



Policy on Personal, Social, Health and Economic Education (PSHE)

This policy covers our school's approach to PSHE which also incorporates our relationships and sex education curriculum. At Dulwich Village CE Infant's School, our intent for PSHE is underpinned by our school's ethos that all children at our school are able to flourish with God in life, learning and love.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. As an infant school we must teach relationships education under the Children and Social Work Act 2017 and health education, in line with the terms set out in the statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019).

By the end of a child's journey at DVIS, in PSHE and RSE, our intentions are that all children are able to name and share their feelings appropriately, recognise a safe and loving relationship and to know what helps create good mental and physical health.

With this in mind, we use a carefully selected PSHE scheme of work for Key Stage 1 which was created by the Islington Trust and is called *You, Me, PSHE*. This particular scheme was chosen because it incorporates both the PSHE and RSE learning, together. In the Early Years Foundation Stage, a scheme of work called 3D PSHE is used which is based on a creative approach to teaching the personal, social and emotional development objectives of *Development Matters*, through a selection of engaging stories with recognisable characters. In consultation with the Southwark Diocese Board of Education and the Southwark Healthy Schools team, the school recognises that the most effective learning takes place where PSHE and RSE are taught side by side where possible. In line with our curriculum intent and the school's offer of a broad and balanced curriculum, some aspects of PSHE are taught through other subjects such as computing, PE, RE and English.

Due to PSHE being possibly personal and sensitive in nature, it is important for a recognisable and trusted adult to teach and lead PSHE, be that the class teacher or class teaching assistant and that a safe and supportive learning environment is created by establishing ground rules as a class at the beginning of each PSHE lesson. Each class has a worry bag which is a safe space for children to raise concerns if they do not feel confident with sharing their worries or questions with the rest of the class. A worry bag/ box is located in a safe space inside the classroom with paper and pencils for children to anonymously write down their thoughts or name for the teacher to address or have a conversation with them about. Where children indicate they are vulnerable or at risk, teachers will liaise with the school's designated safeguarding officer to ensure they get appropriate support. As stated in the school's safeguarding policy, *where there is a safeguarding concern and it is appropriate, the school will take into account the child's wishes and feelings when determining what actions to take and which service to provide.*

At DVIS, we teach PSHE three times each half term. This also allows the school to teach key skills and understanding of a "circle time" which is important for the children as it is an opportunity for them to share any concerns, worries, misconceptions from previous PSHE lessons or an opportunity to address any class-specific concerns (for example, behaviour in class or friendship issues). Therefore, each half term we alternate PSHE and circle time weekly.

At the start and end of each series of lessons, teachers will ask a question to the class which will be discussed in order to assess the children's learning. Their responses will then be colour coded and added to a mind map both at the beginning and at end of the unit to assess the new learning.

PSHE is monitored by the PSHE lead by checking planning, speaking to children and teachers and through observations. Each term the PSHE lead checks the mind maps completed at the end of each topic to see what new learning has taken place.

This policy will be reviewed by Headteacher and PSHE. At every review, the policy will be approved by Learning and Inclusion Governors committee.

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