Booker Avenue Infant School

PSHE and RSE Policy

2026-28

Aims of PSHE and RSE

Booker Avenue Infant School aims for our pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We aim to help our children to stay healthy and safe, while preparing them to make the most of life and work.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE curriculum enables staff to tackle barriers to learning and raise aspirations for our pupils. We teach discrete PSHE lessons and filter PHSE skills throughout all aspects of school life.

PSHE and Citizenship are non-statutory subjects – however there are aspects of it we are required to teach:

- Relationships Education
- Health Education

Key Stage 1

We use Kapow which allows us to cover the statutory elements as part of our PSHE curriculum.

The PSHE programme follows core themes in:

- Health and wellbeing
- Families and Relationships

- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Transition

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Self-regulation
- Managing Self
- Building Relationships

Children take part in regular circle time and discuss topics and themes that are at their level. Teachers use the Kapow scheme of work to support planning, and to ensure full coverage. Weekly PSED assemblies take place, and are delivered by class teachers to ensure all children have the correct knowledge, in order to achieve their full potential. We recognise that PSED is a fundamental building block in a child's development and underpins the whole curriculum.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the EYFS, PSHE is documented in pupil profiles to provide a holistic approach of the child.

Children in Y1/Y2 will be given a brief written comment on their progress at the end of the school year as part of their school report. Reception children will have similar in their end of year profile.

Children will be encouraged to use self-assessment to determine their strengths and help them to focus on what they hope to achieve.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion - meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Other school policies which have relevance to PSHE and Citizenship:

- Equal Opportunities
- Child Protection
- Mental Health and Wellbeing Policy
- Positive Behaviour and Anti-Bullying
- SEND
- Relationships Education

- Health and Safety
- Spiritual, Moral, Social and Cultural

Moral and Values Framework

The PSHE and Citizenship programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

Equal Opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

Organisation

PSHE and Citizenship will be co-ordinated by the PSHE Co-ordinator, in close co-operation with the Headteacher.

Delivery will follow the Kapow Scheme of work. Direct teaching time is indicated on year group timetables:

PSHE will also be delivered through:

- music sessions
- assembly time
- story/circle time
- playtimes/physical activity

Active learning methods, which involve pupils' full participation, will be used.

Outside Agencies

Outside agencies will be used to support and assist teachers in the development of classroom-based work.

Monitoring and Review

The PSHE and Citizenship provision will be monitored by the PSHE Co-ordinator in consultation with Headteacher and Staff.

A nominated Governor will have a link role between the school and the Governing Body.