



KINGMOOR NURSERY AND INFANT SCHOOL

PSHE POLICY

At Kingmoor Nursery and Infant School we believe that Personal, Social and Health Education perfectly connects their emotional literacy, social skills and spiritual development. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At Kingmoor Nursery and Infant School children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Aims

Our aim is to promote spiritual, moral, cultural, mental and physical development of pupils. We will prepare pupils for the opportunities, responsibilities and experiences of later life.

We will;

- Encourage pupils to value themselves and others and to develop feelings of self-respect, confidence and empathy
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach the fundamental British values of democracy, the rule of law including mutual respect and tolerance
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Build an awareness of trusted adults in and out of school and who they can talk to if they feel worried.
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Promote safety in forming and maintaining relationships
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Promote the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships ☑ Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

At Kingmoor Nursery and Infant School we teach PSHE and RSE as set out in this policy.

From September 2020, The Department for Education is introducing compulsory Relationships Education for primary pupils. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Kingmoor Nursery and Infant school we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996
See appendix below for Age Related teaching for RSE

Teaching and Learning

Throughout the year we plan lessons and opportunities for the children to explore the PSHE curriculum. Our teaching follows the Jigsaw curriculum overview; Being me in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Kidsafe is also taught throughout the whole school. It aims to:

- Help pupils protect themselves against all forms of abuse
- Allow all groups of pupils to feel safe at school at all times
- Pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep safe, including in relation to e-safety

SCARF resources are also used to supplement our PSHE curriculum and assembly coverage. They are also used as and when appropriate to support teaching and learning during enhancement lessons/week.

Emotional ABCs are used to support children's emotional well-being and support their understanding of mental health and how to express their emotions.

Children have roles and responsibilities within school to help develop independence, self-esteem and communication skills. These include our class ambassadors.

At Kingmoor Nursery and Infant School the PSHE planned provision is integral to a progressive whole school approach. It is implicit in all the experiences offered to the children and in the everyday life of the school.

PSHE will be provided through a combination of :

- Discrete curriculum time
- 'Jigsaw' lessons
- Teaching through and in curriculum areas
- PSHE and citizenship activities and school events
- School assemblies
- Circle time
- Through pastoral care and guidance
- Class Ambassadors
- Emotional Literacy
- Philosophy for children
- Relax Kids
- Emotional ABCs
- Emotional check-ins
- Universal, Targeted and Focussed support including 1-1 support.

Inclusion

(Our approach to the curriculum and how we are complying with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making the curriculum accessible for those with disabilities or special educational needs.)

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum
- “Equal opportunities” is not the same as “Equal provision” and we adapt provision to ensure it meets the needs of our learners.
- We aim to provide a happy and secure environment where all members of our school community respect and value each other and themselves. We promote equality and the creation of an environment which champions respect for all.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically, using principles of Quality First Teaching and by embedding the school Learning Powers across the curriculum. We respond to children’s diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children’s learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and praise to motivate and develop self-image and esteem.
- Using multi-sensory approaches
- Using visual cues to aid understanding
- Providing visual timetables to help with establishing routines
- Pre-teaching key vocabulary to provide a ‘hook’ into teaching
- Looking at alternative methods for recording work

Assessment

In Early Years, teachers use EYFS profile objectives for PSED; Self-Regulation, Managing Self and Building Relationships. Teaching staff in the Early Years use Tapestry to capture children’s learning, assess children’s learning and plan for next steps. At the end of reception year, teachers assess children’s PSED against the profile objective with emerging, expected or exceeding.

Throughout KS1 teachers use Jigsaw objectives to assess children’s progress and plan next steps. Reflections are recorded on Medium Term Plans.

Children’s emotional well-being is tracked in Reception and KS1 through weekly online emotional well-being tracker which is monitored and children receive support when needed.

Children’s individual needs are recorded on CPOMS are focussed, targeted, or universal support is offered based on this.

Children’s successes and achievements will be recorded and reported in a variety of ways :- stickers, good work assemblies, certificates etc. There will be formal reporting to parents in the child’s annual report.

Staff Well Being

As an employer we are committed to caring for staff emotional well-being and mental health.

When you’re caring for the emotional wellbeing of others, it easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too.

The high demands on teachers have been shown to result in stress among teachers.

Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils.

This policy has been written using guidance from

Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DFE

REVIEW

This document is developed and reviewed by the PSHE Subject Leader in consultation with the staff of Kingmoor Nursery and Infant School.

Date of policy 01/04/2022

Appendix

RSE

RSE – What children should be taught	
Age/Year	What they need to know
Nursery From 3	Difference between boys and girls. Naming body parts with correct scientific words. What areas of the body are private. Difference between good touches and bad touches.
Reception/ Year 1 4-6 year old	Identify safe situations and those which maybe risky. Identify trusted adults at home and school. Who they can talk to if they feel worried. Different types of families including those with gay and lesbian relationships.
Year 2 6-8 Year olds	Similarities and differences between boys and girls including knowing that some people may not identify the gender assigned at birth. Understand the importance of boundaries between friendships and personal relationships including online and though technology such as phones and games. They should know films, programmes and online content that they should and shouldn’t be watching and know who to tell if someone encourages them to watch inappropriate content (e.g. grooming)