curriculum; however many of the skills children and young people need to keep safe and healthy do not change. For this reason we work hard to ensure that every PSHE lesson contains an opportunity to develop, practice or reflect on the skills outlined in planning. Moving from a knowledge based programme to one which is skill based makes it more relevant to the real life situations children and young people are likely to find themselves in. In particular we focus on the skills needed to:

- *keep safe (including online) using a Protective Behaviours Approach*
- *access help and support when needed and support our friends to do so*
- *develop positive and healthy relationships*
- *assess and manage risk*

## 4 The organisation of PSHE education

### 4.1 Co-ordination and Monitoring

The PSHE education co-ordinator is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for staff and obtaining, distributing up to date resources and monitoring that the programme is delivered effectively through things such as pupil conferencing, learning walks and lesson observations. The PSHE co-ordinator is also responsible for ensuring that pupil voice is used to enrich and support curriculum review and development.

### 4.2 Use of visitors

Outside speakers are used to enrich and enhance, but not replace teacher delivery of PSHE education in our school. Visitors make a valuable contribution to enriching teaching by bringing a wide range of expertise and life experiences to the PSHE education programme, providing role models, signposting to services and supporting pupils in raising their aspirations. Visitors or visiting groups are checked to



ensure they support the values of the school, are skilled in working with children and young people and provide accurate information in line with school policy. Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

In all cases a teacher will be present when a visitor comes to a class to uphold the safeguarding and behaviour policies, to ensure agreed ground rules are kept to and to enable follow up once the visitor has left.

#### **4.4 Cross curricular links**

PSHE education is a broad subject, with many links to other subject areas. For example aspects of PSHE education are also covered in Science, Literacy, RE, Drama and ICT. We ensure that these links are drawn out and overlapping aspects enrich each other rather than repeating content by cross-curricular planning.

#### **4.5 Staff training for the delivery of PSHE education**

Staff training needs are addressed by INSET days, or shorter training sessions for teachers and support staff during staff meetings.

We recognise the important role of support staff in the effective delivery of PSHE education and that staff may receive disclosures and be asked questions and so we ensure they also receive appropriate training and support from class teachers including yearly Safeguarding training.

We also recognise that all staff in school have a role to play in giving messages about safety, wellbeing, equality and other areas of personal development. We support staff to ensure they reinforce key messages and values through staff briefings and training opportunities.

### **5 Delivering the PSHE education curriculum**

#### **5.1 Safe learning environments**

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children could be directly relevant to their lives and so it is essential to establish a safe learning environment. Clear ground rules or a working agreement and a confidentiality statement that is understood by all are important elements of creating this. In our PSHE lessons, we negotiate ground rules with pupils and ensure they are used for teaching, particularly on sensitive issues.

PSHE education can give rise to pupil disclosures in particular with respect to specific areas of the PSHE curriculum, for example relationships and sex education and drug and alcohol education. In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson will mean:

- respect for the privacy of the individual - no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names

- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities (see Safeguarding Policy and/or Point 6 below).

In creating and maintaining a safe, learning environment we will consider the needs of individual pupils, use distancing techniques, challenge prejudiced language and behaviour when we see it and ask for pupil feedback. We will also use anonymous question boxes to provide pupils with the opportunity to ask further questions.

We also have a range of strategies in place to ensure that pupils know how they can access extra help or support. These include: worry boxes (placed in each classroom for a child to leave a message or drawing to let the teacher know they need help or are worried about something); helping hands (this is a regular feature of lessons about anti-bullying and keeping safe, for children to be constantly reminded that they can access help from a range of adults in school for any problem however big or small); posters and information on the school council display.

## 5.2 Teaching and learning methodology

PSHE education is about obtaining knowledge, practicing skills and exploring attitudes and choices towards a range of real life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly.

The programme will be delivered in a safe learning environment with ground rules and will be taught through a spiral curriculum. This means a theme will be approached in an age-appropriate way and returned to later, building on what has gone before and which reflects and meets the personal and developmental needs of the children and young people. Whenever appropriate we will acknowledge the significant overlaps between for example RSE and Keeping Healthy and focus on teaching skills needed to reduce and manage risk taking behaviours.

A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator. This includes planned learning activities (drawing on a range of learning styles), skills practice, review and reflection. Active learning techniques used include: circle time, use of technology, Persona Dolls, warm up activities, open questions, distancing techniques such as role play, scenarios, engaging through story, film clips or drama.

## 5.3 Assessment

We gather information about children's prior learning before delivering units of work to ensure that our planning builds on this and responds to the needs of pupils.

Our assessment practice encompasses teacher, peer and self-assessment. We report to parents and carers on pupil progress in PSHE education so that they are aware of the value we place on the subject and know how well their children are developing the essential skills.

The success of our PSHE programmes of study will be judged through: Observation of pupil behaviour and social skills; observation of language used in relation to different aspects of PSHE; pupil focus group discussions; parental survey results; reports of prejudiced behaviour or incidents and bullying behaviour.



#### 5.4 Specific issues

As described in section 3.1 we aim to ensure our programme provides positive visibility of all groups in our school including the range of ethnicities, disabilities, genders, gender identities, sexual orientations (of family members) and faiths and religions.

The PSHE education programme will also support pupils to develop a positive understanding of our similarities and differences and to have respect for others. Therefore our PSHE lessons aim to help children and young people to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Our PSHE programme will cover in an age appropriate way specific issues such as safe touch, e-safety and gender stereotyping. We recognise that some of these topics are sensitive areas for some people, but believe that to prepare our pupils for life in the modern world they do need to be explored and pupil skills to stay safe developed. For example, our teaching will aim to protect children against sexual abuse and exploitation by promoting protective behaviours, self-esteem and assertiveness in an age appropriate way (such as teaching an understanding of safe touch, consent, safe secrets and recognising 'Early Warning Signs' that something is unsafe).

