

‘Every opportunity to educate everyone forever’

Background to the policy

The teaching of Personal, Social and Emotional Development (PSED) is statutory in the Early Years Foundation Stage (EYFS). Our RSHE curriculum is taught alongside our Personal, Social, Health and Economic Education (PSHE)/PSED curriculum in an age appropriate manner throughout nursery.

This policy was created with reference to a number of statutory and guidance documents including from the DFE and the PHSE Framework. Links to the Science and Computing – specifically digital and online safety curriculum are also identified.

Intent

At Nottingham Nursery School, we want to ensure that our personal, social, health and economic education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing.

We want to help give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

PSHE/PSED is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

It is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Develop a strong sense of self
- Value self and others (including understanding rights and responsibilities- justice and fairness)
- Understand and respect others – their similarities and differences
- Build positive relationships
- Develop emotional wellbeing
- Understand how to stay healthy and safe, including in the on-line world

The key objectives of our PSHE/PSED programme are to:

- Feel safe, secure, valued and confident
- Develop positive relationships with adults and peers
- Recognise and begin to manage their feelings
- Follow simple rules and routines
- Develop independence in everyday tasks
- Understand how to keep themselves safe
- Develop healthy habits (e.g., hygiene, eating, rest)

In line with the EYFS Statutory Framework, we ensure that:

- Staff promote children's personal, social and emotional development
- Children learn to manage their feelings, develop confidence and understand appropriate behaviour
- Safeguarding and welfare requirements are met at all times
- Teaching is responsive to children's individual needs and development

In line with Ofsted expectations, we ensure that:

- Children's personal development is prioritised
- Children feel safe, secure, and valued
- Children are prepared for the next stage of their education

Formulation, dissemination, monitoring and review of policy

The PSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion with staff, discussion with the senior leadership team and made available on the nursery website for parents to see.

In developing our policy and curriculum we have given regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. We have also given regard to the Statutory Framework for the Early Years Foundation Stage (DfE, 2025).

The PSHE/PSED policy and curriculum will be reviewed annually by the PSHE Coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the RSHE schemes of work, teacher assessment, changes in legislation and guidance and parent feedback.

Relationship, Health and Sex Education

Relationships Education enables children to understand how to develop positive relationships with others and much of this requires effective communication and an understanding of their own and others' feelings. While children learn to respect that families can be made up differently, they are characterised by love and stability and offer safety and care.

Health Education will help children to make good and informed decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others. This includes healthy minds as well as healthy bodies.

It is only in Y6 of primary school that children will be taught of sex education which includes learning about reproduction, pregnancy and birth as well as consent. Parents can withdraw their child from this learning if they choose to. Pupils will be helped to appreciate differences and to respect themselves and others. The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education.

Implementation of the Policy

All teachers and room leaders have responsibility for planning and delivering PSHE. Early Years' Practitioners may provide additional support, in particular for children with Special Educational Needs. These children may have particular resources to help them understand how to stay safe and manage their own feelings. The PSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity.

Teaching is play-based and child-centred. It is delivered through:

- Circle time
- Stories
- Songs
- Role play
- Everyday routines

Practitioners provide:

- High-quality interactions
- A safe and enabling environment

- Learning that follows children's interests
- Support tailored to each child's stage of development

PSHE is delivered primarily through the EYFS Prime Area: Personal, Social and Emotional Development (PSED)

This includes:

Self-Regulation

- Naming and recognising emotions
- Beginning to manage feelings
- Developing confidence

Managing Self

- Following rules and routines
- Developing independence (toileting, dressing, handwashing)
- Understanding right and wrong

Building Relationships

- Forming secure attachments
- Playing cooperatively
- Turn-taking and sharing
- Showing kindness and empathy
- Developing positive attitudes about the differences between people

Learning is embedded through:

- Play
- Daily routines
- Adult modelling and interaction

Relationships and Health Education

In line with statutory guidance, children begin to learn about:

Relationships

- Family and familiar people
- Making friends
- Playing with others
- Saying "no" or "stop" when uncomfortable
- Identifying trusted adults

Health and Wellbeing

- Handwashing, toileting and hygiene
- Healthy food and routines

- Physical activity and rest
- Recognising when they need help

Keeping Safe

- Basic safety rules (indoors/outdoors)
- Understanding personal space
- Knowing their body belongs to them (age-appropriate safeguarding messages)
- Begin to understand how they can stay safe online

As with any other subject, the breadth of the PSHE/PSED/RSE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. In teaching RSE in school we take account of children's cultural and religious backgrounds and beliefs to ensure that teaching is sensitive, inclusive and respectful of all, while also ensuring that teaching reflects the laws relating to relationships.

Linked to safeguarding, we also deliver the NSPCC 'pants talk' and 'Speak Out, Stay Safe' to support children in understanding that their bodies are special and private to them. (Delivered by school staff.) That everyone has a right to privacy and the need to tell a trusted adult if they ever feel uncomfortable or their privacy compromised.

Within PSHE/RSE, pupils will develop confidence in talking, listening and thinking about relationships and keeping safe. To achieve this several teaching strategies will be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

While all children are taught safe online use, the content of the teaching is delivered as age appropriate and also in response to situations that may arise. Occasionally we use external speakers to enhance our delivery of PSHE. All external speakers deliver in line with our PSHE policy and safeguarding procedures.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers/EYP's will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias/stereotyping and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school value of 'respect' encourages respect for all and promotes respect and celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

In accordance with the Equality Act 2010, we:

- Value all children and families
- Promote respect and inclusion
- Reflect diverse backgrounds and family structures
- Adapt provision to meet the needs of children with SEND

All children are supported to access learning and feel included.

PSHE/PSED will be accessible to all regardless of their gender. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. As a school we will deliver PSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges different views and opinions of our community and teaches tolerance. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within PSHE. All children, whatever their identity, or family background need to feel that PSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all

kinds, including mum/dad two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

Safeguarding

Teachers will be aware that effective PSHE/PSED, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a nursery age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

PSHE contributes to safeguarding by helping children to:

- Feel safe and secure
- Identify trusted adults
- Understand personal boundaries
- Begin to recognise when something feels wrong

All staff:

- Follow safeguarding procedures
- Report concerns to the Designated Safeguarding Lead (DSL)

Respond to disclosures sensitively and appropriately.

Involving Parents and Carers

We believe that PSHE is a partnership between nursery and parents/carers. We are aware that parents are the first teachers of their children and welcome their engagement with our PSHE programme. Parents and carers are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process parents/carers can ask their child's class teacher/room lead to inform them of what will be covered.

In line with EYFS requirements, we work in partnership with parents and carers.

We:

- Share children's learning and development
- Provide regular communication
- Support consistency between home and nursery
- Offer guidance where needed

Impact

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 is:

- Ongoing and observation-based
- In line with EYFS guidance

Practitioners:

- Use knowledge of child development
- Identify next steps
- Support individual progress

The phase leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the nursery and indicate areas for improvement. The phase 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 nursery.

This policy is reviewed annually to ensure it reflects:

- Current EYFS statutory guidance
- Ofsted expectations
- The needs of the children in our setting

Staff Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attending an internal or external training event.

Links to other policies

- Anti-bullying
- Healthy eating
- Safeguarding
- SEND
- Equality

- Health and Safety
- Curriculum

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