



PSHE and RSE

At Hamstel Infant School and Nursery we view PSHE and RSE education as an important and necessary part of all children's education. It gives children the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for life and work in modern Britain.

INTENT — We aim...

For all children to be **resilient, empathetic, caring** individuals who make the **right choices**, are **respectful** and **polite** and **sensitive to the needs of others**.

To teach children to understand their own **emotions** and know how to **self-regulate**.

To ensure all children learn and apply the skills needed to be a **responsible adult** and prepare them for future life in modern Britain.

For all children to have the knowledge, skills and understanding of what is meant by a **healthy lifestyle**.

To provide children with the **oracy** skills and vocabulary needed to **communicate effectively** with others.

To offer a **flexible curriculum** which allows for **adaptations** to ensure it is accessible to all children.

Promote Spiritual, Moral, Social and Cultural Development by enhancing all children's **cultural capital**.

Promote the fundamental **British Values** in our wider curriculum.

IMPLEMENTATION — How do we achieve our aims?

At Hamstel Infant School and Nursery, PSHE including Relationships and Sex Education is embedded into our school values 'We Care' and is taught as part of a broad and balanced curriculum. Our **Hamstel Headlines** drive our commitment to all children receiving quality first teaching and learning.

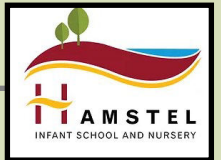
Curriculum

We follow the updated edition of the **PSHE Association** Programme of Study for PSHE education to ensure we provide a comprehensive programme that includes the statutory content of Relationships Education and Health Education. The **thematic** approach covers all three themes (Health and Wellbeing, Relationships and Living in the Wider World) over the year, with three topics per half-term. This approach allows all years groups to work on similar themes at the same time, building a **spiraling curriculum** year on year. PSHE is taught as a stand alone lesson on a weekly basis. However, depending on issues that might arise throughout the week, class teachers may choose to plan additional sessions or circle times to address these.



Our School Community

We have ensured that our PSHE curriculum reflects the **needs of our school community**. Proactively reacting to local data, research and the views of our school community, we have decided to put a strong emphasis on **Health and Wellbeing**. We have been accredited with **Healthy Schools Status** ensuring we have a clear focus on improving the health and wellbeing of children, staff, parents and carers of our school community. We have just embarked on the **Healthy Smiles** award programme to ensure our children adopt tooth-friendly practices and have the knowledge of good oral hygiene.



Sequenced Planning and Progression

Whole school long term planning ensures **coverage of content**. Medium term plans outline a clear sequence of lessons to ensure skills and knowledge are built on and developed whilst prior learning is revisited, reinforced and extended year on year. **Progression grids, medium term plans and connected grids** support teachers short term planning to ensure planning builds on previous learning and vocabulary development as well as ensuring key **'sticky knowledge'** is covered. Progression grids are used by teachers to plan appropriate adaptations to teaching so that all children are able to access the curriculum content and successfully meet the outcomes of lessons.



Assessment

In **EYFS the assessment checkpoints** are used to inform judgements for Personal, Social and Emotional Development, using observations as a key method within this process. **Explicit success criteria's** help our children understand the learning outcomes and are referenced to throughout lessons. **Previous learning is reviewed** to gauge the knowledge or skills remembered that is **forming part of the long-term memory**. Using **embedded formative assessment strategies** that are linked to adapting the teaching and learning within the delivery of our curriculum, staff are able to make informed assessments about the children. **Effective questioning and feedback strategies** such as thumbs up, thumbs down, show me boards, 3 tick answers, think pair share and say it again better form part of our **core techniques** used in the classroom to provide feedback that moves our children on as well as addressing gaps or misconceptions. Low-stake quizzes form part of the assessment process and provide opportunities to check progress against the learning outcomes, which includes the desired **sticky knowledge, connected skills and deliberate vocabulary** within a unit of work.



