

PSHRE Education Policy

Intent

The manner in which our curriculum is organised enables all children, including those with additional needs and EHCPs, to fully participate in learning activities. Our Achieve curriculum ensures:

All children are provided with the very best learning experiences.

Classrooms are stimulating and a safe space where children develop their love for learning.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

We have developed an active approach to teaching and learning which enables us to respond to the needs of our children as they move from Nursery to Reception and then on to Year 1 and 2.

We ensure that our children develop the skills necessary to become healthy, independent and responsible members of society by promoting the spiritual, moral, cultural, social, emotional, mental and physical development of pupils at the school.

We are committed to helping children make informed choices about the way they live their lives in terms of how they feel about themselves and their relationships with other people in order to prepare them for the opportunities, responsibilities and experiences of later life.

At Torpoint Nursery and Infant School we will:

- Ensure that our children know and understand what constitutes a healthy lifestyle.
- Enable our children to develop an understanding of personal safety issues and help them to identify and manage risk.
- Help our children to become independent and responsible members of the school community and enable them to develop positive relationships with their peers and other members of the school and the wider community.
- Encourage our children to be positive and active members of society.

- Ensure that our children develop self-confidence, self-esteem, resilience and the ability to make informed choices regarding personal and social issues.
- Enable our children to be confident, curious and independent learners.
- Enable our children to be able to reflect and clarify their own values and attitudes.
- Support our children with making informed lifestyle choices.
- Help our children to recognise, accept and shape their identity.
- Teach our children that a healthy body and healthy mind leads to positive emotional mental wellbeing.

Relationships Education and Health Education

The Department for Education has introduced compulsory Relationships Education and Health Education from September 2020. As this is a statutory curriculum parents do not have the right to withdraw their child from any part of our teaching¹.

Through these subjects, children will be supported to be happy, healthy and safe, equipping them for adult life and to make a positive contribution to society.

This policy² and the PSHRE Programme of Study³ have been devised taking account of the age of our children, their physical and emotional maturity and with the knowledge of any children with special needs or disability⁴. As with all other curriculum areas, our high quality teaching, which is differentiated and personalised, enables all children to access all aspects of this curriculum.

As part of our broad and balanced curriculum PSHRE lessons will be delivered by the class teacher and taught sessions will take place twice per 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 PSHRE curriculum is treated as a spiral curriculum and many objectives are repeated during a year and year on year, 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, and enhance, the PSED aspect of the EYFS Development Matters as we work towards the Statutory Early Learning goals.

¹ Parents can apply to request for their child to be excused from sex education which is part of RSE for secondary aged children

² Policy written by Senior Leadership Team, reviewed and agreed by all teaching staff and Governors and will be reviewed on an annual basis.

³ See Appendix A for Programme of Study

⁴ Equalities Act 2010 highlights that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstances.

Definition of Health Education

The aim of our Health Education is to teach children about physical and mental wellbeing, enabling them to make informed choices about their own health and wellbeing.

We will teach our children that physical health and mental wellbeing are interlinked and children will learn that good physical health contributes to positive mental wellbeing and vice versa. Children will develop an understanding of the benefits of mental wellbeing, physical exercise and spending time in the outdoors.

We will promote each child's ability to self-control and self-regulate and we will provide them with strategies for doing so. As a result, children will develop in confidence and show resilience, persevering even when faced with challenges. In turn, this whole school approach to teaching and promoting health and wellbeing will have a positive impact on behaviour and attainment.

Our children will be taught the benefits and importance of daily exercise, good nutrition and sufficient sleep and will be provided with the language and knowledge to understand the range of emotions that everyone experiences. Children will develop the language required to talk about their bodies, health and emotions and we will strive to ensure that children feel confident with seeking support if they feel concerned or worried about any issues involving their health and mental wellbeing.

Children will learn about the safe use of the internet and will understand the importance of rationing their time online and will understand the benefits of social interaction, having hobbies, interests and participating in their own communities.

