



Dropmore Infant School
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Chair of Governors:	Mrs Charlotte Hemmings
Policy No:	023
Policy Title:	Personal Social Health & Economics (PSHE) Policy
Issue No:	010
Effective Date:	May 2025
Next Review Date:	May 2026

Approved by Chair of Governors: *C. Hemmings*

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Date: 15/05/2025

School ethos:

At Dropmore Infant School we are committed to providing a holistic approach to education which aims to develop the 'whole child' and support their academic, cultural, personal and social development. High quality PSHE Education at Dropmore Infant School supports our pupils' Personal, Social, Health and Economic development. It helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions in relation to the opportunities and challenges that life presents. Additionally, our pupils will explore issues that are real and relevant to their daily lives in a safe and managed environment.

Aims of the PSHE Policy:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education.
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education and Health Education.

Legal Requirements:

At Dropmore Infant School we teach statutory Relationships Education and Health Education through our PSHE curriculum (Please see our Relationships Education Policy).

Our PSHE Policy complies with-

- ⇒ The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.
- ⇒ The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- ⇒ The DfE guidance for teaching PSHE (updated February 2020)

This policy links to the Relationships policy, Child Protection Policy, Anti-Bullying Policy, Equalities and Cohesion policy and the Behaviour policy.

The Curriculum:**INTENT:**

Every child who attends our school is recognised as individual and unique. At Dropmore Infant School, PSHE is at the heart of everything we do and it supports our children to become independent, confident, healthy, responsible and resilient members of society. It aims to help them to understand how they are developing both personally and socially. We believe that excellence in these areas will lead to excellence across the curriculum and will enable the children to tackle many of the moral, social and cultural issues that are part of growing up. The children learn about rights and responsibilities and they are provided with a wide range of opportunities to play a positive role in contributing to school life and the wider community.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents to ensure that our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. Our PSHE provision is underpinned by the 2010 Equalities Act and it provides an inclusive curriculum that promotes understanding and mutual respect for all.

We have high ambitions for all pupils, including those with SEND, EAL and those from a disadvantaged background.

IMPLEMENTATION:

At Dropmore Infant School our whole curriculum is shaped by our aims to develop the whole child and to give all children, irrespective of gender, ethnicity, religion, sexual orientation or disability, an equal opportunity to achieve.

What we use:

PSHE is taught in each class on a weekly basis by the class teacher or head teacher. In order to deliver the core themes, we follow the Kapow PSHE scheme for all lessons, including Relationships and Health Education. This is a whole school approach to PSHE using structured and progressive plans which build on the children's prior learning. The programme of study is adapted to provide a relevant and age-appropriate curriculum. Each year group from Reception to Year Two, follow a spiral curriculum and work on the same half termly topic at an age appropriate level. Children develop knowledge, skills and understanding in the following areas-

- Citizenship - learning about their place in the community and world they live in
- Celebrating Difference- discussing and celebrating how people are different to each other
- Transitions - setting goals and thinking about their aspirations
- Healthy & Wellbeing - Being and keeping healthy, both physically and mentally, keeping safe
- Relationships - learning about friendships and family relationships
- Changing Me- thinking about how they change and develop over time
- Economic Wellbeing – learning about money, saving and spending and jobs inside and outside of school

When appropriate or necessary, teachers may also deliver PSHE as a result of a specific issue that has arisen in their own class, the school or wider community.

Other School Initiatives that support the development and delivery of PSHE include:

- Weekly Wellbeing Assemblies
- Anti-Bullying Week
- Values Assemblies
- Class and whole school responsibilities
- Friendship benches on the playground
- MIND assemblies and workshops
- E-Safety
- Celebration Assemblies

Relationships Education:

Our PSHE curriculum covers statutory Relationships Education (please see Relationships policy for further details). Relationships Education at Dropmore Infant School focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. Pupils will be taught Relationships Education from Reception at an age-appropriate level.

The following outcomes for Relationships Education (as defined by the DfE) will be covered by the end of Year Two:

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

Health Education:

We deliver statutory Health Education through our PSHE curriculum. Health Education at Dropmore Infant School aims to teach pupils about physical and mental wellbeing and gives them the information that they need to make good decisions regarding these. Pupils are taught how to seek support as early as possible and from a safe and trusted source. Pupils will be taught Health Education from Reception at an age-appropriate level.

