

CASSIOBURY INFANT & NURSERY SCHOOL

PSHCE

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Introduction

The role of Personal, Social, Health and Citizenship Education (PSHCE) is to provide planned learning experiences to give pupils the knowledge, attitudes, understanding and practical skills they need to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning choices and in managing their finances effectively. PSHCE 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. PSHCE is at the heart of school life and underpins everything that we do.

Hertfordshire Healthy Schools Programme

Cassiobury Infant and Nursery School has achieved the Hertfordshire Healthy Schools status and endeavours to maintain and build upon this Programme. A healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning. Each term a Healthy Schools Newsletter is produced and sent home to inform parents and carers of what is taking place in School and to encourage their support and involvement.

Aims

Cassiobury Infant and Nursery School promotes a warm and caring community where all individuals are valued. We work hard to produce a secure and happy atmosphere and high standards of achievement. We encourage in children, a respect for moral values, a tolerance and celebration of various traditions and cultures.

PSHCE primarily takes place in the home. Our aim is to build on this valuable work and to develop it in partnership with those at home.

Pupils will:

- Continue to learn about their own and others' feelings and become more aware of the views, needs and rights of others;
- Learn the basic rules and skills for keeping themselves healthy and safe and for behaving well;
- Have opportunities to show they can take some responsibility for themselves and their environment;
- Learn social skills such as how to share, take turns, play, help others and resolve simple arguments and resist bullying;
- Begin to take an active part in the life of their school and its neighbourhood.

Objectives

1. Developing confidence and responsibility and making the most of their abilities.

Pupils should be taught:

- a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- b) To share their opinions on things that matter to them and explain their views;
- c) To recognise and name their emotions and manage them in a positive way;
- d) To reflect about themselves, learn from their experiences and recognise what they are good at;
- e) To set personal goals.

2. Preparing to play an active role as citizens

Pupils should be taught:

- a) To take part in discussions with one other person, small groups and the whole class;
- b) To take part in a debate about topical issues;
- c) To recognise choices they can make, and recognise the difference between right and wrong;
- d) To discuss, agree and follow rules for their group and classroom, and understand how rules help them;
- e) To realise that people and other living things have needs, and that they have responsibilities;
- f) That they belong to various groups and communities, such as family and school;
- g) What improves and harms their local, natural and built environments and about some of the ways people look after them;
- h) To contribute to the life of the class, school and local neighbourhood community, eg Peer Mediation and School Council
- i) To realise that money comes from different sources and can be used for different purposes.

3. Developing a healthy, safer lifestyle

Pupils should be taught:

- a) How to make choices that improve their health and well-being;
- b) To maintain personal hygiene;
- c) How some diseases spread and can be controlled;
- d) About the process of growing from young to old and how people's needs change;
- e) The names of the main parts of the body;
- f) That all household products, including medicines, can be harmful if not used properly;
- g) Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe;
- h) That people can be hurt both mentally and emotionally as well as physically, and

how to prevent this from happening.

4. Developing good relationships and respecting the differences between people

Pupils should be taught:

- a) To recognise how their behaviour affects other people;
- b) To listen to other people, and play and work co-operatively;
- c) To identify and respect the differences and similarities between people;
- d) That family and friends should care for each other;
- e) That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Planning and Content

Throughout the School, the Primary National Strategy 'Excellence and Enjoyment: Social and Emotional Aspects of Learning' (SEAL) themes are followed and the resources used for planning.

In the Early Years Foundation Stage, 'Personal, Social and Emotional Development' (PSED) is one of the prime areas of learning which is taught as an integral part of the topic work and daily classroom routines.

In Key Stage 1, PSHCE is encompassed within a cross curricular curriculum and taught discretely where necessary. Activities are planned based on the SEAL resources. However, the children will have many other opportunities in which to achieve the objectives from the National Curriculum (2011) non-statutory guidelines, as stated above throughout their time in school. These will include:

- National curriculum content, especially Literacy and Science;
- Topic work;
- Assemblies; both teacher led and through working together to produce a class led assembly;
- Meeting visitors, including religious leaders and the school nurse;
- Dealing with issues which arise from play times.
- Home links are developed by sending home activities on a regular basis.

A few objectives are not covered by the SEAL materials. These have been identified and provision made to ensure that they are covered at other times or in other areas of the curriculum.

Assessment, Recording and Reporting

Pupils' knowledge and understanding should be assessed, for example, their recall of facts and information on health and understanding of rules. How well pupils use their knowledge and understanding in developing skills and attitudes should also be assessed. Continuous, formative assessment of all children takes place enabling further support to be given to those who need it and extending an individual's level of thinking/understanding where necessary.

Assessment may be completed by the teacher or by other adults such as teaching assistants. Pupils themselves may also contribute through self assessment and peer assessment.

In Key Stage 1 a class progression sheet will be kept in the Assessment file.

A written statement for PSHCE will be included in the end of year report to parents in Key Stage 1.

In the EYFS the Early Years Foundation Stage Profile assesses various aspects of the Personal, Social and Emotional development and will be included in the end of year reports.

Resources

A wide range of PSHCE resources are available. These are reviewed and updated regularly by the PSHCE coordinator.

Management, Monitoring and Evaluation

Monitoring of the subject will be carried out by the PSHCE coordinator. The coordinator has a yearly budget to manage and reports annually to the head teacher regarding planning and areas of focus to be included in the school development plan. The coordinator has specific non-contact time in which to fulfil this monitoring role which may include visiting classes to observe teaching. PSHCE will also be monitored:

- Through teachers half-termly and yearly plans
- By staff meetings relating to PSHCE
- Through INSET and consultation with the advisory service.

This policy should be read in conjunction with other school policies and will be reviewed regularly.

E. Edwards

PSHCE Coordinator

September 2016