




Personal, Social, Health Education (PSHE) Including RSHE Policy

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Spring Meadow Infant and Nursery School

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Statement of intent

PSHE at Spring Meadow aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society. Our PSHE curriculum also encompasses the British values –and aims to embed our core values of kind, independent, inclusive, creative and knowledgeable.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Anti-Bullying Policy
- Behaviour Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Ensuring the PSHE Policy is reviewed [annually](#).
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Ensuring that all staff are following the PSHE policy and Cambridgeshire scheme of work
- Monitoring the quality of teaching and learning in PSHE
Ensuring there are adequate resources for staff to implement good quality PSHE lessons

3. Aims and structure of the PSHE curriculum

In the Early Years a bespoke curriculum is followed using the PSED section of Development Matters alongside the Cambridgeshire Scheme of work which includes units linked to relationships, emotions, keeping safe, healthy lifestyles and my body and growing up. These units allow sequenced progression into the Cambridgeshire scheme of work in KS1 which consists of units on citizenship, e-safety, myself and my relationships, life education, feelings, economic wellbeing, healthy and safer lifestyles and managing risks. Each area is revisited each year to allow children to build on prior learning of key skills and knowledge. The lessons are based upon the statutory guidance requirements for relationships and health education and the DFE's recommendation from the PSHE Association's Programme of Study for citizenship and economic wellbeing. The PSHE Cambridgeshire scheme of work supports the requirements of the Equality Act through direct teaching and the inclusion of diverse teaching resources. Alongside the Cambridgeshire scheme, which is taught in discreet weekly sessions in KS1 and Reception, school staff also respond to children's needs and experiences on a daily basis and provide opportunities to share and listen to each other.

The school council is formed annually by each class democratically voting for a school council representative. The school councillors meet regularly with the PSHE lead to talk about and help make new decisions about matters that are important to the children in each class and the wider school community. The class representative also take on additional responsibilities during the year that are sometimes linked to charity events.

In Early Years...

In Key Stage 1 we use direct teaching via timetabled weekly lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques

such as discussion and group work following suggestions in the Cambridgeshire scheme of work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. Each lesson in KS1 always begins with an activity to find out any prior knowledge so that teaching can then be adjusted to reflect the needs of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme. This is the statutory element of PSHE and therefore parents and carers are unable to withdraw a child from these lessons. Although parents have a right to withdraw children from sex education elements of the curriculum, there is no sex education taught within the curriculum at Spring Meadow.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, and will follow the appropriate school procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams (THRIVE) work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.


PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

5. Programme of study

In EYFS the following units from the Cambridgeshire scheme of work are followed in the sequence as documented in the table below alongside teaching elements from the PSED section of development matters as and when they arise within the EYFS provision.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Beginning and Belonging MMR 1 BB</p> <p>To understand what is special about me. To begin to understand what I have learnt to do and recognise what I would like to do next. To begin to know who and how to ask for help if they need it. To begin to understand how people's behaviour makes other people feel. To begin to understand ways of respecting the needs of other children in the class. To begin to understand how to play and work alongside others at school.</p> <p>Family and Friends (inc. anti-bullying) MMR2 FF</p> <p>1. To begin to recognise people who are special to them and why they are special. To begin to understand what makes a family and to understand how people in families care for each other. To begin to understand what makes a good friend. To begin to understand ways of making new friends. To begin to understand simple reasons for why friends may fall out and simple ways to make up with friends. To begin to recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p>	<p>My Emotions MMR3 MEF</p> <p>To recognise and identify feelings in themselves. To recognise what causes different feelings in themselves. To recognise how change and losing something makes them feel. To begin to recognise simple ways of making themselves feel better.</p>	<p>Identities and Diversity CIT1 IDF</p> <p>To begin to understand how they belong to their class, and begin to recognise similarities and differences between themselves and others in their class. To begin to understand how they belong to their family. To begin to recognise similarities and differences between the ways that families live their lives. To begin to understand that people and families have different beliefs and customs that are important and special to them. To begin to understand that it is important to respect other people's differences and the ways in which they live their lives. To begin to understand ways that people and families celebrate their beliefs and ways of life.</p>	<p>Me and My World CITMWF</p> <p>To identify the people who look after them at school. To begin to understand ways that they can help to look after the school environment. To begin to understand ways that they can help to look after their things and their home. To begin to recognise and understand the purpose of different places in their neighbourhood. To begin to recognise and understand the jobs of different people in their neighbourhood. To begin to understand ways of looking after their local outdoor area and keeping the environment special for everyone. To begin to understand ways of caring for plants and animals. To begin to understand what money is and what it is used for.</p>	<p>My Body and Growing up HSL1 BGF</p> <p>To begin to understand what their bodies can do. To begin to describe their own appearance and name some external body parts. To begin to understand ways in which their body has changed since they were a baby. To begin to understand ways of looking after their body and keeping it clean. To begin to understand how members of their family and other trusted people care for and look after them.</p> <p>Safe (inc. drug education) HSL 2 KSF</p> <p>To be able to identify trusted adults who children could talk to and ask for help. To begin to assess risks in the school and its grounds. To begin to identify safer places to play. To begin to be able to identify and distinguish between different touches. To begin to be able to recognise what a secret is. To begin to understand basic road safety skills. To begin to identify common harmful substances. To begin to understand what medicines are and why some people need medicines. To begin to understand how to be safe with medicines and who are the trusted people who help them to take medicine.</p>	<p>Healthy Lifestyles HSL3 HLF</p> <p>To begin to understand some of the things needed to have a healthy body. To be able to name and talk about foods they like and dislike. To begin to understand what exercise is and why it is good for us. To begin to understand the importance of sleep for our bodies.</p>