See Appendix A for objectives covered from the statutory framework

Definition of Relationships Education

The aim of our relationships education is to teach the fundamental building blocks and characteristics of positive and respectful relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. We wholeheartedly understand the importance of building these strong foundations for our children as we understand that "young children experience their world as an environment of relationships and these relationships affect virtually all aspects of their development."

Harvard University

At Torpoint Nursery and Infant School, our children will be taught about what a relationship and friendship is and will develop an understanding of what family means and who the people are that care for them. This will enable children to form a strong early understanding of the features of relationships that will lead to happiness and security and will enable children to recognise any less positive relationships should they ever encounter them. These principles of positive relationships will also apply to those online and children will learn how to use the

internet safely, understanding the risks of online friendships and sharing information over the internet.

Due to the very young age of our children, we will focus on teaching them how to engage in healthy and respectful relationships. This will include learning to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Children will learn to establish personal space and boundaries and will learn to show respect, understanding the differences between appropriate and inappropriate 'touch'. Children will learn about boundaries and privacy and will be provided with the knowledge that they have rights over their own bodies.

This whole school approach to teaching positive relationships will result in children developing positive self-esteem, self-worth and resilience which, in turn, will enable children to develop positive character traits such as persevering when faced with a challenge and believing that they can achieve if they work hard towards their goals. Alongside this, children will develop personal attributes including honesty, kindness, generosity and trustworthiness.

Our relationship education will create opportunities to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This will all be taught in a way that takes cognisance of a child's emotional and physical ability in an age appropriate way, taking into account both their emotional and chronological age.

See Appendix A for objectives covered from the statutory framework

Implementation

Our approach to all children as individuals, including those with SEND, alongside our accurate and ongoing assessment, together with our curriculum organisation (see Curriculum, Teaching and Learning and Assessment document) means that all children, including those with additional needs, can access the curriculum on offer.

Health Education

Through the delivery of a creative curriculum children are given the opportunity to explore the many facets of a healthy lifestyle. Through discrete lessons (EYFS and NC) in Health Education, in Science (UTW) and Physical Education (PD) lessons, our children are encouraged to develop an awareness of healthy eating, the importance of physical activity and emotional well-being.

Our school promotes healthy eating through participation in the Fruit for School scheme. All children are encouraged to make informed choices about the food they eat, based on what constitutes a balanced diet.

All of our children participate in daily physical activity in Physical Education lessons. Pupils also have the opportunity to attend lunch time and after school clubs, such as Energy Club, Super Sports club and Football Club. During lunch time the children are encouraged to participate in physically challenging activities that promote a healthy lifestyle.

Throughout the school our children are given the skills necessary to ensure that they understand how to keep themselves safe. Our curriculum enables children to learn about staying safe in a variety of contexts and we invite other professionals to work with our children to enhance learning opportunities. Visitors to school include: The School Nurse, Fire Safety Officers, RNLI Beach Lifeguards and the Community Police Officers.

We believe that E-Safety is the responsibility of all members of staff and take positive steps to ensure that only appropriate sites are accessed and that children are taught the basics of how to access the internet safely. We have a pro-active approach to promoting the safe use of new technologies including: assemblies, parent workshops and age appropriate lessons in e-safety. We support Safer Internet Day on an annual basis.

At Torpoint Nursery and Infant School we participate in a number of national events including: Road Safety Week, Mental Health Awareness Week and Anti Bullying Week (Friendship week).

As a school we actively promote mental health and wellbeing for both the children and staff within our school. Each class teacher incorporates two 'Mindfulness' sessions into their daily routine which supports the children to learn how to focus their attention on the 'here and now' and in turn helps them to learn how to regulate their emotions, creating a sense of calm and promoting environments which are conducive to good progression within their classrooms.

All staff within the school have received in-depth training on Adverse Childhood Experiences. We are a trauma informed school and have a vast knowledge on how trauma can have a huge impact on a child's ability to learn. We also understand that by creating positive relationships with the children we can be a key adult in their lives, meeting their individual needs and supporting them to feel secure enabling them to effectively access their learning. We will support children who have experienced trauma by providing them with the strategies to be able to self-control and self-regulate. As a result, children will develop in confidence and show resilience, persevering even when faced with challenges.

