



Thames Ditton Infant School
PSHE Education Policy
Personal, Social, Health & Economic
Education
2024 - 2027

Written by: PSHE Subject Leader Miss Annette Allegranza

Approved by: Curriculum and Data Committee

Date Approved: Summer 2024

Next Review Date: Summer 2027

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At the heart of Thames Ditton Infant School community, we provide a nurturing environment where we prioritise emotional growth and wellbeing for every child, staff member and parent. Through fostering empathy, resilience and positive relationships, we empower individuals to flourish academically, socially and emotionally, ensuring a holistic wellbeing for all.

DEFINITION

“Personal, Social, Health and Economic (PSHE) Education is a proactively planned school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.”

PSHE Association

POLICY DEVELOPMENT AND CONSULTATION

The policy was drawn up in consultation with staff, parents and Governors. The policy reflects The 2019 RSHE (RSE) Curriculum DfE guidance, The Equality Act 2010 and schools, and guidance from Sarah Lyles, Surrey PSHE, Wellbeing and Healthy Schools lead.

AIMS

At Thames Ditton Infant School, we are committed to providing high quality PSHE Education, drawing on best practice, in order to equip pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life now and in the future. Our PSHE Education curriculum is delivered as a whole school approach using the Jigsaw PSHE Scheme as a framework and incorporates the statutory Relationships Education and Health Education. It is underpinned by our school values and actively promotes the fundamental British Values.

PSHE Education aims to equip pupils with the key building blocks to form healthy, respectful relationships, including online, and to give them the knowledge and capability to take care of themselves and seek support if problems arise. Alongside this, pupils develop the essential understanding of how to be healthy and safe, enabling them to make informed choices about their physical and mental wellbeing. PSHE Education plays a significant role in developing healthy behaviours, resilience, self-esteem, a sense of belonging and an appreciation of fairness and equality which are fundamental to enabling our pupils to thrive as individuals, family members and members of society.

We are committed to supporting the mental health and wellbeing of all pupils at Thames Ditton Infant school and teaching about mental wellbeing is central to our PSHE Education curriculum. Pupils are actively encouraged to learn and practise mindfulness techniques as part of classroom activities and the PE curriculum. This has a positive impact on pupils’ learning and behaviour; providing them with strategies to regulate their emotions, build emotional resilience and

enhance their concentration. PSHE Education supports pupils to achieve their potential by helping them to optimise their learning, tackle barriers to learning and raise their aspirations.

We ensure that Relationships Education is relevant to all children and is tailored to their age and physical and emotional maturity. The content, approach and use of inclusive language reflects the diversity of the school community and helps all pupils to feel valued and included. The learning environment helps pupils to appreciate and view sensitively, differences in others, including age, gender, race, ability or disability, religion or belief, relationships or family structure. Content related to these differences is integrated into the curriculum, ensuring learning is relevant and age appropriate and responds sensitively to the diversity of children's cultures, faiths and family background.

PSHE Education makes a valuable contribution to the school's duty to foster good relations by promoting understanding between people from different groups and challenging prejudice. (The Equality Act 2010 and schools) We acknowledge that all young people have a right to honest, open and factual information, which is free from bias, judgement and subjective personal beliefs, to help inform their own beliefs and values. The school is proactive in providing opportunities in the PSHE and Relationships Education curriculum and through enrichment activities to promote equality, friendship and understanding of the differences in others in order to build a culture that thrives on acceptance and inclusion.

In addition, PSHE Education supports the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with The Equality Act 2010 and schools, and the school's Safeguarding and Child Protection policies.

