



Chalkwell Hall Infant School

PSHE Policy (including Relationship and Health Education)

Approved by the Governing Body Summer Term 26

Review date: Summer Term 27

1. Introduction

Our PSHE programme promotes the social, spiritual, moral, cultural, mental and physical development of pupils at Chalkwell Hall Infants School, preparing them for the opportunities, responsibilities and experiences of later life; preparing today's learner for tomorrow's world. We follow a programme of study developed from the PSHE Association's Programme of Study (updated 2026) which is recommended by the Department for Education. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As a maintained infant school, from 2020, we have provided Relationship and Health Education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. This was further updated with more statutory requirements to be in place by September 2026. Our curriculum and policy has been reviewed to reflect this.

Relationship and Health Education will be taught as part of our PSHE curriculum.

As an infant school, we are not required to provide sex education apart from the elements included in the primary science curriculum (KS2 only).

2. Right to withdraw

Parents do not have the right to withdraw their child from relationship education or any Science lessons as they are statutory.

3. Intent

Our school's overarching intent for our pupils is to provide a Personal, Social, Health and Economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Taken from the FAF Progression document:

- **Life skills, language and strategies** – The focus will be on developing and preparing children with the life skills, language and strategies to deal with the demands of childhood and growing up

- **Personal attributes** – Children will recognise and reflect on their personal attributes and how to develop them in order to navigate the challenges and opportunities of the modern world
- **Preparing for the future** – Pupils will develop the knowledge and skills they need to thrive as individuals, family members, members of society and as global citizens

4. Implementation

The updated PSHE Association's Programme of Study provides a sequenced, spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended. The programme is broken into 2 sections (RHE and Economic Wellbeing and Careers Education) which cover the following statutory topics:

Relationship and Health Education (RHE)

- Families
- Friendships
- Respecting self and others
- Safe relationships; consent, boundaries and trust
- Mental health and wellbeing
- Keeping healthy and well
- Physical activity and nutrition
- Changing and growing up
- Personal safety and first aid
- Online life and safety
- Drug education

Economic Wellbeing and Careers Education

- Economic wellbeing
- Careers Education: aspirations, learning and work

The PSHE Association's Programme of Study for PSHE is further broken down using the PSHE education curriculum model. This is designed to accompany the updated 2026 Programme of Study, which covers all statutory and non statutory requirements for a comprehensive PSHE curriculum.



This model is implemented with a range of Quality Assured (QA) resources from the PSHE Association's toolkit and our own high quality planned lessons and resources to ensure a high

quality curriculum that meets the needs of our pupils. Additional lessons are planned to respond to the needs of our cohort and community, addressing both local and national issues and concerns

5. Organisation/provision

We teach PSHE & RHE in a variety of ways, with our primary method being through the use of age appropriate stories and resources. We have dedicated curriculum time/lessons, where the lessons are delivered using the PSHE Association's Curriculum Model to ensure full coverage of both the statutory and non-statutory curriculum.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, Computing and Physical Education.

In addition, PSHE is developed through whole-school activities and events:

- Our Pupil Voice (school council) and Eco Warrior team; the representatives from each class meet regularly to discuss school and environmental matters.
- Our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.
- Assemblies, referring to our REACH values and building cultural capital.

As a school we also ensure we have 'responsive PSHE' lessons whereby we bespoke lessons, circle times and focused activities to meet the needs of individuals, classes and cohorts. The school is also responsive to local and global issues that affect the children in our care.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

6. Foundation Stage

In EYFS, PSED (Personal Social and Emotional development) is one of the prime areas of learning. Children work towards 3 early learning goals (See appendix 1) and follow a long term plan which is progressive with opportunities to revisit key themes. Similarly to KS1, age appropriate stories and resources are used to support learning. In EYFS, if a cohort needs additional support with PSED, adaptations are made to address gaps in learning. (For EYFS PSED Early Learning Goals see Appendix 1)

7. Teaching PSHE to children with additional needs

All pupils, regardless of their needs, must be part of PSHE & RHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who exceed in areas of the curriculum or those who are not yet working at an age related expectation. When teaching PSHE, we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For pupils who have shown they are exceeding in this area , we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

8. Equality and Diversity

At Chalkwell Hall Infants School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010. Teachers can provide 'access for all' resources to allow a child to take part in a learning activity, ensuring that there are no barriers to learning in PSHE.