Our children have many opportunities to meet and work with a range of visitors from our wider community. These experiences allow the children to learn how to express themselves in a range of contexts and to see things from another's point of view.

Relationship Education

We are committed to ensuring that all of our children are given the skills necessary to be independent members of the school community. This is achieved in a variety of contexts, including; independently accessing resources for a task or learning activity, taking

responsibility for their personal belonging and school equipment and tidying up at the end of an activity.

All children are encouraged to take pride in the work they do and strive to do their best at all times.

Teachers understand the importance of enabling our children to be self-regulated and metacognitive learners where children are aware of their own strengths and weaknesses and can motivate themselves to engage in, and improve, their learning. As educators, we believe that we must act as positive role models for the children in our care. All members of the school community treat each other with respect and are polite and courteous at all times.

Through discussions in Circle Time activities children acquire the skills to identify and manage their feelings in a positive way. They learn about the range of emotions that they may feel and experience and are provided with strategies to manage these emotions. Children are taught that any feeling or emotion is 'normal' and are provided with the vocabulary to articulate their feelings and emotions in a variety of ways and situations. Strategies are learnt to resolve conflict, and deal with anger in ways that promote good relationships based upon respect for one another.

The teaching of healthy relationships permeates the whole of our curriculum and is fundamental to our PSHRE curriculum. We teach our children to understand what a healthy relationship is which enables them to notice if a relationship is not healthy. We are using the highly respected NSPCC Talk PANTS resources to support our teaching in this area. This teaches the children that their private parts are private, their body belongs to them and that they should always tell an adult if they are upset or worried. Research from the NSPCC suggests that the messages are most valuable when taught at a young age therefore we will start sharing these messages with our three year old Nursery children.

Living in the wider world

As a Nursery and Infant school we lay the foundations for developing our children into positive and active members of society. Our School Council ensures that all children in our school are involved in decision making processes and our children are given the skills necessary to become confident speakers and active listeners. By supporting a variety of charities throughout the year we develop empathy and citizenship.

Our commitment to recycling gives our children the opportunity to consider both local and global issues. We have received Plastic Free schools status from Surfers Against Sewage in recognition of the work that we do to protect our planet from 'the plastic problem.'

Protected Characteristics

As a Nursery and Infant School, the age appropriate teaching of the Protected Characteristics is reflected in our PSHRE Programme of Study where children learn to respect commonalities and differences between each other and their families, within school or the wider world.

A central goal of our school is to promote in each child an understanding and acceptance of diversity, alongside a strong sense of belonging within the wider community and the country in which they live.

Impact

Our highly effective PSHRE curriculum enables our children to be well equipped to embrace the challenges of creating a happy and successful adult life.

By the time the children leave Torpoint Nursery and Infant School they have been provided with the knowledge that will enable them to make informed decisions about their emotional and mental wellbeing, health and relationships.

They will understand, be able to name and respond appropriately to, a wide range of emotions. Furthermore, they will understand the need for rules and boundaries.

Our curriculum will enable our children to develop their understanding of what constitutes a healthy relationship which can lead to breaking the cycle of domestic abuse. We believe that our children should not grow up to be perpetrators, or victims of, domestic abuse.

Our children understand the benefits of mental wellbeing, physical exercise and spending time in the outdoors. This understanding means that they are able to make positive choices and decisions about their own health and wellbeing; leading to living happy and fulfilling lives. Having been taught self-discipline and resilience they understand that to be successful you need to take ownership and responsibility for your own health.

On completion of our PSED and PSHRE curriculum, every child will leave Torpoint Nursery and Infant School with the skills, vocabulary, knowledge and attitudes to become happy, healthy adults, leading to living fulfilling lives and becoming responsible citizens within our society.

Review:

This policy will be reviewed as appropriate by staff and governors.

Reviewed: June 2021

Next to be reviewed: September 2022

Appendix A- Programme of Study

Torpoint Nursery and Infant School
Physical, Social, Health, Economic
and Relationships Education (PSHRE)

Programme of Study

(EYFS: Personal, Social and Emotional Development)