Reception	<p>Beginning and Belonging MMR 1 BB</p> <p>To understand what is special about me and other people in my class.</p> <p>To understand what I have learnt to do and recognise what I would like to do next.</p> <p>To know who and how to ask for help if they need it.</p> <p>To understand ways of welcoming new children to the class.</p> <p>To understand how people's behaviour makes other people feel.</p> <p>To understand ways of respecting the needs of other children in the class.</p> <p>To begin to understand how to play and work alongside others at school.</p> <p>Family and Friends (jnc, anti-bullying) MMR2 FF</p> <p>To recognise people who are special to them and why they are special.</p> <p>To understand what makes a family and to understand how people in families care for each other.</p> <p>To understand what makes a good friend.</p> <p>To understand ways of making new friends.</p> <p>To understand simple reasons for why friends may fall out and simple ways to make up with friends.</p> <p>To recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p>	<p>My Emotions MMR3 MEF</p> <p>To recognise and identify feelings in themselves and others.</p> <p>To recognise what causes different feelings in themselves and others.</p> <p>To recognise how change and losing something makes them and other people feel.</p> <p>To recognise simple ways of making themselves feel better.</p> <p>To recognise ways of helping other people to feel better.</p>	<p>Identities and Diversity CIT1 IDF</p> <p>To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class.</p> <p>To understand how they belong to their family.</p> <p>To recognise similarities and differences between the ways that families live their lives.</p> <p>To understand that people and families have different beliefs and customs that are important and special to them.</p> <p>To understand that it is important to respect other people's differences and the ways in which they live their lives.</p> <p>To understand ways that people and families celebrate their beliefs and ways of life.</p>	<p>Me and My World CITMWF</p> <p>To identify the people who look after them at school and understand their roles.</p> <p>To understand ways that they can help to look after the school environment.</p> <p>To understand ways that they can help to look after their things and their home.</p> <p>To recognise and understand the purpose of different places and features in their neighbourhood.</p> <p>To recognise and understand the jobs of different people in their neighbourhood including people who help them.</p> <p>To understand ways of looking after their local outdoor area and keeping the environment special for everyone.</p> <p>To understand ways of caring for plants and animals.</p> <p>To understand what money is and what it is used for.</p> <p>To understand different ways of looking after money.</p> <p>To understand what happens if we do not have enough money to pay for something.</p>	<p>My Body and Growing up HSL1 BGF</p> <p>To understand and value what their bodies can do.</p> <p>To describe their own appearance and name external body parts including using agreed names for the sexual parts.</p> <p>To recognise similarities and differences between the bodies of girls and boys.</p> <p>To understand ways in which their body has changed since they were a baby.</p> <p>To understand ways of looking after their body and keeping it clean.</p> <p>To understand how members of their family and other trusted people care for and look after them.</p> <p>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p> <p>To recognise how growing up makes them feel.</p> <p>Keeping Safe (jnc, drug education) HSL 2 KSF</p> <p>To be able to identify trusted adults who children could talk to and ask for help.</p> <p>To be able to assess risks in the school and its grounds.</p> <p>To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways.</p> <p>To be able to develop a strategy to keep safer when lost.</p> <p>To be able to identify safer places to play.</p> <p>To be able to name parts of the body including the external sexual parts.</p> <p>To be able to identify and distinguish between different touches.</p> <p>To be able to recognise what a secret is.</p> <p>To be able to use an assertive voice and body language.</p> <p>To be able to identify how and when to tell.</p> <p>To understand basic road safety skills.</p> <p>To be able to identify common harmful substances.</p> <p>To know what goes on to and into a young child's body.</p> <p>To understand what medicines are and why some people need medicines.</p> <p>To understand how to be safe with medicines and who  who help them to take medicine when they need it.</p>	<p>Healthy Lifestyles HSL3 HLF</p> <p>To understand some of the things needed to have a healthy body.</p> <p>To be able to name and talk about foods they like and dislike.</p> <p>To understand why different foods and drink are important in order for our bodies to stay healthy and well.</p> <p>To understand what exercise is and why it is good for us.</p> <p>To understand the importance of sleep for our bodies.</p> <p>To begin to understand how to make choices which promote healthy living.</p>
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In KS1 the following units from the Cambridgeshire scheme of work are followed in the sequence as documented in the tables below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Beginning and Belonging</p> <p>To participate in discussions about how to make the classroom a place where they can learn safely and happily.</p> <p>To participate in activities that enable them to develop collaborative relationships within the class.</p> <p>To be able to identify adults who can help them if they need support.</p> <p>To know how to ask for help, and to have some ideas about how they can help each other.</p>	<p>Family and Friends</p> <p>To develop strategies for making and keeping friends.</p> <p>To understand that friendship patterns change and to develop strategies for coping.</p> <p>To know how to seek help and support and from whom.</p> <p>Anti-bullying</p> <p>To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> <p>To identify some people in and out of school who they can talk to if they were being bullied.</p> <p>To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.</p>	<p>Diversity and communities</p> <p>To begin to understand what makes up their identity.</p> <p>To understand how roles and characteristics of boys and girls can be stereotyped.</p> <p>To recognise different groups they belong to and the different backgrounds of people in their community.</p>	<p>Sex and relationship education</p> <p>To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.</p> <p>To know how to keep themselves clean.</p> <p>To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</p> <p>Drug Education</p> <p>To understand that all medicines are drugs, but not all drugs are medicines.</p> <p>To understand that all drugs and many household substances can be harmful if they are not used properly.</p> <p>To be able to identify situations where risky substances are available and be able to ask for advice.</p>	<p>Personal safety</p> <p>To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.</p> <p>To be able to identify and name body parts including the sexual parts.</p> <p>To be able to identify and distinguish between 'yes' and 'no' touches and 'good' and 'bad' secrets.</p>	<p>Managing Change</p> <p>To recognise that they are growing and that their achievements, skills and responsibilities are changing.</p> <p>To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>To develop strategies for coping with difficult emotions.</p>