9. Healthy Learning , Healthy Lives (HLHL)

Chalkwell Hall Infant School is part of the Healthy Learning, Healthy Lives program (formerly Healthy Schools Award) which supports and complements our PSHE Curriculum. The areas included are Emotional Health and Wellbeing, Food, Drink and Oral Health, PHSE and Physical Activity. Evidence across these areas is gathered, organised and submitted to the Southend City Public Health team in order to achieve accreditation. The process is ongoing and will be revalidated as required.

10. PSHE and ICT

Learning in PSHE will complement learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an Online Safety Policy, including an Acceptable Use Agreement for pupils, which aims to develop a set of safe and discriminating behaviours for pupils' to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop an understanding of the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

11. Assessment and recording

We will assess the pupils learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding ,for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

PSHE learning in KS1 is captured in class floor books. All children will contribute to the class book over the course of the year. This may be through the teacher scribing children's, children's drawings and written work and photographs of the children's activities or images related to the learning.

12. Resources

Resources for PSHE are kept on Google Drive and in the small hall, as well as in the foyer where the curriculum books are stored. The school is a member of the PSHE Association which is endorsed by

the DfE and includes curriculum guidance, lesson plans, resources, and CPD training. Quality Assured (QA) resources are used where possible alongside our own planning. Additional resources are utilised from reputable and trustworthy sources.

13. Monitoring and review

The SLT are responsible for monitoring the standards in PSHE. They support colleagues in the teaching of PSHE and provide information about current developments in the subject.

This policy will be available on the school website. The school's PSHE curriculum will be shared annually with parents and feedback invited, abiding by best practice procedures.

For Government expectations see Appendix 1-3.

Appendix 1 –

EYFS Early Learning Goals – Personal, Social and Emotional Development

ELG: Self-Regulation	Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
ELG: Managing Self	Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
ELG: Building Relationships	Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Appendix 2 – Key Stage 1 Learning Opportunities: Pupils should have the opportunity to learn:

Relationships and Health Education (RHE):

Families
1. What a family is and who is in our family (F1, F2) 2. That there are different types of family, and that everyone's family is unique and special (F3) 3. How families show love and care, and different ways they can spend time together and share each other's lives (F2, F4) 4. What to do if anything about family life is upsetting or concerning* (F6) *see naming and recognising emotions in 'Mental health and wellbeing'
Friendships
1. What friendship is and what makes a good friend (CF1, CF 2, CF4) 2. How people make friends and how to be kind and caring in friendships (CF 1, CF2) 3. That friends can argue, and they can also make up (CF5, RKR3) 4. Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument (CF6, RKR3) 5. How to ask for help if a friendship is making them feel unhappy (CF7)
Respecting self and others
1. What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging (RKR8, RKR10) 2. That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things (RKR1) 3. How to respectfully express their likes, dislikes and needs, and listen to other people (RKR3, RKR5) 4. Ways to show politeness and respect (RKR7) 5. How to play cooperatively; what they can do if they feel upset or angry with someone (RKR3, RKR6) 6. How to share, take turns and include others (CF2) 7. About kind and unkind behaviour; that someone's actions and words can be hurtful (RKR3, RKR9) 8. How to recognise bullying; how people may feel if they experience hurtful behavior or bullying; the importance of telling an adult if they experience or witness bullying (RKR9, GW7) 9. How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so (RKR11)
Safe relationships; consent, boundaries and trust
1. When to ask for permission and when others should ask for their, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully (BS1) 2. That everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rules from NSPCC (DB2, BS2, BS3) 3. That some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) (DB2) 4. Basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe (BS4, BS5, BS6)