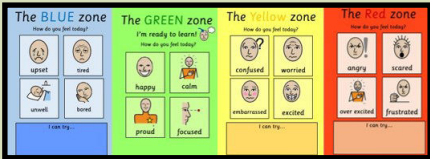
'We Care'

Our PSHE and RSE curriculum is underpinned by our School Value **'We Care'**. Promotion of the values: working together, enthusiasm and determination, caring, aspire, respect and effort and resilience all support our PSHE curriculum. We are a **nurturing school** and use these principles to help us understand why children behave the way they do. This reflect the emphasis on nurturing and supporting relationships across the school to empower children to become **confident, independent, happy members of society** who are keen to contribute to the **community**. Our Values are displayed in classrooms and around the school building allowing them to be referred to regularly. Every week we focus on one value, which the children are awarded for demonstrating.



Self-Regulation: Zones of Regulation

We recognise that for our young children, feelings are complicated. They come in different sizes, intensities, and levels of energy are unique within our brains and bodies. To make it easier to talk about, think about, and regulate their emotions, we use The **Zones of Regulation** to help children organise their feelings, states of alertness, and energy levels. The zones are organised into four coloured Zones – Blue, Green, Yellow, and Red. Children are taught to use the same vocabulary to describe these emotions which link to a visual display of the zones in every class. To further support children every child has an individual lolly stick which they can put into a pot reflecting each zone. Self-regulation strategies are taught and used by children to help them move to the green zone.



EYFS

The three core themes outlined in the PSHE Association programme of study are followed in Nursery and Reception. The learning outcomes and objectives have been adapted to ensure that they are age appropriate. Several stand alone lessons are taught every half-term.

In addition we follow Development Matters and the Early Years Foundation Stage curriculum. Interweaved throughout the day there is a continued focus on children's **personal, social and emotional development**. Strong, warm and supportive relationships with adults enable children to learn to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through **adult modelling and guidance**, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interactions with other children they learn how to make friendships, co-operate and resolve conflicts peacefully. These attributes prepare children for late life.

SMSC Enrichment: Personal Development



To promote every child's Spiritual, Moral, Social and Cultural development, **enrichment** and **personal development** opportunities are planned in each year to further enhance the children's **cultural capital**. These experiences range from parent workshops, educational visits, educational visitors, musical and sporting events, charity and fundraising events, community outreach as well as regular taking part in outdoor learning.

Oracy and Vocabulary Development



The four objectives of the oracy framework are taught explicitly to all children to enable successful, inspiring speech and **effective communication**. Children are exposed to new subject specific vocabulary whilst given opportunities to **revise previously learnt vocabulary**. Vocabulary is made explicit to children in lessons and is modelled so it is put into context for children. Throughout all lessons children understand how to use **STEM sentences** and they use these to **express their subject knowledge** and what they have learnt.

British Values



The four British Values: democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are incorporated in our '**We Care**' values. Our **behaviour policy** actively promotes the British Values and promotes challenging behaviours in school that are contrary to fundamental British Values.

Year Group assemblies and **RE lessons** are planned to incorporate teaching the British Values. Representatives from each class form our **School Council**, ensuring that all children have a voice and are listened to. Democracy is demonstrated by classes voting for children for school council, eco-committee and wellbeing champions as well as voting for which book is read at story time.

Journaling

As a school we create **journals** to evidence learning in PSHE and RSE. Every class in Reception and Year 1 have a PSHE journal. A year group journal is used in Year 2 and is passed through the year group each week. Our journals show **clear progression** of PSHE throughout the year group and across the school, capturing children's knowledge, skills and views.



IMPACT—How will we know we have achieved our aims?

All children will demonstrate '**We Care**' values and will be resilient, empathetic, caring individuals who make the right choices, are respectful and polite and sensitive to the needs of others.

All children will be able to **communicate** how they are **feeling** and be able to **self-regulate**.

All children will have the skills needed to be a **responsible adult** and will be prepared for **future life** in modern Britain.

All children will have the knowledge, skills and understanding of how to live a **healthy lifestyle** and what to do to support this. All children will grow and develop into healthy individuals.

Children will have the **oracy skills** needed to confidently use **vocabulary** and **communicate** with others, expressing their understanding and ideas.

All children will have access to the curriculum and wider school opportunities so **all children know more, remember more and understand more**.

All children will have the **cultural capital** and experiences needed to demonstrate strong spiritual, moral, social and cultural values and skills.

Children will demonstrate and apply the **British Values**.