



## ELMTREE INFANT AND NURSERY SCHOOL

### PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY, INCLUDING RELATIONSHIPS EDUCATION

This Policy is intrinsically linked with and is informed by other school documents including:

- Mental Health and Emotional Wellbeing policy
- Religious Education
- Teaching and Learning policy
- Equalities and Cohesion policy
- Foundation Stage policy
- Special Educational Needs policy

This policy outlines the guiding principles by which this school will implement Personal, Social and Health Education (PSHE), as well as Relationships and Health Education, in the context of the school's curriculum policy statement and its staffing, health & safety and equal-opportunities policies.

#### **INTENT**

At Elmtree Infant School and Nursery we pride ourselves on being a caring and happy place of learning where all children feel safe and secure. Our values of respect, curiosity, resilience, inclusivity and ambitiousness are at the heart of everything we do. Children will be supported to be happy, healthy and safe, equipping them for adult life and to make a positive contribution to society.

From September 2020, Relationships Education and Health Education became compulsory across all schools. We teach this as part of our PSHE curriculum. Relationships Education is not sex education and, as this is a statutory curriculum, parents do not have the right to withdraw their child from any part of our teaching.

This policy has been devised taking account of the age of our children, their physical and emotional maturity and keeping in mind any children with special needs or disability. As with all other curriculum areas, our Quality First Teaching, which is differentiated and personalised, enables all children to access all aspects of this curriculum. As part of our broad and balanced curriculum, PSHE lessons will be delivered by the class teacher and taught sessions will take place once a week. It is, however, important to note that due to the nature of the subject and the age of our children, much work in this area is happening every day through the 'hidden curriculum.' The teaching of PSHE is treated as a spiral curriculum and many objectives are repeated yearly, with deepening layers of complexity, as the children mature and develop greater understanding as they move through the school. For children in EYFS these objectives will be taught alongside the PSED aspect of the EYFS Development Matters as we work towards the Statutory Early Learning goals.

#### **Research informing our PSHE Education**

According to Buckinghamshire Joint Strategic Needs Assessment, higher levels of deprivation are concentrated in Aylesbury, High Wycombe, Iver, Chesham, and Denham. Elmtree has 20% of our children who access Pupil Premium Grant.

They also state that South Bucks is high in terms of number of casualties on the roads so road safety must be an important part of our PSHE education in all year groups. Our Parent Forum is currently working on a project to support the road safety of our children and families.

Health and Wellbeing Bucks found in their Public Health Local Area Forum Profile 2017 (Chesham and Chiltern Villages):

- Two thirds of early deaths are preventable by addressing four simple risk factors: weight, smoking, excess alcohol consumption and high blood pressure.
- Reducing physical inactivity and increasing physical activity are local areas for improvement.
- Smoking is a major cause of preventable illness and death and a local area for improvement.
- Aged 4-5 years: According to the National Child Measurement Programme (NCMP), in 2014-15, 22.4% of children aged 4-5 years (Reception Year) are estimated to be overweight or obese in the Amersham and Chesham locality, compared to 18.6% in Buckinghamshire localities (which is statistically significantly higher), and 21.9% in England.

In a previous study, Health and Wellbeing Bucks and BJSNA found that 'the most significant oral disease for children is tooth decay' which they have discovered is common in children in Buckinghamshire with 1 in 5 children experiencing decay.

The Child and Maternal Health website in Buckinghamshire, demonstrated an increase in obesity levels from Reception to Year 6 from 6.9% to 15.6% in the academic year 2018/19. Therefore, we must ensure that we overtly teach the benefits of healthy eating and physical exercise.

The above areas are addressed in the Summer Term through our Health and Wellbeing topic.

#### Issues raised by the PSHE working party which need to be addressed:

Our on-entry attainment levels for communication and language are low, which means this is an important focus in the Early Years.

Due to the increased use of information and communication technology, another important area to cover is online safety. This is addressed with every year group in September and during our Living in the Wider World topic in Key Stage 1.