OBJECTIVES

The PSHE Education curriculum will support the development of skills, attitudes, values and behaviour, which enable learners:

- To know that they have a right to be happy, safe and respected.
- To understand and respect that there are different types of families and know these are characterised by love and care.
- To know the features of healthy friendships and how to manage conflict positively.
- To recognise if their relationships are making them feel unhappy or unsafe and know how to seek help when needed.
- To be inclusive and show respect towards others who are different from themselves.
- To understand the consequences of their behaviour and actions to enable them to form positive, respectful relationships and friendships.
- To know about the different kinds of bullying, including cyberbullying, how bullying might feel and how to get help to deal with it.
- To know how to keep safe online and how to respond if they feel unsafe.
- To understand the importance of respectful online relationships and be aware of the risks associated with people that they have never met.
- To understand the messages in the NSPCC 'The Underwear Rule – PANTS' and know how these help to keep themselves safe in a range of contexts.
- To recognise feeling unsafe and know how to get help.
- To identify a range of adults, they can trust, who can help them if they feel worried or unsafe.
- To be effective and successful learners.
- To articulate, recognise and manage a range of emotions.
- To communicate their beliefs, views and opinions effectively, whilst respecting those of others.
- To recognise the benefits of daily exercise, good nutrition and sufficient sleep.
- To make informed choices about their physical health and mental wellbeing.
- To recognise simple steps to protect and support their own and others' health and wellbeing.

- To understand how the 6 steps on the Wheel of Wellbeing can improve wellbeing.
- To recognise factors, such as bullying and loneliness, can have an impact on wellbeing.
- To know how to keep themselves safe in a range of contexts, including online.
- To have a positive and active role within the school community.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Considerations are made to support the effective provision of PSHE Education for all children with SEND, including differentiating learning and employing strategies to overcome barriers to learning and engagement. Content and teaching is tailored to meet the specific needs of children with SEND to ensure all children have access to a meaningful PSHE Education which is appropriate to their age and development.

TEACHING AND LEARNING

Our PSHE curriculum, which incorporates Relationships Education and Health Education (Appendices A and B), is delivered as a whole school approach using the 'Jigsaw PSHE Scheme'. The curriculum is structured to provide progression in knowledge and skills development, with the application of these to the children's lives within and beyond school. Our PSHE curriculum also encourages pupils to learn and practise mindfulness techniques as part of each lesson.

The PSHE Education curriculum is planned around 6 half termly themes or 'puzzles' which are introduced with an assembly at the start of each half term, generating a whole school focus. The six 'puzzles' are as follows:

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my rights and responsibilities as a class / school member, feeling safe at school, making good choices and consequences of my behaviour.
Autumn 2:	Celebrating Difference	Includes understanding what bullying is and how to deal with it, similarities and differences between myself and others, friendship, diversity and gender stereotypes, celebrating difference.
Spring 1:	Dreams and Goals	Includes setting own goals, aspirations, steps to success, perseverance, team work, celebrating achievements.
Spring 2:	Healthy Me	Includes ways to stay safe and healthy, making healthy choices, healthy diet, good hygiene, ways to relax, medicine safety, road safety.
Summer 1:	Relationships	Includes different types of families, qualities of friendship, managing conflict with friends, understanding appropriate physical contact, people I can trust to help me, secrets, appreciating my special relationships.
Summer 2:	Changing Me	Includes life cycles of animals and humans, understanding how I grow and change, understanding and naming parts of the body which are private, assertiveness and how to ask for help.

PSHE is timetabled and taught as explicit lessons in all year groups using the Jigsaw PSHE Scheme. It is also embedded in the day-to-day life of the school and taught through cross-curricular links with other areas of the curriculum, including, Science, Computing, Religious Education, Physical Education and Design Technology. In Year R, PSHE Education is

embedded in children's learning and development in Personal, Social and Emotional Development and links to learning in Understanding the World and Religious Education.

In Key Stage 1, children have one PSHE lesson each week which enables them to build on and develop their learning linked to the half termly theme. Children are provided with a wide range of child-centred activities which ensure the learning is engaging and relevant to the age and development of the children. In a similar way, children in EYFS progress their learning linked to the half termly theme through a planned weekly Circle Time in order to introduce a range of activities which form part of the continuous provision.

