

# Alton Infant School

*Sowing the seeds of learning*



## **Personal, Social and Health Education Policy (PSHE).**

Date approved by the Full Governing Body: - February 2026

Date of review: - September 2026

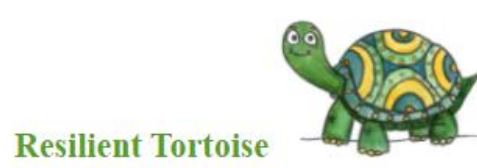
PSHE is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society both nationally and internationally. This policy ensures we are meeting the requirements of the DFE's PSHE and Relationships and Health guidance. This includes a framework for Personal, Social, Health and Economic Education (PHSE) and the statutory framework for Relationships and Health Education.

PSHE equips children and young people with the knowledge, understanding attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE encourages them to be enterprising and supports them in making effective transitions and positive learning and career choices. It also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

At Alton Infant School Infant School, well-being is a key part of daily life in the school and is promoted by our rights respecting vision and our values where all are accepted and included. Through high levels of care and compassion, we aim to provide an education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.

Our values are based on the school's learning behaviours for our children. These learning behaviours are celebrated and embedded into the life of the school and the school's curriculum. Our learning behaviours are based on different characters so that our children can relate to them in a real and meaningful way.

**Our learning behaviour characters are:-**



We therefore believe that our ethos, values and PSHE provision help to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and become informed, active and responsible citizens.

**Aims and Intention of our PSHE Curriculum.**

Through PSHE Alton Infant School Infant School aims to develop:

- Skills that will help children to cope through childhood and adult life, making informed decisions and choices preparing them to play an active role as a national and international citizen.
- A sense of self-worth, confidence, independence and responsibility.
- The knowledge and understanding that will make it possible for children to plan lifestyles that will keep themselves and others safe and healthy.
- Effective relationships in children's lives by helping them to cope with their own feelings and to understand the feelings of others.
- An understanding and respect for the differences between people and cultures.
- An ability to value others and their varied and different contributions to school and everyday life.

## **Curriculum Content and the implementation of PSHE.**

In the Early Years Foundation Stage, we teach PSHE as an integral area of learning, covered throughout the school year. Children's emotional and social development is a crucial and on-going part of the Early Year's curriculum and provision.

Throughout Key Stage One, our PSHE curriculum is delivered through the three core themes outlined in the Programme of Study written by the PSHE Association:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Our curriculum also reviews, consolidates and develops children's knowledge and understanding of PSHE. We aim to develop the skills children need to continue this process beyond school. Children are also taught to reflect on their PSHE learning and to make links between what they learn in school and their life outside of school.

## **Planning and Organisation**

Alton Infant School Infant School

In EYFS and KS1, children engage in specific and dedicated PSHE lessons. These are requirements of the EYFS PSE and KS 1 PSHE curriculums. However, throughout the school day, there are many other opportunities for PSHE. Such opportunities include:

- PSHE in other curriculum subjects.
- Whole school assemblies and activities.
- Specific projects such as supporting different charities.
- Learning through playing and working together.
- Learning through other times of the day, such as lunch time or play time.
- Learning through involvement in the wider life of the school and the wider community.
- Outside visitors, such as the Fire Service.

Topics within our PSHE planning include: –

### **EYFS**

- All about me
- My special people
- My feelings
- Same and different

- Different families and homes
- Kindness and caring
- Changes
- Changing bodies
- Life stages
- Looking after myself and my friends
- People who help keep me safe
- Keeping my body safe
- Caring for my environment
- Listening to my feelings
- Bouncing back
- Healthy eating
- Exercise and sleep

### **Year 1**

- It's my body
- Britain
- Be yourself
- Money matters
- Team
- Aiming high

### **Year 2**

- Safety
- Our Rights
- Relationships
- One World
- Thinking positive
- Growing up

PSHE teaching across the school includes the Relationship and Health Education areas below as set out in the DFE guidance: -

- Families and people who care for me.
- Caring friendships.
- Respectful relationships
- On-line relationships
- Being safe

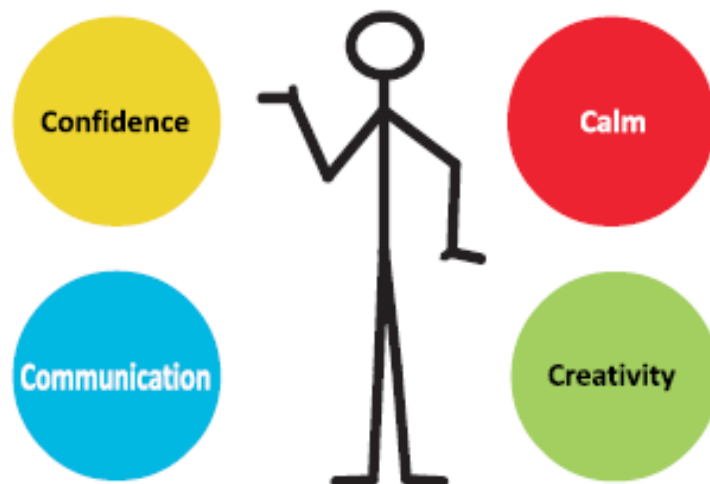
## **Trick Box**

Across EYFS and KS1 we use Trick Box to create happy early habits.

### **What is Trick Box?**

Trick Box is a simple, fun and effective whole school, whole journey, emotional management and personal development programme which supports children and young people in Early Years, Key Stages 1-5 and their families.

Evidence based and developing mental wellbeing in line with DFE guidelines, Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future.



**The Trick Box techniques and strategies are designed to help individuals to:**

- Recognise and self-manage emotions
- Develop mindful awareness and mind-body connection
- Build awareness and choices around body language signals
- Create confident decision making
- Set and achieve positive goals
- Develop communication skills to enhance interpersonal relationships
- Problem solve and create solution thinking
- Create intrinsic motivation and the confidence to try new things in new ways
- Create long term personal autonomy and resilience

As well as teaching the PSHE core themes, we also teach Relationships Education and Health Education as outlined by the DfE. The topics covered in Relationships and Health Education can be found in our Relationships and Health Education Policy.

### **Teaching and Learning Strategies**

We offer a broad range of teaching approaches and learning opportunities in the classroom and across the school as a whole. These include:

- Circle times and dedicated curriculum time in all years
- Drama techniques, role play activities and role play areas within Early Years and KS1 classrooms
- Input from outside agencies (planned, structured, meaningful).
- Specific school-based projects e.g. healthy eating, caring for our environment
- Celebration assembly
- After school clubs
- Playtime/lunchtime activities
- Duty monitor rota
- Concerts, e.g. leavers assembly, Christmas performance
- Visiting theatre and music groups
- Learning behaviours
- Open ended problem solving e.g. when children undertake a study of how to improve an area of school life.
- Rights Respecting Council

## **Assessment, recording and reporting**

Clearly defined learning objectives and outcomes within PHSE assist the assessment process. Through observations, discussions, questions and participation in whole class, group and individual activities, children's understanding, knowledge and skills are assessed by all teaching staff. End of year reports comment on children's developing skills and attitudes in PSHE alongside their knowledge and understanding of the subjects covered in the PSE and PSHE curriculums.