A School Development Plan priority is the mental health and wellbeing of our children, which we know is a vital part of their development. As well as being aware of this daily, Children's Mental Health week is in the Spring Term each year. We are committed to celebrating this week with assemblies, dress up days and in class activities.

Elmtree reflects the strong sense of community, diversity and acceptance that is seen in Chesham.

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum and other aspects are included in Religious Education.

Relationships Education focusses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

#### **IMPLEMENTATION**

Early Years will continue to use the Early Years Framework - Personal, Social and Emotional Development is a prime area which is strengthened and applied throughout the specific areas. Elmtree School were early

adopters of the new Early Years Foundation Stage 2020 and changes to the curriculum came into force in September 2021.

In Key Stage 1, our PSHE education takes place through a dedicated weekly discreet lesson as well as through assemblies, enrichment days / weeks and Science lessons. PSHE lessons will mainly involve class discussions but can also include paired discussions, drawing and writing. We will help pupils make connections between their learning and 'real life' behaviours by incorporating role play and real-life scenarios in our teaching, as much as is possible and appropriate with the age of our children.

### **Delivery of PSHE and Relationships Education**



We will be teaching using the PSHE programme called Jigsaw

### **Asking questions**

We will answer questions at an age-appropriate level and if we don't feel secure about our answers to any questions, we will tell the children that we need more time and come back to them with an answer. This will give us an opportunity to consult with colleagues on the most appropriate answer to give. The answer will be given to the child in a timely manner, preferably on the same day. During PSHE lessons, children must be told that no questions are silly and everything they say or ask will be treated seriously.

### **Confidentiality**

Teachers must reassure children that they will treat their concerns in their best interests but must state that they cannot promise complete confidentiality, in line with our safeguarding policy. If a pupil makes a disclosure, we will follow the guidelines set out in our safeguarding policy.

### **Visitors**

When using external speakers to deliver any part of the PSHE curriculum we will ensure that learning objectives and outcomes are agreed before the visit and a teacher must always be present during the session.

### **Working with Parents**

As a school, we are committed to working with parents and carers to ensure the best quality of teaching for their children. We will offer support by ensuring parents know who they need to speak to if they have concerns (class teachers, PSHE subject Lead, SLT or a Governor).

We will communicate with parents and carers through letters, emails, texts, the website or the Parent Forum. We will encourage discussion of topics at home by ensuring the parents know what we have taught each week in PSHE.

### **Roles and Responsibilities**

#### **Governing Body**

The governing board will approve the policy and hold the Headteacher to account for its implementation.

#### **Headteacher**

The Headteacher is responsible for ensuring the PSHE and Relationships Education is taught consistently across the school.

#### **Subject Lead**

Will monitor the delivery of PSHE and Relationships Education and review the policy yearly. At every review, the policy will be approved by the Headteacher and Governing Body. As part of the subject lead's role, they will monitor the provision and assessment of PSHE and Relationships Education through planning scrutinies and learning walks.

**Staff**

Staff are responsible for:

- Delivering PSHE and Relationships Education in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching it are encouraged to discuss this with the Headteacher or subject lead.

The class teachers are responsible for teaching PSHE and Relationships Education at Elmtree.

**Impact**

The assessment of PSHE is very different to that of subjects of the National Curriculum but is no less important. Throughout the EYFS, children are assessed against the Development Matters and the Early Learning Goals for PSED.

We will determine pupils' prior knowledge/starting points by beginning each half term with a discussion led lesson where we find out what the children know about the objectives we will be teaching. We will also carry out a regular wellbeing survey. Typically, 3 times across the year.

We will assess pupils' learning and progression through discussion led activities, written work and an end of term pupil voice.

We will evidence pupils' learning and progression by keeping records of their work and discussions.

**Equal opportunities in PSHE**

PSHE is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain PSHE knowledge and understanding regardless of gender, race, SEND, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach PSHE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PSHE experiences.
- In our teaching, PSHE is closely linked with Mental Health and Emotional Wellbeing, RE and Science.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We exploit PSHE's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.