

For

Carterhatch



Infant School

Written	October 2025 (PSHE Lead)
Agreed	S. Clements
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PSHCE Vision and Aims

At Carterhatch Infant School, we are committed to the development of children's social skills, emotional skills, self-esteem and the promotion of their physical and mental health and well-being.

Our PSHCE curriculum aims to enable children to keep themselves safe and become healthy, independent, and responsible members of society.

We want our children to play a positive role in contributing to the life of the school and the local community. We will teach the children about their rights and responsibilities and in so doing we help develop their sense of self-worth.

Our aims are for our children, staff, and other members of the school community to appreciate what it means to be a positive member of a diverse multicultural society.

We believe PSHCE should be closely linked to the child's personal development and experiences. We aim to increase their awareness of the complexity and variety of human relationships, their families and communities and provide them with the knowledge and skills to explore and enjoy life.

PSHCE at our school is guided by and linked to the British Values of **democracy, the rule of law, individual liberty, mutual respect** for and tolerance of those with different faiths and beliefs and those without faith; and through the school values, **respect, trust, and high expectations**.

Through our school Learning Friends, we aim to promote our school values of **perseverance, kindness, challenge and resilience**.

Our School Vision	Our Values for our Community	Learning Friends
The best start in life for all our children – no excuses, no compromise	Kindness – making our world a happier place. Resilience – helping us stay strong when things get tough. Perseverance – keep trying Being brave and challenge yourself – because you can.....	Kindness Kai.  Resilience Ruby  Perseverance Polly  Challenge Chico 

Legal Framework

The best start in life for all our children - no excuses - no compromise

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996, 2002, 2011
- Children and Social Work Act 2017
- DfE (Keeping children safe in education (KCSIE))
- DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2022) Personal, social, health and economic (PSHE) education
- Respectful School Communities: Self Review and Signposting Tool (educateagainsthate.com)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational PSHE/RSHE Policy 6 contexts) (equalityhumanrights.com)
- Promoting Fundamental British Values as part of SMSC in schools (www.gov.uk)
- Online Safety Act (2023)

This policy operates in conjunction with the following school policies:

- Relationships and Health Education Policy
- Child Protection Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Relational Response (Behaviour) Policy
- Complaints Procedures Policy
- Acceptable Use Policy
- Online Safety Policy
- EYFS Teaching and Learning Policy
- KS1 Teaching and Learning Policy

Role and Responsibilities

The best start in life for all our children - no excuses - no compromise

The Governing Body is responsible for:

- Ensuring the school's PSHCE Policy is implemented effectively
- Ensuring that the PSHCE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Headteacher is responsible for:

- Ensuring the PSHCE Policy is reviewed every 2 years.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy
- Facilitating the day-to-day implementation and management of the PSHCE Policy

The PSHCE Co-ordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHCE education
- Raise awareness amongst all staff of their contribution to the children's personal, social, and emotional development and agree the overall aims, objectives and priorities
- Establish a shared view of best practice to which all children are entitled
- Lead policy development
- Agree the main priorities for the children's personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the long-term plan and children's responses to the programme
- Attend relevant Local Authority courses and network.

Aims and structure of the PSHCE curriculum

Method of Implementation

At Carterhatch Infant School, we do not follow specific programme for the teaching of PSHCE, however we use the PSHE Association's Programme of Study to inform our planning, teaching, skills, and progression. As part of our whole school ethos PSHCE is taught discreetly and continuously through children's everyday experiences at school and through planned sessions in different curriculum areas, whilst considering the requirements/recommendations in the prime area of PSED in the EYFS and the National Curriculum in Key Stage 1.

Some of the ways we embed PSHCE on a daily basis include:

- Staff being trained in Trauma-informed Practice to respond on an 'in the moment' basis in response to children's specific questions/concerns/patterns of play and behaviour.
- Supporting children in understanding manners and politeness and how to be fair.
- Teaching children respect for rules and how rules make everything safe and fair.
- Supporting children in understanding boundaries and positive behaviour and learning to distinguish between right and wrong.
- Encouraging group discussions about different issues/topics.
- Using voting systems to make decisions that affect them, e.g. which story should we have today? What name shall we our Learning Friends? Where should we go on a school trip?
- Celebrating all kinds of achievements and developing pride in their own abilities and uniqueness e.g., attendance assembly, kindness awards, awards linked to our School Values and Learning Friends.
- Helping children deal with conflicts by, talking, explaining, motives and negotiating. Staff use our school reflection book for more significant behaviours or issues that are on-going.
- Teaching children to treat others how they would expect to be treated.
- Encouraging self-advocacy and resilience.
- Encouraging children in tackling fears and taking risks.
- Encouraging responsibility and ownership.
- Teaching children to understand how to keep themselves safe.
- Using resources that show positive images of all genders, abilities and cultures and challenging stereotyping.

The objectives are for children to learn to:

- Have respect for themselves and others.
- Have respect for and acceptance of the beliefs, faiths and cultures of themselves and other people.
- Build self-knowledge, self-esteem, and self-confidence.
- Have appreciation of how abiding by rules is essential for well-being and safety.
- Understand how to distinguish right from wrong and respecting the values we share.
- Be responsible for their own behaviour.
- Show initiative
- Understand how they can contribute positively to the lives of others.
- Recognise prejudicial or discriminatory behaviour.
- Understand the importance of identifying and combating discrimination.
- Understand and appreciate the diversity of family units and the relationships they are in.
- Have the necessary knowledge and confidence to keep themselves safe both emotionally and physically.
- Promote an awareness of what makes and keeps us healthy.
- Recognise and learn to experience appropriately a range of human emotions.