Themed weeks are also planned, such as Anti-Bullying Week and Wellbeing Week, which provide further enrichment activities and enable children to apply their knowledge and skills in a range of contexts. Collective Worship makes a significant contribution to children's learning in PSHE with weekly themes planned to reinforce and develop PSHE knowledge, skills and values. (Collective Worship is defined in Thames Ditton Infant School as being a daily gathering of the school community, or groups within the school, in order to explore shared values, and areas of shared focus and worth.)

A range of teaching and learning strategies are used to ensure active learning and participation by the children, including discussion, role play, drama and use of video clips and photographs. All resources used are agreed by the PSHE Subject Leader, who ensures that they are appropriate to the age and developmental stage of the children, factually correct, and portray positive images of people, reflecting the range of diversity and differences.

PSHE Education is taught by the class teacher and teaching assistants. When appropriate, outside visitors, such as the school nurse, contribute to the teaching of planned aspects of PSHE Education. Visitors are familiar with and understand the school's PSHE Education, Relationships Education and Safeguarding Policies and work within these documents.

DEALING WITH DIFFICULT QUESTIONS

'Ground Rules' are used to provide an agreed structure to answering sensitive or difficult questions. These are developed at the beginning of each school year with the children and support the broader class rules. Ground Rules are revisited at the beginning of each lesson to ensure that children have a good understanding of them.

Children are encouraged to use their 'bubble card' as a means of asking any questions which they do not feel comfortable asking an adult directly or to express any concerns or worries that they have.

Teachers will endeavour to answer questions as honestly and sensitively as possible and without bias, but if faced with a question which they do not feel is appropriate to answer within the classroom or one which is age inappropriate, provision will be made to meet the individual child's needs. The teacher will consult with the child's parents as necessary and discuss what information would be appropriate to give the child and by whom.

TERMINOLOGY

To avoid confusion and misunderstanding, the proper terminology is used to describe external parts of the body. The following words, vagina, penis and testicles, are considered to be age appropriate for children in Key Stage 1. It is also considered appropriate to use the above terminology in Reception, should the opportunity arise.

CONSULTING WITH PARENTS

The school informs parents when aspects of Relationships Education are taught within the PSHE curriculum and provides opportunities for parents to discuss the aims of the curriculum, the content of lessons and to view the resources used. The Relationships Education Policy is available for parents to view on the school website and a paper copy is available on request from the school office. Newsletters regarding Relationships Education, as well as the Weekly Year Group Newsletters, are provided to parents which outline what their child will be learning and give information about how they can support their child's learning at home.

Parents do not have the right to withdraw their children from aspects of the PSHE curriculum linked to Relationships Education as stated in 'The Relationships Education, RSE and Health Education (England) Regulations 2019. Where there are links between aspects of learning taught in Relationships Education and Science, the school ensures that only content included in the National Curriculum Science orders are taught.

Thames Ditton Infant School has a statutory duty to teach the following as part of the National Curriculum Science Orders for Key Stage 1:

-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 1

-notice that animals, including humans, have offspring which grow into adults. Year 2

As the non-statutory guidance states, 'the focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs'.

SAFEGUARDING / CONFIDENTIALITY

Teachers need to be aware that effective PSHE Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head teacher / Designated Safeguarding Lead in line with the Local Authority procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

MONITORING AND EVALUATION

Monitoring is the responsibility of the Head teacher, Curriculum and Data Committee and PSHE and Computing Subject Leaders. The effectiveness of PSHE Education will be evaluated by monitoring children's learning, lesson observations, learning walks, sampling children's work, collection of data, pupil voice and feedback from teachers and parents. As a result, changes will be implemented as necessary.

ASSESSMENT

In Key Stage 1, assessment in PSHE is half termly using the school's assessment model which is linked to the Jigsaw PSHE Scheme learning intentions. Opportunities for assessing children's learning is built into lessons, including teacher observations, discussions with children and consideration of children's recorded work in relation to the specific learning outcomes of the lesson. Children's own personal reflections about their learning form a valuable contribution to the assessment process and enable children to identify their strengths and next steps in their learning.

