





## PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

<b>Date Reviewed</b>	4 <sup>th</sup> July 2024
<b>Signed Headteacher</b>	
<b>Signed Chair of Curriculum &amp; Standards</b>	
<b>Date Revised</b>	Summer Term 2026

## Introduction

Our PSHE curriculum is a bespoke one that caters to our children's needs as well as those that arise regionally and globally. It is delivered weekly for 45 minutes to an hour, but time is also given regularly to reflect upon issues and allowing children to respond appropriately. We have bought the KS1 Jigsaw PSHE Scheme to structure and support the delivery of high-quality learning. PSHE is intertwined with other curriculum areas along with UNICEF Rights of the Child and the No Outsiders scheme. Themes are addressed as a whole school, and they are responsive and flexible to issues that arise, whether it is during the school day, in the community or worldwide. Our school values and our SMSC curriculum are at the heart of what we do and all support our ethos to develop each child to be the best that they can be and be resilient and knowledgeable about how they might deal with various situations in the future.

We have adapted the curriculum to meet the needs of our children post-COVID 19. Staff are trained in Relax Kids techniques as well as by Liz Bates on emotional health and wellbeing (2020/21). In 2022 we also completed TIAAS training (Trauma Informed Attachment Aware Schools). This focuses primarily on managing feelings and emotions and supports a recovery curriculum primarily dealing with issues such as neglect, poverty and anxiety. Each half term we have a child led session which allows children to discuss issues that are important to them.

Each classroom has an 'emotions board' which is used regularly and is responsive to things that arise. Children each have a helping hand which they outline the trusted people who could help them whether it's at school, at home or in the wider world.

The three core themes that are addressed are, Health and Wellbeing, Relationships and Living in the Wider World. Teaching builds according to the age and needs of the pupils throughout with suggested developmentally appropriate learning objectives given to respond to each key question. The PSHE lead liaises with the Junior School to ensure coverage and continuity.

## Aims and objectives

- To promote an understanding of their local, national and global community.
- To provide clear guidance for parents, staff and governors.
- To encourage children to respect themselves and others.
- To create a caring and health promoting school environment which reflects our school ethos and encourages children to become responsible citizens.
- To support children through their physical, spiritual, cultural, emotional and moral development.
- To develop skills and understanding to enable children to make healthy, responsible choices about their health (both mental and physical) and well-being.
- To encourage understanding and respect for all races, religions and cultures.
- To support children to gain the necessary skills to become confident, healthy, resilient and active individuals.
- To support children to understand British values and to develop into responsible citizens

Different approaches are used when teaching PSHE, and these approaches combine to provide a broad and balanced curriculum.

The School's values, **Resilience, Responsibility, Honesty, Fairness, Respect and Trust**, and motto "**Achieve, Believe, Create**" have been carefully chosen to enhance our PSHE curriculum.

Some elements of the curriculum are taught explicitly whilst others are cross curricular or incidental.

A designated member of staff leads SMSC across the school and is responsible for linking school values to teaching and learning.

**The broader curriculum consists of a wide variety of techniques:**

- Relationships between staff and pupils
- School values and ethos
- Links with parents and the community
- Links with other curriculum areas/policies such as SMSC, behaviour management, Inclusion and Safeguarding
- Assemblies
- Use of outside visitors/agencies
- School Council
- No Outsiders ethos across whole school.
- Achieving Bronze Award for Rights Respecting Schools and working towards achieving the Silver Award
- Extra curricular clubs and extended provision

**Outside agencies**

Rednal Hill Infant School and Nursery Class expects any outside agency making a contribution to our school to adopt our school ethos and policies.

**Monitoring, Recording and Evaluation**

PSHED is assessed regularly and recorded via Tapestry, work, class folders and through writing books. PSHED is one of the Prime Areas in Early Years and contributes to the achievement of Good Level of Development at the end of Reception. Yearly comments on PSHED are included in pupil's annual reports to parents in all year groups.

**Dissemination of the Policy**

Parents will be supplied with a full copy on request. The policy is presented to all staff and governors.

**Equal Opportunities/Inclusion**

The schools PSHED policy and programme reflects the ethos of the school, by providing a secure, non-judgemental environment in which to learn. We have adopted a 'No Outsiders' ethos which ensures everyone is treated equally, regardless of gender, race, disability, social background etc.

**Updating of Policy**

Parents, staff and Governors were consulted in the writing of this policy.

