

# **Manor Farm Community Infant School**

**Personal, Social, Health and  
Economic Education**

**September 2023**

**Review September 2024**

## **Personal, Social, Health and Economic Education (PSHE)**

Personal, Social, Health and Education although a distinct subject areas are also addressed cross curricula and permeate every aspect of school life.

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

### **The aim of this policy is to:**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

### **The legal requirements**

At Manor Farm Community Infant School we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum.)

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

To deliver both the PHSE and RSE curriculum we use the Jigsaw scheme.

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

## **The curriculum**

### **Intent**

*Why do we teach it?*

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

### **Implementation**

*What, where and when is PSHE taught*

#### **What**

At Manor Farm Community Infant School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Manor Farm Community Infant School we use the Jigsaw scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a

relevant and age appropriate level and in line with their continuing personal, social and emotional development.

### **Relationships Education**

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of infant school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from reception at an age appropriate level. Further details on what we are required to teach can be found in appendix 2 (DfE Relationships outcomes)

### **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of infant school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health prevention
- Basic first aid
- Human body parts

We teach the correct scientific names of all body parts from reception. A list of key vocabulary can be found in appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in appendix 2

### **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about money through mathematics and the Year 2 “Fiver Challenge” project. Children will also be taught about caring for the planet such as recycling and saving energy.

## **When / How**

At Manor Farm Community Infant School PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

### Managing difficult Questions and confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without having to share their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

### **How delivery and content will be made accessible to all pupils including SEND**

The PHSE curriculum will be adapted as necessary to ensure that it is stage appropriate for all pupils.

## **Impact**

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions

- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

### **Roles and Responsibilities**

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

### **Working with outside agencies and visiting speakers**

Visitors must be:

Clearly identified with visitor/contractor passes.

Met and directed by school staff/representatives.

Signed in and out of the school by school staff.

Given a pass with safeguarding procedure on the back and directed to a poster to show them how to report a concern.

Given restricted access to only specific areas of the school, as appropriate.

Escorted by a member of staff/representative as required.

Given access to pupils restricted to the purpose of their visit. and sharing information protocols

### **Monitoring, evaluation and training**

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

## **Working with parents**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, and RSE. Appendix 1 shows what is being taught by year group.

We have an open-door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through parent information sessions, to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

There is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human and animal life cycles. Both Health Education and Science Education include learning about human body parts, which is statutory for all children. We highly recommend all students receive the full PSHE curriculum.

## **Useful information for parents**

The DfE guide for parents here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## **Linked policies**

Safeguarding

Anti - Bullying Policy

Relationships Education Policy/RSE policy

Any other policy you would like parents to read in conjunction with the PSHE policy

## **Policy development**

This policy has been consulted on with parents and Governors through parent information evening and governor meetings.

## Appendix 1

PSHE Curriculum overview

Autumn 1 – Being Me in my World

Autumn 2 – Celebrating Difference

Spring 1 – Dreams and Goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing Me

## Appendix 2

DEF information from statutory guidance – page 20

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

By the end of primary school, children should know:

### **Families and People Who Care for Me:**

- ❖ that families are important for children growing up because they can give love, security and stability.
- ❖ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- ❖ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- ❖ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- ❖ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- ❖ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring Friendships:**

- ❖ how important friendships are in making us feel happy and secure, and how people choose and make friends.
- ❖ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ❖ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



- ❖ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- ❖ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful Relationships:**

- ❖ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ❖ practical steps they can take in a range of different contexts to improve or support respectful relationships.
- ❖ the conventions of courtesy and manners.
- ❖ the importance of self-respect and how this links to their own happiness.
- ❖ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- ❖ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- ❖ what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- ❖ the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships:**

- ❖ that people sometimes behave differently online, including by pretending to be someone they are not.
- ❖ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- ❖ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ❖ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ❖ how information and data is shared and used online.

### **Being Safe:**

- ❖ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ❖ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ❖ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ❖ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- ❖ how to recognise and report feelings of being unsafe or feeling bad about any adult.

- ❖ how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- ❖ how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ❖ where to get advice e.g. family, school and/or other sources.
- ❖

Date approved: September 2023

Review Date: September 2024