



Ryhope Infant School Academy

PSHE Policy

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Produced by: J Ramsay

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Our Vision

Ryhope Infant School Academy is a thriving learning community where all learners are valued as individuals. They are encouraged, challenged and supported to be the best they can possibly be. We want our children to '**live to learn**' and '**learn to live**'.

We are passionate in our pursuit of excellence in all aspects of school life and aim to support all young people to stay safe and prepare for life in modern Britain.

We nurture and inspire children to develop confidence and resilience in an environment where children are offered valuable opportunities to flourish in all areas.

At Ryhope Infant School we want our children to become '**resilient, respectful**, develop **relationships**, take **safe risks** and to be **resourceful**.

We call these our 5 R's.

Our Intent

- To promote staying healthy with a healthy lifestyle in a positive and enjoyable way.
- To respect the differences between people
- To have worthwhile and fulfilling relationships
- To keep themselves and others safe and to ask for help and support if necessary contributing to the protective curriculum
- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop independence and responsibility
- To play an active role as members of a democratic society
- To make the most of their own and others abilities

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. We offer extra support in the ways of nurture groups for those children in need.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives.

We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school ethos is crucial to this learning and should be at the heart of school life.

Implementation

Planning for the delivery on PSHE is linked to the areas highlighted in the governments Relationships Education, Relationships and Sex Education and Health Education guidelines (RSE)

Our planning is centred around the key areas in the document, which are:

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Each year group will ensure appropriate skills are embedded by using a range of age-appropriate teaching strategies, such as learning through story, circle times and cross-curricular links, these links will be cited on planning documents.

Examples of this are:

EYFS using stories such as Owl babies when learning about how families care for each other and stories like Red Riding Hood and Goldilocks when learning about safe relationships.

Staff will also plan for children to learn about a range of ways to stay safe, such as how to stay safe at home, firework safety, sun safety and water safety. We will link up with external agencies where relevant, such as the Tyne and Wear Fire Service and RNLI.

Alongside this we also use the SEAL programme with our Year 2 which have the following termly themes:

- New Beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes

The ethos and culture within school is one that fully supports the development of **Caring Friendships** and **Respectful Relationships** and the teaching of this is woven throughout school life, being consistently modelled and encouraged by all staff from the moment children enter the school doors.

Promoting fundamental British values

We ensure that the fundamental British values are embedded and promoted throughout our school. The development of SMSC and key areas of PSHE run through everyday aspects of school life. We have a school council that are elected

yearly by our children and they work with our PSHE Lead on whole school matters and support during the interview process. See SMSC policy.

Well-being and Mental Health

We strongly believe that '*a healthy body means a healthy mind*' and, therefore, we promote and support children in developing a healthy lifestyle.

We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- A sports week including a sports day
- Offering a range of after-school clubs, such as sports skills, table top games, computing including E-safety and creative club.
- Providing fresh fruit daily and free milk for our Nursery children and fresh fruit for all others.

We have links with external agencies such as CAMHS and the Sunderland Lifestyle, Activity and Food team and we are currently working towards the Bronze level Mental Health Chartermark award. Please refer to our Well-being and Mental Health Policy.

Monitoring and Evaluating Impact

EYFS will continue to assess children in line with Development Matters, whereby teachers will observe and document progress toward reaching the PSHE Early learning goals. KS1 will use teacher judgement and ongoing observations to assess children's progress in PSHE. Where children may need interventions for specific areas this will be carefully planned for.