



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020)

Name of school	Old Town Infant School and Nursery
Date of policy	October 2025
Member of staff responsible	Charlotte Burchell
Review date	October 2027

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Old Town Infant School and Nursery, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Old Town Infant School and Nursery uses a PSHE provider, Coram Life Education, to provide a comprehensive programme of health, well-being, relationships and drug education through a scheme of work that brings consistency and progression to our children's learning in this vital curriculum area.

Coram Life Education helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. The programme overview can be seen at the end of the document.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In

this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Old Town Infant School and Nursery we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

Implementation

At Old Town Infant School and Nursery, we use Coram Life Education as our PSHE provider. We are supported by their trained educators who use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children. This programme’s complimentary updated policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Coram Life Education takes a three strand approach addressing children’s knowledge, skills and attitudes, and programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages. The programme helps schools meet their statutory requirements for Relationships and Health Education, children’s

Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare and is aligned to the PSHE Association Programmes of Study for PSHE.

What Children Experience

Children's experience of Coram Life Education's sessions is fun, engaging and memorable. Children meet Harold the Giraffe puppet ('Healthy Harold'), and friends, have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect children's health and education outcomes. Coram Life Education's interventions include challenging social norms – misperceptions of peers' engagement with risky behaviour – to engender more positive behaviours.

What do we teach when and who teaches it?

At Old Town Infant School and Nursery we allocate a lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

For each year group, six themed units provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education (RSE), along with related assessment tools.

The programme overview details what children experience in each year group during each half term. Each learning theme is taught across the school and learning deepens and broadens each year.

	Autumn Term Half Term 1	Autumn Term Half Term 2	Spring Term Half Term 1	Spring Term Half Term 2	Summer Term Half Term 1	Summer Term Half Term 2
Reception – Year 2	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

Class teachers deliver the weekly lessons to their own classes.

Assessment

SCARF assessment tools help to implement best practice in assessment, as set out by the PSHE Association's guidance: that:

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus."

PSHE Association's Guidance to Assessment for Learning and Progression

The assessment tools have been designed to work alongside the themes of the SCARF half termly units of lesson plans - for Y1 to Y2 .

Progress

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus."

At Old Town Infant School and Nursery we monitor progress during the course of each lesson. Whilst progress is not measured on levels or grades, we use the 'I can' statements to summarise the key learning outcome for each lesson. This enables us to determine whether the child has achieved the learning outcome within the lesson. Working alongside the suggested half-termly lesson plan units, SCARF helps us to keep the whole PSHE and

wellbeing outcomes in one place and by using the 'I can' statements we can clearly see whether this has been achieved. Discussions with pupils are conducted throughout the lessons for some of those outcomes that are based on the language and a verbal understanding from the child.

Discussions with teaching staff are also encouraged to ensure that we are providing a consistent and coherent curriculum provision. Learning walks, observations and book looks are carried out once a term to enable us to see the progression with the suggested units and analyse pupils' outcomes in Relationship and Health Education.

Relationships Education

At Old Town Infant School and Nursery, we define Relationships Education in its simplest form as a person's interaction with themselves and others. It is an essential part of the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationship Education involves a combination of sharing information and exploring issues and values.

Relationship Education '... is about teaching the fundamental building blocks, characteristic of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.' DfE

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave Infant school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found at the end of this document.

The medium term planning and progression maps cover both the DfE statutory requirements and the PSHE Association's advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education. It is a holistic approach that ensures the learning is reinforced through the year and across the curriculum.

Details of lessons and the content of RSE can be found on our website or using the link at the end of the document.

Health Education

At Old Town Infant School and Nursery, we define Health Education as an understanding of how to maintain good physical health and mental wellbeing.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Details of the content of Health Education and the lesson in which they are taught can be found via a link at the end of the document.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in SCARF this is taught as part of the 'Growing and Changing' units.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

As we are an infant school we are not required to provide sex education. However, through the teaching of our Science curriculum (a national requirement for 'animals including humans'), children are taught to identify and name some body parts and understand life cycles.

At Old Town we teach the correct terminology for private areas – here, staff teach children the accurate and scientific name. The terms penis, vagina and vulva are not only taught in science but also (a) as a part of our Jigsaw 'Changing Me' programme and (b) through our NSPCC PANTS work.

Monitoring and Review

The PSHE Subject Leader will monitor and evaluate delivery of the subject using a variety of approaches and through collating different sources of evidence of impact. These may include;

- discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision
- observation and learning walks
- analysis of pupils' outcomes in Relationship and Health Education

Evaluation of the subject's impact will be supported through collating information relating to:

- Pupil and teacher written evaluations of the content and learning processes
- Staff meetings to review and share experience
- School council

The governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At Old Town Infant School and Nursery we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We also believe that we have a responsibility to normalise the diverse range of trusted people in children's lives. LGBT relationships lessons are taught in lessons in years 3-6. Content is fully –integrated into the PSHE programme for study, rather than delivered as a stand-alone unit or lesson.

Documents relating to this policy;

SCARF PSHE Association Mapping Document

SCARF document shows which lessons cover the PSHE Association's Programmes of Study content for Key Stages 1 and 2.

<https://www.coramlifeeducation.org.uk/scarf/pshe-association/>

Expected outcomes for Relationships Education from year 1-6:

<https://www.coramlifeeducation.org.uk/scarf/learning-outcomes/>

Lesson plan index (Nursery to year 6)

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans>

The following link shows you all the DfE's topics and core content statements to be covered by the end of primary school:

<https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health/>

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

By the end of Key Stage 1 pupils:

	Pupils should know	How SCARF
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	All of these aspects are covered in lessons within the units.
Caring Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, 	All of these aspects are covered in lessons within the units.

	<p>and do not make others feel lonely or excluded.</p> <ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	
Respectful Relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • The importance of permission-seeking and giving in relationships with friends, peers and adults. 	All of these aspects are covered in lessons within the units.
Online Relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they 	All of these aspects are covered in lessons within the units.

	<ul style="list-style-type: none"> • How information and data is shared and used online. 	
Being Safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. 	All of these aspects are covered in lessons within the units.

Physical health and mental well-being education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the characteristics of good physical health and mental well-being. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of Key Stage 1 pupils:

	Pupils should know	How SCARF
Mental Wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to 	All of these aspects are covered in lessons within the units.

	<p>if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	
Internet Safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Where and how to report concerns and get support with issues online. 	All of these aspects are covered in lessons within the units.
Physical Health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	All of these aspects are covered in lessons within the units.
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	All of these aspects are covered in lessons within the units.

	<ul style="list-style-type: none"> • 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	All of these aspects are covered in lessons within the units.
Health and Prevention	<ul style="list-style-type: none"> • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. 	All of these aspects are covered in lessons within the units.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	All of these aspects are covered in lessons within the units.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	All of these aspects are covered in lessons within the units.