

# Halfway Nursery Infant School



## PSHE Policy

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# HALFWAY NURSERY INFANT SCHOOL

## PSHE POLICY

### What is PSHE?

“Personal, Social, Health and Economic (PSHE) Education is a planned, developmental programme of learning opportunities and experiences designed to help children and young people grow and develop the knowledge, understanding and skills they need to manage their lives, now and in the future. It deals with real life issues which affect children and young people, their families and their communities, and engages with the social and economic realities of their lives, experiences and attitudes.”

*(PSHE Working Definition September 2010)*

“.....the key to well-being in childhood and later life:

Be healthy;  
Stay safe;  
Enjoy and achieve;  
Make a positive contribution;  
Achieve economic well-being.”

*(Every Child Matters, September 2003)*

### Policy Statement

At Halfway Nursery Infant School, PSHE (and Citizenship) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible members of society. We encourage our pupils to take part in a wide range of activities and experiences across and beyond the curriculum, to play a positive role in contributing to the life of the school and the wider community. In doing so, we help them recognise and develop their sense of self worth, work well with others, and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We help them to find out and understand how society is organised and governed. We ensure that they experience the process of democracy through the election and membership opportunities provided by ECO Schools, Healthy Schools status and Schools Council. They learn to understand and respect our common humanity, diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### Aims and Objectives

In delivering PSHE and Citizenship at Halfway Nursery Infant School, we aim to:

- promote the spiritual, moral, cultural, mental and physical development of children at the school and of society;

- prepare children at the school for the opportunities, responsibilities and experiences of adult life.

*(section 351 of the Education Act 1996)*

Our objectives in the teaching of PSHE and Citizenship are for all our children to:

- know and understand what is meant by a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others, regardless of race, gender, mental/physical disability;
- be thoughtful, responsible and independent members of their community and their school;
- become positive, active members of a democratic society;
- develop self confidence and self-esteem;
- make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

## **Ethos**

The ethos at Halfway Nursery Infant School plays a crucial role in the successful implementation of our curriculum, in particular PSHE and Citizenship. Our ethos supports PSHE and Citizenship and has:

- clear whole-school values that have been discussed by all members of the school community;
- good relationships within the school, and between the school and the wider community, that promote understanding about, and respect for, both common and diverse ‘features’ of society;
- a curriculum that requires children to participate in, and contribute to, their communities. This is supported by real opportunities for them to make decisions and take responsibilities that contribute to the running of the school and the management of their own learning.

Halfway Nursery Infant School has *National Healthy School* Status, which includes the core themes of PSHE education, Healthy Eating, Physical Activity and Emotional Health and Well-being. This underpins the five areas of *Every Child Matters*. We have also undertaken *BLP (Building Learning Power)* and, more recently, the *SEAL (Social and Emotional Aspects of Learning)* programme with some success.

## **Teaching and Learning**

The National Curriculum states:

During Key Stage 1, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe, and for behaving well. They have opportunities to show they can take some responsibility for themselves and their

environment. They begin to learn about their own, and other people's, feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school and its neighbourhood.

PSHE and Citizenship in our school will follow the Framework for PSHE and Citizenship for Key Stage 1, given presently as non-statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies, through discrete sessions, in combination with other subjects such as literacy, geography, science, using SEAL guidance and through collective worship/whole school assemblies (where the theme/focus for our assembly identifies, promotes and celebrates one of the school's concepts/key ideas – see Topic Planning Programme), and through other activities or school events.

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including our Behaviour Policy and Equal Opportunities Policy.

In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active role as citizens;
- developing a healthy, safer lifestyle;
- developing good relationships, and respecting the differences between people.

We will use a range of teaching and learning styles with an emphasis on active learning by including the children in discussion, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- regular, specific curriculum sessions, in order to develop themes and share ideas e.g. circle time, BLP;
- opportunities will be found within other curriculum areas e.g. links with drama/role-play and discussion in literacy, environmental, health and drug issues in science, beliefs, values and practices in RE;
- activities will be provided as group, class or whole school events and initiatives e.g. special assemblies for parents/carers (Birthday Assembly, Well Done Assembly, Leavers Assembly), school productions (Harvest, Christmas) and residential trips to Whirlow Farm for Y2 children;
- pupils play an active part in the life of the school through Schools Council, Playground Buddies, Friendship Bench, Classroom roles/responsibilities;
- out-of-school activities are available throughout the year e.g. Breakfast Club, Woodland Club, Multi Skills, Country dancing, HeartStart;