Year 2	Rights, Rules and Responsibilities	My Emotions	Working Together	Sex and relationship education	Managing risks	Healthy Lifestyles
	<p>To identify jobs and responsibilities they have at school.</p> <p>To be able to explain the rules which affect them in school and how they have been made.</p> <p>To understand how democratic decisions might affect them in the everyday life of their class.</p>	<p>To know the names of a basic range of feelings and the strength of their feeling.</p> <p>To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.</p> <p>To understand that they can do things to help us change our mood and that this may be helpful.</p> <p>Anti-bullying</p> <p>To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> <p>To identify some people in and out of school who they can talk to if they were being bullied.</p> <p>To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.</p>	<p>To recognise & celebrate some of their strengths, emotions, gifts and talents.</p> <p>To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.</p> <p>To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</p> <p>Financial Capability</p> <p>To know where money they have might come from (including regular and irregular sources) and how they might keep it safe.</p> <p>To know that there are some things they have to buy and some things they choose to buy.</p> <p>To know how to keep simple financial records.</p>	<p>To know that humans produce babies that grow into children and then into adults.</p> <p>To consider the ways they have changed physically since they were born.</p> <p>Drug Education</p> <p>To know basic information about what happens when substances enter the body.</p> <p>To recognise that there are ways to feel good and better without taking medicines.</p> <p>To understand that all drugs and many household substances can be harmful if they are not used properly.</p>	<p>To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe. To identify emotions associated with risky behaviour or situations.</p> <p>To know basic personal information and know when they might need to give it.</p> <p>To know how to reduce risk and keep myself safer in a variety of situations.</p> <p>Safety Contexts</p> <p>To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</p> <p>To develop knowledge of dangers from the sun and understand how to keep safe.</p> <p>To identify the dangers of familiar places where water is present and understand how to keep safe.</p>	<p>To know about the range of things that help make and keep them healthy</p> <p>To understand why healthy eating is beneficial and how it supports physical activity.</p> <p>To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p>

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

In the EYFS pupils knowledge, understanding and skills will be assessed through formative assessments documented in each child's learning journey as well as floor books in Reception where adults sometimes scribe class discussions during carpet sessions and small group work.

In KS1 Pupils are given the opportunity to evaluate and reflect on the learning. This is integrated into each unit to enable the children to see how their learning is progressing and where they need to take it next. Class teachers use **formative assessment methods**, observations they have made of the children both inside and outside the classroom, knowledge of participation in class and group discussions and the work they have produced during lessons, to make a judgement as to whether each child is working towards, at or above the expected level.

7. Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an **annual** basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is **February 2024**.