

# 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 Reviewed:** Spring 2020

**Review Date:** Spring 2023

### **Intent**

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives - now and in the future. At Elmwood Infant School, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. Using the Jigsaw programme, children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

### **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 we have achieved the gold award. Every classroom has a class charter which is changed during the year which links to the children's rights.

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. Children will learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences. We give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them. They learn to work as part of a group or class taking turns and sharing, and show their own feelings in appropriate ways.

## **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 timetable. Good classroom practice 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, Science
- Through focussed weeks/activities and events; e.g: assemblies, Friendship Week, Show Racism the red card, anti-bullying week etc.

### **The scheme of work:**

Jigsaw offers a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. Each class has access to the Jigsaw resource folder with the scheme of work included. The scheme indicates topics to be covered in each year group within KS1. The time scale is only a guideline and year groups will decide the best sequence to cover each topic area.

### **Resources**

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

- Being Me in the World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

### **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. Teachers assess the pupils' response to the tasks set in planned activities as well as their responses in class discussions, 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