The following outcomes for Health Education (as defined by the DfE) will be covered by the end of Year Two:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health prevention
- Basic first aid

Managing difficult questions:

All aspects of PSHE are underpinned by shared and understood ground rules, which are regularly discussed during PSHE lessons and class discussions. Lessons are delivered in a safe and well managed environment in which pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

To allow pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff, each child has a personalised pebble that they can use to highlight to the adults that they would like to talk.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Equality Impact Assessment:

At Dropmore Infant School we recognise that not all children will be able to access lessons at the same level. Lessons will be tailored to ensure that all children are able to participate and access the curriculum. The class teacher will implement a variety of teaching methods and activities to support the vulnerable children, such as those with SEND. This may include, but is not limited to, small group focus activities with the class teacher or teaching assistant, modified resources tailored to the child's need or one to one learning with a designated adult. Where appropriate, parents/carers will be contacted prior to or following lessons so that they are able to support their child's understanding and learning further at home. For more information on SEN (Special Educational Needs) and MAP (Most Able Pupils) please see the corresponding policies.

IMPACT:

Our PSHE curriculum enables children to develop their knowledge, understanding and skills in a wide variety of areas. By the time children leave our school they will-

- Be ready and willing to try new things, challenge themselves and persevere
- Demonstrate a good understanding of how to stay safe and healthy
- Be able to develop healthy, happy relationships with other children and adults.
- Know how and when to ask for help and where to access support
- Recognise and appreciate what it means to be a positive member of a diverse and multicultural society
- Have a strong self-awareness, as well as compassion for others
- Have achieved their full potential in PSHE and be ready for the next stage in their learning

At Dropmore Infant School we use a variety of ways to find out what the children know. Through questioning, teachers are able to gauge learning and understanding, particularly at the beginning and end of each lesson and half-termly topic. The impact of PSHE is assessed by monitoring change and development in the behaviour and attainment of children over time.

In the EYFS, children's Personal, Social and Emotional Development is regularly assessed and recorded in Insight. These assessments are used to inform future planning for both adult-led and child-initiated activities. In Key Stage 1, teachers regularly assess children's progress by making informal judgements during lessons. They are then able to adapt future lessons and plan interventions when necessary. At the end of each half termly topic, all children are assessed using the Kapow assessment process, which allows us to track pupil progress.

Confidentiality and Safeguarding:

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

Roles and Responsibilities:

- The Governing Body will approve the policy and hold the Headteacher to account for its implementation.
- The Headteacher is responsible for ensuring PSHE is taught consistently across the school.
- The PSHE Subject Leader is responsible for leading and managing the subject.
- Teachers are responsible for delivering PSHE.
- Pupils are expected to fully engage with PSHE provision and to treat each other with respect.

Monitoring:

PSHE provision will be monitored and evaluated by the PSHE Subject leader, Co-headteachers and Governors in line with the monitoring cycle agreed by the school. PSHE Monitoring includes scrutiny of work and informal interviews with pupils. This process ensures full curriculum coverage and shows children's attitude to learning in PSHE.

To ensure staff are confident to deliver all aspects of PSHE Education, access to local and national training will be made available in accordance with the school's CPD programme for staff development.

Working with parents and carers:

At Dropmore Infant School we are committed to working with parents and believe that it is important to have the support of parents and the wider community for the PSHE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through information evenings, parents' evenings, consultations, the school website and displays. An overview of the PSHE curriculum is published on the school website, along with the PSHE policy and Relationships policy. Appendix 1 shows our PSHE curriculum map.

To promote effective communication and discussion between parents and their children we notify parents through curriculum meetings, termly curriculum letters and the school website about when particular aspects of PSHE will be taught. We also encourage parents to contact the school to discuss any issues and questions in a positive, sensitive and proactive manner.

Due to the age of the children at Dropmore Infant School we **do not teach sex education**. Parents and carers do not have the right to withdraw their child from PSHE, which includes statutory Relationships Education and Health Education.

