Personal, Social, Health and Economic Education (PSHE) and Relationships and Health Education (RHE) Curriculum

Intent	Implementation
At West Earlham Infant and Nursery School promoting good relationships and developing children as individuals are fundamental to our ethos and the success of being a happy, nurturing and safe school for our pupils. Through Personal, Social, Health and Economic Education (PSHE), incorporating the British Values, we want our children to learn about themselves as developing individuals and as members of society, building on the Early Learning Goals for personal, social and emotional development (PSED) within the EYFS. To achieve this, they will learn the basic rules and skills for keeping themselves healthy and safe and for behaving appropriately. They also have opportunities to show that they can take some responsibility for themselves and their environment. They will begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people. As members of a class and school community, they will learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and identify bullying. Relationships and Health Education (RHE) is lifelong learning about relationships, emotions, looking after ourselves, different families, self-esteem and looking after our physical and mental health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes which will support them to make informed choices and decisions.	In the EYFS, PSHE is referred to as Personal, Social and Emotional Development (PSED), which is concerned with wellbeing, knowing who you are, where you fit in and feeling good about yourself, as well as developing respect for others, social competence and a positive disposition to learn. In the EYFS teachers set up an enabling environment where children learn to form positive relationships based on mutual respect and one which celebrates and acknowledges similarities and differences and teaches about different kinds of relationships. Children are encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a positive self-image, which gives children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them. With adults as guides and role models, children will learn to develop anti-discriminatory attitudes. In Reception and across KS1, PSHE and RHE are taught as explicit lessons which are called “Circle Time”. In addition some of the content will also be covered in other areas of the curriculum such as Science and RE lessons. The PSHE/RHE curriculum has been mapped out in a progression grid; this uses a thematic approach, covering all of the required objectives and following three core themes (Relationships, Health and Wellbeing, and Living in the Wider World). The scheme of work fulfils the requirements of the 2020 Statutory Relationships and Health Education, setting these

RHE has a key role to play in the personal, social, moral and spiritual development of young people. Difference and diversity is taken into account when delivery RHE. Special educational needs or disability, gender, sexual orientation and age, religion, cultural and linguistic background, all affect access to RHE.

PSHE and RHE at West Earlham Infant and Nursery School aim to:

- Educate children about the emotional, social and physical aspects of relationships and growing up
- Equip children with positive values and the skills to enjoy healthy, safe and positive relationships
- Deliver accurate information and communicate openly about emotions, bodies and relationships using the appropriate terminology
- Encourage children to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future
- Teach children in an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination are unacceptable
- Develop the qualities and attributes children need to thrive as individuals, family members and members of society
- Provide children with opportunities to develop their own values, beliefs, spiritual awareness and personal behaviour
- Promote good behaviour in school and promote fairness and attitudes that respect children as individuals
- Promote British Values and encourage children to celebrate each other's differences and cultural backgrounds
- Ensure children are informed about their and others' rights
- Encourage children to make confident and informed choices about the environment, taking responsibility as individuals and as a group

learning intentions in the context of a broad and balanced PSHE curriculum. The spiral approach allows different year groups to work on similar themes at the same time, revisiting and building on prior knowledge year on year. Teachers follow lesson plans from a variety of different sources, such as the PSHE Association, the Educator Solutions teaching resource "RSE Solution", British Red Cross, and Medway Public Health Directorate. These are adapted by teachers to suit the needs and reflect prior knowledge and skills of children in their class.

Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. Staff have received training to support them in responding to the needs of individual children and support them with questions or concerns they may have. If staff feel uncomfortable when delivering the PSHE/RHE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and wider school. Through our progressive curriculum, children develop key skills to prepare them for the wider world beyond primary school, to support them to keep themselves safe and healthy and thrive with the support of the positive relationships they establish with those around them.

Teachers use a range of formal and informal assessment tools in PSHE/RHE to assess prior knowledge and review learning and progress. Much of the informal assessment is done through discussion and information gathering activities, as well as learning activities which encourage children to revisit and add to what they have previously done. We use class "floorbooks" to record a range of types of evidence including photos, quotes and drawings.

Curriculum Overview

Term	Autumn					Spring					Summer				
Core Theme	Relationships					Health and Wellbeing					Living in the Wider World				
Topics	Families	Caring friendships	Respectful Relationships	Online relationships	Being Safe	My Body	Mental Wellbeing	Being Healthy	Health & Prevention	Basic First Aid	Identity, society and equality	Belonging to a community	Looking after the environment	Money and Work	Transitions
Reception	What makes a family	Similarities and differences	Likes, dislikes and decisions	Watching videos online	Why are 'private parts' private?	What are the parts of the human body?	Describing and managing feelings	Be sugar smart!	Handwashing and hygiene	What is first aid?	How we are the same and different	Class rules and helping each other in the classroom	Looking after our environment	Different jobs in the community	How will things change in Year 1?
Year 1	What makes a family special	Falling out and making up	Celebrating differences and asking permission	Sharing pictures and age ratings	Asking for help	What are the 'private parts' called? And keeping our bodies safe	Understanding feelings and behaviours	Keeping healthy with food, drink and exercise	Keeping our teeth healthy and sun safety	Stay safe	Everyone is unique / the same in different ways	Taking responsibility in the community	Protecting our environment and being eco-friendly	Different strengths and interests needed for different jobs	Growing up and moving forward to a new class
Year 2	Families come in different shapes and sizes!	Knowing who to trust and recognising we are all equal	Respecting ourselves and others	Playing games online and making good viewing choices	My body belongs to me	Growing up	Managing difficult emotions	Be food smart!	Protecting our teeth and bodies	Emergency action	The Law and making the right decisions	Recognising different groups/ communities we belong to	Looking after our environment and reducing pollution	Getting, keeping and spending money	Managing changes - moving to junior school