In Reception, PSHE knowledge and skills are embedded in children's learning in Personal, Social and Emotional Development, Physical Development, Understanding the World and Religious Education and progress is tracked as part of the on-going process for completing the EYFS Profiles.

PROFESSIONAL DEVELOPMENT FOR STAFF

Training on the policy content and the implications for safeguarding is delivered to staff on a yearly basis. Staff training needs in relation to PSHE Education are audited regularly and implemented as appropriate.

LINKS TO OTHER POLICIES

The PSHE Education policy should be read in conjunction with the following policies:

- Relationships
- Computing
- E-Safety
- Teaching and Learning
- Science
- Safeguarding

- Equal Opportunities
- Anti-Bullying

Relationships Education Objectives (References for school based purposes)

By the end of Primary school:

<p>Families and people who care for us</p>	<p>Pupils should know</p> <p>R1.1 That families are important for children growing up because they can give love, security and stability.</p> <p>R1.2 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.</p> <p>R1.3 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.</p> <p>R1.4 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.</p> <p>R1.5 That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>R1.6 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
<p>Caring friendships</p>	<p>Pupils should know</p> <p>R2.1 How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>R2.2 The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>R2.3 That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>R2.4 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.</p> <p>R2.5 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.</p>
<p>Respectful relationships</p>	<p>Pupils should know</p> <p>R3.1 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.</p> <p>R3.2 Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>R3.3 The conventions of courtesy and manners.</p> <p>R3.4 The importance of self-respect and how this links to their own happiness.</p> <p>R3.5 That in school and in wider society they can expect to be treated by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>R3.6 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.</p> <p>R3.7 What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>R3.8 The importance of permission-seeking and giving in relationships with</p>

	friends, peers and adults.
Online relationships	<p>Pupils should know</p> <p>R4.1 That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>R4.2 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.</p> <p>R4.3 The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>R4.4 How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>R4.5 How information and data is shared and used online.</p>
Being safe	<p>Pupils should know</p> <p>R5.1 What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R5.2 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.</p> <p>R5.3 That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>R5.4 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>R5.5 How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>R5.6 How to ask for advice or help for themselves and for others, and to keep trying until they are heard.</p> <p>R5.7 How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>R5.8 Where to get advice from. Eg. Family, school and / or other sources.</p>

APPENDIX B

Health Education (References for school based purposes)

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <p>H1.1 That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>H1.2 That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>H1.3 How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>H1.4 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>H1.5 The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>H1.6 Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>H1.7 Isolation and loneliness can affect children and that it is very important for</p>
-------------------------	---

	<p>children to discuss their feelings with an adult and seek support.</p> <p>H1.8 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>H1.9 Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>H1.10 It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
Internet Safety and harms	<p>Pupils should know</p> <p>H2.1 That for most people the internet is an integral part of life and has many benefits.</p> <p>H2.2 About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>H2.3 How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>H2.4 Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>H2.5 That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>H2.6 How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>H2.7 Where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>Pupils should know</p> <p>H3.1 The characteristics and mental and physical benefits of an active lifestyle.</p> <p>H3.2 The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>H3.3 The risks associated with an inactive lifestyle (including obesity).</p> <p>H3.4 How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>Pupils should know</p> <p>H4.1 That what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>H4.2 The principles of planning and preparing a range of healthy meals.</p> <p>H4.3 The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <p>H5.1 The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>Pupils should know</p> <p>H6.1 How to recognise early signs of physical illness, such as weight loss, or</p>

	<p>unexplained changes to the body.</p> <p>H6.2 About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>H6.3 The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>H6.4 About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>H6.5 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>H6.6 The facts and science relating to allergies, immunisation and vaccination</p>
Basic first aid	<p>Pupils should know</p> <p>H7.1 How to make a clear and efficient call to emergency services if necessary.</p> <p>H7.2 Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Pupils should know</p> <p>H8.1 Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>H8.2 About menstrual wellbeing including the key facts about the menstrual cycle.</p>