APPENDIX 1 – PSHE CURRICULUM MAP

EYFS	<p style="text-align: center;">Autumn 1</p>  <p style="text-align: center;">Special Relationships</p> <p>In this unit, children will learn to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p style="text-align: center;">Autumn 2</p>  <p style="text-align: center;">My Feelings</p> <p>In this unit, children will learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions</p>	<p style="text-align: center;">Spring 1</p>  <p style="text-align: center;">Listening & following instructions</p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p style="text-align: center;">Spring 2</p>  <p style="text-align: center;">Taking on challenges</p> <p>In this unit, children will understand why we have rules, the importance of persistence & perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p style="text-align: center;">Summer 1</p>  <p style="text-align: center;">My wellbeing</p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves</p>	<p style="text-align: center;">Summer 2</p>  <p style="text-align: center;">My family & friends</p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another</p>
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;"></p> <p style="text-align: center;">Family & relationships</p> <p>Understand that families can include a range of people.</p> <ul style="list-style-type: none"> •Understand who their friends are and what people like to do with friends. •Describe what people might look like if they are feeling: angry, scared, upset or worried. •Identify ways of responding to this by either offering help or giving them space. •Understand the skills needed to work together in a group. •Understand that friendships can have problems and learn ways to overcome these problems. •Understand how the actions of others can affect people. •Explain what a stereotype is. 	<p style="text-align: center;"></p> <p style="text-align: center;">Health & wellbeing</p> <ul style="list-style-type: none"> •Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. •Describe situations which may provoke certain feelings. •Describe their own qualities and strengths and recognise something they want to get better at. •Describe their bedtime routine, explaining why sleep is important. •Explain how rest & relaxation affects bodies. •Identify examples where they could use relaxation to help manage difficult emotions. •Understand that germs can be spread via our hands. •Know how to wash their hands properly. •Understand that there are a range of people who help to keep us healthy. 	<p style="text-align: center;"></p> <p style="text-align: center;">Citizenship</p> <ul style="list-style-type: none"> •Explain why the class and school rules are important. •Discuss the different needs of a range of pets. •Describe some of the needs of babies and young children. •Recognise some similarities and differences between themselves and others. •Identify some groups which they belong to. •Recognise that different individuals belong to different groups. •Explain why voting is a fair way to make a decision involving a lot of people. 	<p style="text-align: center;"></p> <p style="text-align: center;">Economic wellbeing</p> <ul style="list-style-type: none"> •Explain how children might get money. •Explain some different ways to keep money safe. •Discuss the role of banks and building societies. •Recognise that people may make different choices about spending or saving. •Explain that a range of jobs exist in and out of school and that different skills are needed for jobs. 	<p style="text-align: center;"></p> <p style="text-align: center;">Safety, my changing body & transitions</p> <ul style="list-style-type: none"> •Know a number of adults in school. •Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. •Understand ways to keep safe and not get lost and know the steps to take if they do get lost. •Know the number for the emergency services and their own address. •Understand that some types of physical contact are never acceptable. •Know what can go into or onto the body and when they should check with an adult. •Understand that there are hazards in houses and know how to avoid them. •Understand and name jobs that people do to help keep us safe. •Know the three things they need to do when out in the sun to keep safe. •Know people can be allergic to certain things and how to help with an allergic reaction. <p>Think about the strengths and skills they have to help their transition to Year 2</p>	
<p style="text-align: center;">Year 2</p>	<p style="text-align: center;"></p> <p style="text-align: center;">Family & relationships</p> <ul style="list-style-type: none"> •Understand that families offer love and support and that different families may be made up of different people. •Consider what friends may be thinking and feeling in different situations. •Recognise some issues that may occur in friendships and which of these may need adult help to resolve. •Understand that expectations of manners may change according to the situation. •Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. •Explain what gender stereotypes are in relation to careers. 	<p style="text-align: center;"></p> <p style="text-align: center;">Health & wellbeing</p> <ul style="list-style-type: none"> •Describe how they feel, recognise what different emotions might look/feel like. •Describe situations which may provoke certain feelings. •Describe own qualities & strengths & recognise things they want to get better at. •Describe bedtime routine, explain why sleep is important. •Explain how rest & relaxation affects our bodies, including mental functions. •Identify how we can use relaxation to help manage difficult emotions. •Understand germs can be spread via our hands. •Know how to wash their hands properly. •Know what to do to keep safe in sun •Know people can be allergic to certain things & how to help with an allergic reaction. •Understand the people who help keep us healthy. 	<p style="text-align: center;"></p> <p style="text-align: center;">Citizenship</p> <ul style="list-style-type: none"> •Recognise that different rules apply in different situations. •Explain what makes a good school environment. •Recognise that everyone in school has a responsibility to maintain the school environment. •Identify some jobs that people do to keep the local area pleasant. •Recognise some local job roles that help the community. •Recognise similarities and difference between people in the local community. •Explain that differences should be respected. •Explain how the school council works. •Share their opinions on things that matter. 	<p style="text-align: center;"></p> <p style="text-align: center;">Economic wellbeing</p> <ul style="list-style-type: none"> •Explain some ways adults get money. •Discuss the role of bank account cards. •Recognise wants and needs. •Recognise the difference between a want and a need. •Identify their skills and talents. •Identify ways to develop their skills and talents. •Explain why treating people equally and inclusively is important. 	<p style="text-align: center;"></p> <p style="text-align: center;">Safety, my changing body & transitions</p> <ul style="list-style-type: none"> •Understand how the internet can be used to help us. •Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. •Understand what a secret is and what a surprise is. •Know the name of parts of the body, including those of the private parts for their gender. •Explain the PANTS rule. •Understand how to keep safe near roads. •Explain the rules for crossing the road. •Understand when we should take medicines that can help us feel better when we are unwell. <p>Share concerns and strategies for the transition to Year 3 and next schools.</p>	

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