

# Elmwood Infant and Nursery School

## Personal, Social and Health Education Policy



Article 29 'Education must develop every child's personality, talents and abilities to the full'



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**Date Policy Agreed: Summer 2016**

**Review Date: Summer 2019**

### **Introduction**

At Elmwood Infant School we are committed to ensuring that the very best outcomes are achieved by all pupils attending our school. We celebrate the diversity of our school community and aim to promote a positive and inspirational learning environment in which each person is valued and respected for their ethnic and linguistic background, gender, faith, class, ability, sexuality and age. We put a great emphasis on pupils' personal, social and health education (PSHE). PSHE remains a non-statutory subject, however all schools have a statutory duty to provide a curriculum that is balanced and broadly based which:

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

PSHE "remains an important and necessary part of all pupils' education" and "all schools should teach PSHE, drawing on good practice" (DfE PSHE review, March 2013). Ofsted recognizes that PSHE education makes 'an outstanding contribution to pupils' spiritual, moral, social and cultural development' (PSHE Association, March 2013).

Therefore, we believe it is vital for pupils:

- to learn at a very early age the difference between right and wrong;
- to know how to form relationships and maintain them;
- to be confident and good communicators;
- to have high self-esteem and self-worth;
- to begin to take responsibility for their actions and begin to become independent and responsible members of the community.

By promoting these qualities through the ethos and curriculum of our school, we believe the children have the opportunity to aspire to the 'fundamental British values'. (Promoting fundamental British values as part of SMSC in schools, DfE, 2014).

### **Other related policies:**

- Child Protection/Safeguarding
- Behaviour Policy
- Anti-bullying Policy
- Equal opportunities/Race Discrimination Policy
- Health and Safety Policy
- SRE Policy
- Drugs, Tobacco and Alcohol Policy

## **Aims**

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to help our pupils understand and manage their feelings;
- To enable pupils to make a positive contribution to the life of the school and the wider community.
- To create a happy school where people care for each other, are friendly and respect each other; there is mutual understanding between staff, governors, parents and pupils and all children are treated as individuals and have equal opportunities.

## **Content**

Elmwood Infant School and Nursery is committed to the Rights Respecting values of UNICEF and is working towards the RRS Award.

Our school ethos also includes our 'Super skills' - Adventurous, Collaboration, Communication, Confident, Creative, Independent, Inquisitive, Organised, Perseverance, Reflective - which are learning behaviours that help enable our children to succeed in their learning, school life and future.

These are taught through all we do at school and particularly during assemblies and times when we are all together and can learn from each other.

## **Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities.

## **Years 1 and 2**

Elmwood Infant School aims to provide a supportive, safe environment in which to promote all aspects of PSHE. Class teachers are responsible for the delivery of PSHE within their weekly timetable. Good classroom practise involves a wide range of teaching and learning strategies, which take into account different learning styles. Teachers employ a range of teaching styles to meet the needs of visual, auditory and kinaesthetic learners. Styles include active learning, enquiry and discussion.

PSHE is taught through a combination of: -

- Discreet curriculum time: e.g: Circle time,
- Through and in other subject's/curriculum areas: e.g: Rights Respecting School ethos
- Through focussed weeks/activities and events; e.g: assemblies, Friendship Week, Blue Friday, Show Racism the red card, etc.

## **The scheme of work:**

SEAL provides an explicit, structured, whole school curriculum framework and resource for teaching social, emotional and behavioural skills to all pupils. It supplements the core PSHE curriculum that also includes QCA units for citizenship, SRE and healthy lifestyles. Each class has access to the SEAL resource folder with the scheme of work included. The scheme indicates topics to be covered in each year group. The time scale is only a guideline and year groups will decide the best sequence to cover each topic area.

## **Resources**

SEAL themed materials are used as a basis for teaching PSHE in the following areas: -

- New Beginnings
- Getting on and Falling Out
- Say no to Bullying
- Going for Goals
- Good to be Me
- Relationships
- Changes

## **Emotional Literacy Support**

The school employs a designated Emotional Literacy Support Assistant who runs a variety of small groups aimed at developing social skills, life skills and emotional resilience. The ELSA is also available to work with children on a 1:1 basis. This may be for regular or occasional support with school or home issues.

## **Nurture Group** (Rainbow Fish group)

The school runs a nurture group two afternoons a week. The group is available to children who have been identified through the Boxall Profile Assessment. The nurture group room is a space where a small group of children can work and develop social skills, life skills and emotional resilience within a more family-style setting than a normal classroom.

## **Assessment, recording and reporting.**

At our school assessment in PSHE is ongoing – pupils are given regular feedback on their progress and their approach in the form of verbal feedback and, where appropriate, more formal marking. Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Assessments of children are used to inform end of year reporting to parents.

Children's achievements are celebrated in different ways such as assemblies and displays. Children with specific behaviour difficulties may also have their achievement of PSHE included in their Support Plans.

## **Review and Monitoring**

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- Governors