



Personal, Social, Health and Emotional (PSHE) Policy

April 2022

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Vision, Values and Aims

Vision

As with all of our policies, the PSHE policy is informed by the overall vision statement of the school. At Southwood Infant School we aim to foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all. Our core values underpin all that we do – especially in regard to the teaching of PSHE – and these are:

Excellence Respect Enjoyment

Aims

This policy offers a whole school statement of intent through our aims for PSHE. It aims to set out our approach to PSHE in the curriculum. It will demonstrate our guiding principles and framework for teaching. We aim to make clear our intended outcomes for PSHE.

Our school vision and ethos is strongly supported through, and embedded in, the delivery of PSHE lessons and in the everyday culture and environment of the school. We are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's physical and mental health and wellbeing, self-esteem and, of course, confidence.

Intent

At Southwood Infant School, the development of our children's spiritual, moral, social and cultural understanding and experience is an essential part of our teaching. We ensure we provide all children with rich and engaging opportunities that inspire awe and wonder, but also impact on all of their learning through careful planning. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens.

We are also only too aware of the need to ensure that our PSHE planning takes into account the ever-changing world in which the children live, as well as ensuring that the needs of our specific group of children are met. Particularly over the last few years with and the impact that the pandemic has had, it is vital that our PSHE Planning takes into account the children's *current* needs and it is reviewed very regularly to ensure it reflects our current needs and circumstances.

Over the time that the children are with us, we want to give them the knowledge and skills to interact successfully with their peers and to develop the social skills, confidence and resilience to move on to the next stage of their learning.

Implementation

Our PSHE curriculum is carefully planned over the three years that the children are with us to ensure breadth of coverage for the children - the overall topic theme can be seen in the chart on the following page.

PSHE Long Term Plan Southwood Infant School

Year R

All the Colours of the Rainbow	Celebrations	Fairy tales and Nursery Rhymes	Superheroes	Fantastic creatures and pirates	Minibeasts and Pets
My new class and me	My Special People	Sharing things that are special	Growing and changing	People Who Help Us	Being involved

Year 1 and Year 2- Cycle A

Dear Zoo	Fire! Fire! Fire!	African Adventures	Out of This World	Twisted tales	Up in The Air
My friends and Me	Keeping Safe	I'm Part of a community	Working well together	Caring for others and their needs	My local environments
Mutual respect	The rule of law- anti-bullying week	Individual Liberty	Tolerance of those with different faiths and beliefs	Mutual respect	Democracy

Year 1 and Year 2 Cycle B

Castles, Kings and Queens	Toys	Mighty Machines	Brilliant Birds	Going Green	H ₂ O
Caring for Myself	My Celebrations	My family and friends	We are all different	My Body and Me	Looking forward
Democracy	The rule of law- anti-bullying week	Individual Liberty	Mutual Respect	The rule of Law	Tolerance of those with different faiths and beliefs

Each of these units builds on from previous ones, revisits key skills and introduces new ideas. However, as mentioned above it is very important that our PSHE curriculum and planning reflects the current needs of each cohort, as well as the

different year group expectations, and so each unit is revised and rewritten each half term to ensure the unit accurately reflects the children's current needs.

In addition, the teaching of Fundamental British values occurs explicitly within PSHE lessons and assemblies, as well as in our everyday interactions with children and is embedded in our development of SMSC; we teach about and promote the four fundamental British Values. These are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Within each half term, specific knowledge and skills are taught and assessed. Due to our changing numbers, some years we have mixed Year 1 and Year 2 classes and so there is a two year programme in place to reflect this need if classes are mixed. Some subjects however, such as internet safety are covered and revised every year. Explicit PSHE lessons are taught weekly, and whilst they may be linked to other areas of the curriculum, they must and do retain their integrity as a PSHE lesson in their own right.

PSHE is also taught on a daily basis, and teachers and support staff reflect back on previous lessons when discussing topical incidents and issues. The needs, backgrounds and interests of the children also inform exactly what is covered and taught in each class, meaning that PSHE lessons may not be exactly the same from class to class, although key learning outcomes will be the same.

Recording and Assessment

As mentioned above, PSHE lessons can take many forms and activities vary, dependent on the learning intentions from lesson to lesson. The children may be asked to write, draw, take photos, make objects or resources, or videos in response to the teaching, or they may simply be asked to talk or play a game related to the topic.

Throughout a unit of work and in response to daily incidents and issues, teachers use formative assessment to tailor planning to suit the needs of their class, or to have additional ad hoc conversations with individuals, groups, the whole class or even year group or school. As previously mentioned, PSHE is not just a lesson which exists in isolation but is part and parcel of everyday school life.

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, they make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and weekly evaluations, or photographs/videos using Tapestry.

In Key Stage 1, class teachers gather evidence of what individual pupils know, understand and can do in PSHE by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.

Monitoring and Reporting - Impact

The school leadership team, PSHE leader and SENCO are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. Specifically, the PSHE leader will:

- Support teachers by providing a planning overview, and by monitoring, revising and rewriting existing planning to ensure consistency across the school.
- Provide opportunities for development by observing PSHE in both taught and other sessions and to provide feedback.
- Monitor pupil progress through observations, work sampling and pupil conferencing.
- Continually audit resources and where a new needs arises, to proactively seek out appropriate resources for an individual, or for the school.
- Feedback to the Curriculum and Standard committee on the impact of the policy.
- Lead staff training and development opportunities to ensure high standard in the teaching and learning of PSHE across the school.

As PSHE education is such an integral part of the day to day life of the school, this policy should be read in conjunction with all policies. Copies of these policies can be found on our school website or by contacting the school office.