CASSIOBURY INFANT & NURSERY SCHOOL

PSHE

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Personal, Social, Health and Economic education, known as PSHE, is a planned part of the curriculum that helps children develop the knowledge, skills, attitudes and understanding they need to lead safe, healthy and responsible lives. In an Infant and Nursery setting, PSHE also supports children's personal development, behaviour and attitudes, emotional security, relationships and readiness for the next stage of learning.

At Cassiobury Infant and Nursery School, PSHE is taught from the Early Years Foundation Stage through Key Stage 1 as part of a well-sequenced curriculum and through the daily culture, routines and relationships of the school. The policy reflects the school's commitment to safeguarding, inclusion, respect for difference and the development of confident, caring and resilient children. It is designed to support the school's responsibilities under the national inspection framework by strengthening personal development, behaviour and attitudes, quality of education, and leadership and management.

Aims

PSHE at Cassiobury Infant and Nursery School aims to:

- promote children's emotional well-being, self-awareness and self-regulation
- help children build respectful, positive and caring relationships with adults and peers
- teach children how to keep themselves safe, healthy and well
- support children to understand routines, boundaries and expectations
- develop social skills such as turn-taking, sharing, cooperation and problem-solving
- encourage children to recognise and value similarities and differences between people and families
- promote respect, kindness, fairness and inclusion
- help children develop responsibility for themselves, others and their environment
- provide age-appropriate preparation for change, transition and future learning
- strengthen children's ability to speak out, seek help and know trusted adults
- support the school's wider safeguarding, behaviour and personal development work

Curriculum Coverage

PSHE curriculum coverage at Cassiobury Infant and Nursery School is broad, developmental and age appropriate. It is organised so that children revisit key ideas in a spiral curriculum and deepen their understanding over time.

The curriculum covers:

- feelings, emotions and emotional regulation
- friendship, kindness, cooperation and conflict resolution
- families, caring relationships and respect for different family structures
- respect for self and others, including similarities and differences
- healthy lifestyles, including food, exercise, sleep, hygiene and self-care
- safety in school, at home, in the community and online where relevant
- trusted adults, help-seeking and speaking out
- body boundaries, privacy and appropriate touch in a developmentally suitable way
- responsibilities, rules, choices and consequences
- belonging, community and participation in school life
- change, transition and resilience
- celebrating success, perseverance and goal setting
- citizenship, responsibility and caring for the environment

The school uses a broad six-unit structure through Kapow, adapted to meet the needs of the children and to ensure progression from Nursery to Year 2. The units are:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?

Curriculum Implementation

PSHE is implemented through a combination of explicit teaching, daily practice, classroom routines, enrichment and targeted support.

Planning

- The school uses Kapow as the programme of study for PSHE.
- Kapow is adapted to meet the needs of the children in Nursery, Reception, Year 1 and Year 2.
- Long-term and medium-term planning ensure that knowledge, skills and vocabulary are revisited and developed progressively.
- Planning reflects statutory Relationships Education and Health Education and the wider needs of the children.
- Teachers identify opportunities to reinforce PSHE through the wider curriculum and through everyday school experiences.

Teaching approaches

PSHE is taught through:

- direct teaching of key ideas and vocabulary
- story, puppets, discussion and role play
- modelling of language, behaviour and routines
- practical rehearsal of social skills
- circle time and guided conversation
- learning through play and continuous provision in the Early Years
- use of picture books, visual prompts and structured activities
- reinforcement through assemblies, topic work and classroom routines
- discussion of real-life situations in a safe and age-appropriate way

Daily and wider-school provision

PSHE is also strengthened through:

- welcome routines and classroom expectations
- snack time, tidying up, transitions and outdoor play
- conflict resolution at playtimes
- behaviour and reward systems
- school assemblies
- visitors and enrichment experiences

- well-being activities and themed weeks
- opportunities for children to take on simple responsibilities
- links with families and the wider community

Assessment

Assessment in PSHE is ongoing, formative and age appropriate. It focuses on what children know, remember, understand and can apply in their actions, language and choices.

Assessment methods

Assessment may include:

- observation of behaviour, interaction and participation
- discussion and questioning
- pupil voice
- simple oral, drawn or written responses
- evidence of children applying learning in routines and play
- teacher judgement against planned learning outcomes
- self-assessment and peer assessment where appropriate

Early Years assessment

- In Nursery and Reception, assessment is based on daily observation and interaction.
- Evidence is recorded through ongoing practice and contributes to understanding progress within personal, social and emotional development.
- The Early Years Foundation Stage Profile informs end-of-year reporting where applicable.

Key Stage 1 assessment

- Teachers assess children at the end of each taught unit and use this information to adapt future teaching.
- Assessment checks vocabulary, understanding, confidence, and the ability to use learning in real situations.
- Where additional support is needed, this is identified early and followed up through pastoral or nurture support as appropriate.

Recording and reporting

- Assessment information is used to inform planning and support.
- Relevant information is shared with parents through normal reporting arrangements.
- Children's personal development is considered alongside their curriculum learning.

Monitoring and Review

The PSHE leader will monitor the subject through:

- review of teachers' half-termly and yearly planning
- pupil voice
- lesson visits
- book looks with pupils
- review of Tapestry updates in the Early Years
- scrutiny of assessment information
- discussion with staff about implementation and impact

Monitoring will consider:

- curriculum coverage and progression
- quality of teaching and learning
- inclusion and accessibility
- children's understanding, confidence and behaviour
- links with safeguarding, behaviour, attendance and personal development

This policy will be reviewed every two years, or sooner if required by changes in statutory guidance, school practice or curriculum need.

This policy should be read in conjunction with other school policies.