We are increasingly aware that the promotion of positive emotional health and wellbeing and resilience and a contribution to the prevention of mental health issues is a key aspect of our PSHE education programme and we make use of local guidance and national guidance produced by the [PSHE Association](#) to help us to do this safely and effectively.

#### 5.5 Answering questions

We promote being curious as a key part of learning and PSHE education are often areas where children have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. During some units of work we use question boxes or a worry box to encourage the posting of anonymous questions or simply a name on a post it note indicating that the child would like to talk to the teacher privately. Teachers can then use these questions to plan lessons. When appropriate parents and carers may be told about questions asked and a response agreed.

Prior to delivery of units of work which can provoke a range of challenging questions PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as 'I need some time to think about that question...' or 'What do you think it means...' to support them in answering questions.

#### 5.6 Responding to prejudice and stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts between for example the expression of religious or cultural views or attitudes (including attitudes learned at home) which run counter to school values related to difference and diversity. It is part of the process of growing up that we explore these conflicts and clashes and appropriate discussion can support this process. We think open discussion is important, however, staff will aim to fairly maintain and assert school values and policy and support pupils and students to behave within school policy and the law.

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice based incidents will be appropriately explored or challenged and recorded. As part of PSHE education pupils and students will also be taught the skills to safely challenge prejudice and stereotyping amongst their peer group.

#### **5.7 Differentiation and additional support**

We respect and recognise that our pupils have different levels of ability, maturity, personal circumstances and backgrounds. We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs.

We believe all pupils should access the PSHE programme and those with special educational needs may need content adapted or to work one to one with a learning support assistant or teaching assistant.

#### **5.8 Resources**

Resources chosen to deliver PSHE education are in line with the school's values and ethos. We use a range of resources including picture cards, websites, film clips, games, puppets and these have been selected to support learning. Resources, particularly those freely available on the internet are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

We use the outside environments whenever possible to: enrich our PSHE lessons; provide a different safe space within which to have sensitive discussions; or to create a sense of awe and wonder when taking part in mindfulness activities as part of a lesson. Woodland Rangers lessons incorporate many aspects of the PSHE curriculum and skills.

### **6 Confidentiality, safeguarding and disclosure**

We recognise that effective teaching and learning in PSHE education may give rise to disclosures. As part of PSHE education, children are encouraged to talk with their parents, carers or other trusted adults about their worries, concerns or questions.

Please refer to our Safeguarding Policy for more information.

### **7 Parents and carers**

#### **7.1 Partnership**

We are committed to working in collaboration with parents and carers who are important educators about many aspects of the broad area of PSHE education. We are aware that many parents and carers like to follow-up on issues discussed in PSHE lessons at home and so we keep parents and carers informed of the programme through regular meetings. If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the PSHE Subject Leader or the Head teacher.

We offer a parent's and carer's workshop so that they can find out more about *Feeling Good, Feeling Safe*. We recommend materials that they can share with their children to support the programme.

### **7.3 Parental right to withdraw from Sex education**

We recognise the legal right for parents and carers to withdraw their children from the aspects of sex education that fall outside of National Curriculum Science. This does not apply to the relationship part of the SRE curriculum. We would ask that the parent or carer who wishes to withdraw their child discusses their concerns with us so that we can have the opportunity to address any issues or alleviate their concerns and encourage inclusion by arranging a meeting with the Head teacher and the PSHE Subject Leader. Any withdrawal from PSHE lessons will be recorded on CPOMs.

## Appendix.

### Letter to parents to explain RSE

Dear Parents and Carers

Over the next term, Years Reception to Year 2 will be having lessons on relationships and sex education. (By law, every school has to teach relationship and sex education.) The key learning questions for each year group are shown in the grid below. Our Key Stage 1 lessons do not teach specifically about sex as this will be taught in Key Stage 2 when the children move to junior schools. The lessons teach the themes of friendship skills, self-care, naming parts of the body including private parts, growing body confidence and what makes a family?

### Overview of Relationships Education Curriculum for Reception to Y2

Year group	Lesson 1	Lesson 2	Lesson 3
R	What can we do to look after our bodies?  Can you label all the parts of our bodies including personal and private parts?	What do we need to grow up healthy?  Why do we need friends?	How can we look after ourselves at school?
1	What makes a family? How do babies grow into children?  We talk about healthy food and drinks but also about the importance of warmth, friendship and family.	What keeps our bodies healthy as we grow?	Can you label all the parts of our bodies including personal and private parts? *  Who can we talk to at school if we don't feel safe and cared for?
2	Do bodies come in all shapes and sizes?  Why is it wrong to tease someone about how they look?	How do can you tell if animals are male or female?	What makes a good friend? Can boys and girls play the same playground games?

The lessons we are delivering have been developed using national guidance. The lessons will be adapted to meet pupils' needs and our teachers have received training. Parents and carers have the right to withdraw from relationships and sex education and are asked to talk with their child's class teacher if they are considering withdrawal. At The Gattons, we think this is important learning to keep our children safe and to support them to develop skills, knowledge and understanding that they need now

and in the future.

This relationships education will be most successful when it is followed up at home as children may often have further questions for parents and carers. We are holding a parent and carer information meeting about the relationships and sex education curriculum on ~~xx~~ where you will be able to see the resources we use to teach these lessons and ask any questions.

Yours faithfully,

PSHE Coordinator