- our school gets involved with community initiatives e.g. Grow Your Own scheme, Fire Safety, Road Safety, Walk to School Week, Eco Schools, Forests Schools;
- links with agencies outside school are encouraged wherever possible to give children an appreciation of aspects of PSHE and Citizenship in the outside world e.g. visits to St Mary's Church (Mosborough), Heeley Mosque, Westfield Comprehensive School (PT/Multiskills);
- visitors connected with aspects of PSHE and Citizenship are also welcomed e.g. Reverend Sue, Reverend Jenny Mullis, School Nurse, emergency services;
- our school takes part in various initiatives/competitions with links to PSHE and Citizenship e.g. Harvest Appeal (chosen charity – NCH, Bluebell Wood etc), Pudsey Bear, Resourcefulness Week;
- from time to time there are specific focus days, which allow children to extend their learning in the context of a project, or to focus on specific areas not connected to the term's topic e.g. involvement in helping other individuals/groups less fortunate than themselves (Tsunami Appeal), Comic Relief;
- our school also works hard for national recognition of its work in the area of PSHE and Citizenship e.g. Forests Schools, Eco-Schools, Healthy School status.

### **Equality of Opportunity**

We will ensure that all pupils, regardless of colour, race, religion, gender or ability will have equal opportunities to develop their awareness of PSHE and Citizenship. Therefore, the management of teaching and learning should:

- ensure fair sharing of available resources between children;
- encourage all children to value their role and ability in practical work, and when recording and communicating their own ideas;
- involve all children equally in all aspects of PSHE and Citizenship;
- encourage co-operation, whereby children learn to value each other's contributions;
- accommodate children:
  - with special educational needs;
  - whose first language is not English;
  - with medical conditions e.g. nut allergy;
  - with mobility problems;
  - with difficulties with fine motor skills e.g. when using construction kits;
  - who are unable to handle certain foods for religious or health reasons.

### **Special Educational Needs**

PSHE and Citizenship by its nature offers important opportunities for children who have special education needs. Therefore, we will teach PSHE and Citizenship to all our pupils, regardless of their ability. It must be remembered that Special Educational

Needs may include both pupils with learning difficulties and those considered to be gifted and talented.

## **Resources**

A range of resources are being collected and developed to assist with supporting and enhancing learning in PSHE and Citizenship.

### SEAL (Social and Emotional Aspects of Learning)

SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness, and the emotional health and well-being of all who learn and work in schools. It proposes that the skills will be most effectively developed by pupils and staff through:

- a whole-school approach to create the climate and conditions that implicitly promote the skills and allow these to be practised and consolidated;
- direct and focused learning opportunities (during tutor time, across the curriculum, in focus groups and outside formal lessons);
- learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt;
- continuing professional development for the whole staff of a school.

Social and emotional skills underpin effective learning by helping all pupils to do the following:

- learn to manage their impulses, helping them settle quickly, concentrate and disrupt others;
- build warm relationships, which help them to care what others (e.g. staff and peers) think and to respond positively to them;
- manage strong and uncomfortable emotions such as anger and frustration, and become more resilient, which helps them rise to the challenges of the learning process and stick at it if things get tough;
- learn to feel good about themselves, which reduces the likelihood of disruptive behaviour and increases capacity for independent learning;
- manage anxiety and stress, including around tests;
- learn to empathise, for example with other pupils' desire to learn, which helps them contribute to a positive learning environment;
- reflect on longer term goals, which helps them see the point of learning, raise their aspirations, and become more able to resist negative pressure from others;
- feel optimistic about themselves and their ability to learn, which improves their motivation to work hard and attend regularly.

SEAL resources are kept in a central store, in boxes for each half termly theme.

Key areas currently being developed are:

## **Assessment, Recording and Reporting**

Teachers assess the children's work by making informal judgements as they observe them during lessons and circle time. We have clear expectations in relation to what the children will know, understand and be able to do at the end of Key Stage 1.

Our "Well Done" Assembly and "BLP" Assembly (incorporating 'Artist of the Week'), celebrate personal achievements and rewards through thoughtful, caring behaviour. A brief comment relating to PSHE and Citizenship will be included in the annual reports to parents on pupils' progress.

### **Monitoring and Review**

The Head teacher and the PSHE co-ordinator are responsible for monitoring the standard of children's work and the quality of learning and teaching. The Head teacher and co-ordinator support colleagues in the teaching of PSHE and Citizenship by giving information about current developments in the subject, and by providing a strategic lead and direction for PSHE in the school. All staff are responsible for evaluating strengths and weaknesses in the subject and for indicating areas for further development.

This policy will be reviewed as part of an ongoing review cycle.