



Carrington Infant School
'Together we Sparkle and Shine'

PSHE POLICY

Autumn 2023

Our Vision

"Together we Sparkle and Shine" is the vision for our school and this principle underpins all the work of the school.

We aim to create an outstanding, caring school community where everyone is valued and developed to their full potential as individuals, learners and as members of communities where they will play a part now and in their future lives.

Our Values

These are the following key values that underpin all the work of the school;

-  Kindness
-  Respect
-  Honesty

Aims and Philosophy

We recognise that central to our PSHE policy is the ethos of the school, to which everyone in school contributes. At Carrington Infant School, we teach Personal, Social, Health Education utilising a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

From September 2023, Carrington Infant School offers a comprehensive, carefully thought-through bespoke curriculum which brings consistency and progression to our children's learning in this vital curriculum area. It is a curriculum which is based on our school values and mindful principles which supports the social communication of our pupils.

The overview of the curriculum can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

-  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.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance

2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

At Carrington Infant School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Curriculum.

The shift to a personalised curriculum from a scheme was to ensure that as a school: our curriculum offers spirals progression, that we meet the individual needs of our community, we tailor the curriculum to the ever-changing local and national issues and diversity is recognised, taught and celebrated. The curriculum overview and knowledge and skills document show exactly how our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

-  [Keeping Children Safe in Education](#) (statutory guidance)
-  [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
-  [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
-  [Equality Act 2010 and schools](#)
-  [SEND code of practice: 0 to 25 years](#) (statutory guidance)
-  [Alternative Provision](#) (statutory guidance)
-  [Mental Health and Behaviour in Schools](#) (advice for schools)
-  [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
-  [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
-  [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
-  [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
-  [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

The Carrington PSHE Curriculum is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Our bespoke curriculum covers all areas of PSHE for the infant phase including statutory Relationships and Health Education. The table below gives the learning theme of each term and these are taught across the school; the learning deepens and broadens every year to ensure a spiralised curriculum. Spiralisation supports an extended web of learning ensuring children make greater sense of their learning – making links over longer periods of time.

Term	Value	Content
Autumn:	Kindness	Zones of Regulation work, understanding my own identity and how I fit well in the class, school and global community. Showing kindness to others and myself.
Spring:	Respect	Mental Health and Neurodiversity weeks. Celebrating people who help us in our community. Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society The importance of self-respect and how this links to their own happiness.
Summer:	Honesty	First aid: age-appropriate concepts of basic first-aid, for example dealing with common injuries, including head injuries. Healthy eating, dental hygiene and having a positive body image.

At Carrington Infant School in EYFS we allocate 1 lesson (approximately 20 minutes) per week, in KS1 we allocate 1 lesson (approx. 45mins) to PSHE each week. We teach the PSHE knowledge and skills in a developmental and age-appropriate way. As part of the curriculum, every half-term each class take a walk around the local village to appreciate the awe and wonder around them, whilst also being reminded of the vital importance of road safety.

Teaching Approaches

A range of sessions and techniques are used across the school to cover aspects of PHSE. These include Circle Time, visits to the village, special visitors and British Values. All of these offer cross curricular opportunities for teachers to address aspects related to PHSE whilst learning in other areas.

School Council Representatives from each class are able to meet regularly and discuss particular issues that arise within the school environment. They have an important role in gathering feedback and ideas from their classmates and using this information to inform planning of events, requesting resources and helping to implement initiatives.

Becoming Responsible Citizens

Throughout each year group, children are encouraged to view themselves as valued members of the community. Visitors from a variety of organisations within the wider community are welcomed into our school to lead assemblies, inform and raise money for charities, and contribute to children's learning in many ways.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or

individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Training and Support for Staff Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support will be provided. Please refer to our RSE Policy for further information.

Safeguarding/Confidentiality

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the School's Child Protection Policy is followed.

PSHE topics are reinforced and enhanced in many ways: assemblies, circle times, praise and reward system, discussions through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school and wider community.

Class teachers deliver the weekly lessons to their own classes. In our school, the PSHE curriculum is embedded in all their daily provision, PSHE skills are developed in all aspects of school life.

The PSHE learning is recorded on the Carrington Bear's Curriculum Page on Class Dojo. All stakeholders have access to this and this way of recording promotes discussions at home. The decision for this way of recording is twofold. Firstly, it allows for a wide range of recording of the learning such as videos, photos, written work and discussions. Moreover, it showcases how the learning is embedded and deepened throughout the pupils' three years at Carrington Infant School.

Pupil involvement

We discussed with pupils their views of PSHE with a core group of children from across all classes in February 2023.

The pupils say that they would find it helpful to identify PSHE lessons as Carrington Bear lessons.

The pupils asked if they could have more links with their local community and this request was granted and put into the curriculum.

The agreed description of PSHE from the selection of children.

PSHE is:

-  Feeling safe
-  Helping others
-  Being kind to yourself and others
-  Learning strategies to help our mental health
-  Learning about being healthy
-  Learning how to behave sensibly
-  Learning what you're good at on the inside

Stakeholder Involvement

In drawing up this policy Carrington Infant School's PSHE Lead and Head Teacher met with a core group of parents and governors who reviewed the policy; in addition to it being reviewed by key members of our teaching staff, prior to its publication.

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

-  Relationships Education, Health Education and Sex Education Policy
-  Anti-Bullying Policy
-  Behaviour Policy
-  Confidentiality Policy
-  Equal Opportunities Policy
-  Health and Safety Policy
-  IT Policy and Safe Internet Use Policy
-  Inclusion Policy
-  RE Policy
-  Safeguarding/Child Protection Policy
-  SMSC Policy
-  Special Educational Needs and Disabilities Policy

Key documents used to inform this policy

Carrington Bear's Curriculum Document

Writing your school's relationships and sex education (RSE) Policy, PSHE Association, 2018.

Relationships Education, Relationships and Sex Education and Health Education, DfE, 2019.

Policy Review

This policy is reviewed every two years.

Policy Reviewed: July 2023

Next Review: July 2025