The school will use direct teaching via timetabled lessons to teach PSHCE. Children will be taught PSHCE through a range of teaching and learning styles with an emphasis on active techniques such as discussion and group work. Children opinions and questions, unless inappropriate will be responded to respectfully by teachers.

PSHCE lessons are tailored to the children being taught, with consideration of their, ability, age, current knowledge, and readiness to learn about the topic being covered, cultural backgrounds, EAL (English as an Additional Language) and SEND (Special Educational Needs and Disabilities) or other needs.

Some of the ways in which we plan for PSHCE are:

- **Weekly Thoughtful Thursday sessions in Year One and Two:**
 - experiencing having a voice that is listened to
 - working collaboratively and cooperatively with others
 - being involved in decision making
 - respecting and listening to each other's views and values and differences of opinion.
 - planning, focussing, and developing key themes throughout the year
- **SMSC experiences and enrichment activities:**
 - opportunities to appreciate, explore and understand different faiths and beliefs, e.g., trips to different religious buildings, celebrations of festivals from a variety of religions/cultures
 - having multicultural items in role-play areas to experience different ways of cooking, eating, dressing, and living
 - exploring art, dance, and music from around the world
 - opportunities to explore and share foods from different cultures with families.
 - participating in charity fundraising events such as Red Nose Day and Children in Need
- **Specific subject lessons:**
 - Cooking - foods from around the world
 - Forest school
 - School trips e.g. fire station linked to English and the Great Fire of London topic
 - Visitors e.g. Redstart financial, Chicken Shed
 - Geography/English/R.E - looking at different countries of origin
 - P.E - team games and activities such as dance or yoga where children are encouraged to use their body to express themselves
- **Planned focus weeks and mini topics (including, but not limited to):**
 - Road safety
 - Railway safety
 - Water safety
 - Black History
 - Friendship

- Special Educational Needs and Disabilities
 - Online safety
 - Healthy Living including; dental health, sleep awareness and sun safety
 - Mental health/wellbeing awareness
 - LGBT+
 - Allergy Awareness
 - Financial stability
- **Charitable and fundraising events:**
 - MacMillan coffee mornings
 - Children in Need
 - Red Nose Day/Sports Relief
 - Remembrance Day
 - Food bank collections
 - Happy Bags
 - Felix Project - providing food to those that need it
 - Pre-loved uniform sales
 - Cake sales
- **Social skills/Nurture intervention groups:**
 - making and understanding relationships
 - understanding emotions and feelings
 - sharing and taking turns
 - building self-esteem, self-awareness, and self-confidence.

Safeguarding

Due to the nature of the matters discussed in PSHCE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by children. In line with the schools Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHCE in pastoral care, so the school will ensure that PSHCE and pastoral care teams work together to help children feel comfortable indicating that they may be vulnerable or at risk.

If staff feel concerned about a child's PSHCE through Thoughtful Thursday sessions or classroom behaviours, they can assess them using the Social and Emotional checklist to identify areas of difficulty and if necessary, children can receive further support through either Friendship Club or Elephant Class (Nurture Group).

PSHCE lessons will encourage children to discuss the issues raised in the lesson with a member of staff if they wish to do so. Children will also be made aware of how to raise concerns if they are worried about a friend or peer.

Where beneficial a member of Designated Safeguarding team will be involved in the development of safeguarding elements of the PSHCE curriculum.

Programme of Study

The PSHCE programme of study will cover the following topics:

Health and Wellbeing

- Healthy lifestyles and physical wellbeing
- Mental health
- Ourselves; growing and changing
- Keeping safe

Relationships

- Families (including a wide range of family structures) and close positive relationships
- Friendships
- Managing hurtful behaviours and bullying
- Safe relationships
- Respecting self and others
- Relationship with self (Social, Emotional, Mental Health, positive sense of self)

Living in the Wider World

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing and money
- Aspirations, work, and careers

Assessment

The school sets the same high expectations of the quality of children's work in PSHCE as for other areas of the curriculum. Children have dedicated 'Thought Journals' to record their learning. A strong PSHCE curriculum will build on prior learning and cross-curricular knowledge. As with any learning process, assessment of children's personal, social, and emotional development is important. It provides information which indicates children's progress and achievement and informs future teaching and learning opportunities. Teachers carry out continual Assessment for Learning at the beginning and end of sessions to check children's knowledge and clear up any misconceptions.

Children regularly have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children's self-awareness and self-esteem. Beyond the EYFS, we do not formally assess children in PSHCE, however opportunities for children to reflect on their progress in developing social and emotional skills is an integral part of teaching and learning.

Monitoring and Review

The PSHCE Lead will review the policy every 2 years. They will review the policy in relation to current practice and any changes or alterations which may have occurred. Any changes to this policy will be communicated to all staff and relevant parties.

Our PSHCE co-ordinator is responsible for monitoring the standards of teaching and learning. Our co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Our co-ordinator is also responsible for evaluating strengths and weaknesses in the teaching and learning of PSHCE and indicating areas for further improvements. The co-ordinator undertakes learning walks to monitor the teaching and learning of PSHCE and collates evidence of teaching and learning.