5. What is meant by 'trusted adult' (i.e. someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult (BS5, RKR1)
6. To distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know (RKR11, BS4, BS5)
7. About the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe (BS2, BS6)
8. What to do if they feel unsafe or worried for themselves or others, who and how to ask for help, the importance of keeping trying until they are heard (RKR11, BS6, BS7)

Mental health and wellbeing

1. How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger, and sadness; that feelings can be felt more, or less strongly (GW3, GW4, GW5)
2. That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well (GW2, GW4)
3. That someone's feelings can affect how they behave; ways to manage storing feelings, reactions and responses (GW5, RKR3)
4. About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep (GW1))
5. Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies (GW1, GW5)
6. About different kinds of change and loss (including death); how change and loss can affect people and who can help (GW8)
7. About preparing to move to a new class or year group and how to manage feelings during times of change (GW3, GW8)
8. Who they can talk to if finding things difficult or needing help with feelings (including adults in school) and how to ask for help (GW9)

Keeping healthy and well

1. People who help us stay healthy and who can help if feeling unwell or hurt (HPP1, PHF4)
2. How to brush teeth correctly; about visiting the dentist and how food or drink choices affect dental health (HPP4)
3. How to keep safe and well in the sun and protect skin from sun damage (HPP2)
4. Why sleep is important; bedtime routines and ways to rest and relax (HPP3)
5. Simple hygiene routines that can stop germs from spreading (HPP5)
6. Who to talk to if they are worried about their health (PHF4)

Physical activity and nutrition

1. What being healthy means and how physical activity helps people to stay healthy (PHF1)
2. Ways to be physically active every day
3. That there are different types of food and drink, with different tastes and textures, and people enjoy different foods (HE2)
4. That people often share food together e.g. during mealtimes or special occasions (HE2, HE3)
5. That food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk (HE1, HE4)
6. That what someone eats and drinks can affect their health, about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink (HE1, HE4)
7. When and how children can make choices about what they eat and drink and who can

help them make healthier choices (HE2)
Changing and growing up
1. About growing and changing from young to old and how people's needs change (DB1)
Personal safety and first aid
1. What rules are, some basic safety rules and how different rules can help to keep people safe in different situations (PS1) 2. How to recognise potentially harmful or hazardous situations in everyday life, including at home (PS1) 3. Ways to keep safe when out and about, e.g. near railways, on the street and in busy places (PS2) 4. How to cross the road safely with adult support (PS2) 5. How to keep safe around water, using the water safety code (PS2) 6. About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency (BS4, BS7) 7. How to dial 999 in an emergency (including from a locked mobile phone) and what to say (BFA1)
Online life and safety
1. Different ways people use the internet in everyday life (WO1) 2. That not everything on the internet is true or real (WO7) 3. How the internet and digital devices can be used to safely and respectfully communicate with others (WO2, WO4, OSA1) 4. That it is important to be kind online; that people's feelings can be hurt by unkindness online (OSA1) 5. That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true (OSA2) 6. Basic rules to keep safe online, including which personal details should be kept private online, that anything shared online can be used or shared by other people (WO10, OSA4, OSA5) 7. How rules and age restrictions help protect children's wellbeing online; why it is important to limit time online, and take breaks from digital devices (WO11) 8. Some benefits and risks of watching videos or playing games online (WO6, WO7) 9. How to tell a trusted adult if they have worries about something online (WO11)
Drug education
1. That medicines can help people to stay healthy or feel better if they are unwell (HPP6) 2. That some things that go into or onto our bodies can be harmful and how we might know if something is harmful (DATV1) 3. To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk (DATV1)

Economic Wellbeing and Careers Education:

Economic Wellbeing
1. What money is, how people get money, and what it is used for 2. That money needs to be looked after; different ways of doing this, including keeping money in an account 3. Different ways of paying for things 4. That money can be saved or spent; that people make different choices about saving and spending money 5. The difference between needs and wants; that people may not always be able to have the things they want
Careers education: aspirations, learning and work
1. That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of 2. That people can earn money to pay for things by having a job 3. Different jobs that people do, including roles and responsibilities people have in the community 4. Some of the strengths and interests someone might need to do different jobs