

# CASSIOBURY INFANT & NURSERY SCHOOL

## PSHE

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### Introduction

The role of Personal, Social, Health and Economic Education (PSHE) is to provide planned learning experiences to give pupils the knowledge, attitudes, understanding and practical skills they need to live healthy, safe 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. PSHE 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. PSHE is at the heart of school life and underpins everything that we do.

### 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, an acceptance and celebration of various traditions and cultures.

PSHE 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 understand what bullying is and how to respond to bullying
- Begin to take an active part in the life of their school and surrounding community

### Objectives

For PSHE lessons we adapt the 'Jigsaw' programme to meet the needs of the children within our school. The programme is broken down into 6 units, which are taught 1 unit per half term across Nursery to Year 2 and ensures there is progression year on year.

#### **Unit 1: Being me in my world**

Pupils should be taught:

- *To identify feelings associated with belonging*
- *To identify feelings of happiness and sadness*
- *To identifying helpful behaviours to make the class a safe place*
- *To be able to work cooperatively*

## **Unit 2: Celebrating differences**

Pupils should be taught:

- *To identify some ways they can be different and the same as others*
- *To recognise similarities and differences between their family and other families*
- *To identify what is bullying and what isn't*
- *To understand how being bullied might feel*
- *To understand that everyone's differences make them special and unique*

## **Unit 3: Dreams and Goals**

Pupils should be taught:

- *To recognise the things that they do well and celebrate success*
- *To understand how to set realistic goals*
- *To recognise the steps they need to take in order to achieve their goal*
- *To work cooperatively with a partner or group*

## **Unit 4: Healthy me**

Pupils should be taught:

- *To recognise the things we need to stay healthy: types of food, exercise, sleep and hydration*
- *To recognise ways to look after themselves if they feel poorly*
- *To recognise when they feel frightened and know how to ask for help*

## **Unit 5: Relationships**

Pupils should be taught:

- *To identify what jobs they do in their family and those carried out by parents/carers and siblings*
- *To recognise how it feels to be part of a family and to care for family members*
- *To identify forms of physical contact they like and do not like*
- *To use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict*

## **Unit 6: Changing me**

Pupils should be taught to:

- *To identify ways in which they have changed from a baby to now*
- *To understand what might change for them as they get older, including how their body will change*
- *To identify how they feel about changes*
- *To discuss what they are looking forward to about moving to a new year group/school*

## **Planning and Content**

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, PSHE is encompassed within a cross curricular curriculum and taught discretely where necessary. Activities are planned based on the Jigsaw Program. 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
- Meeting visitors
- Dealing with issues which arise from play times
- Well-being week
- Y2 Playground buddies
- Links with local community
- Links with our Junior School
- Home links

### **Assessment, Recording and Reporting**

Pupils' knowledge and understanding should be assessed. 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. REST scores focus on pupil resilience and engagement and are assessed by the class teacher on a termly basis. These scores are then used to identify the pupils across the school who may benefit from nurture group. Pupil voice is used to follow up with the children to determine the effectiveness of nurture club and identify any other support required.

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.

Assessments take place each half term at the end of the taught unit.

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 PSHE resources are available. These are reviewed and updated regularly by the PSHE leader in consultation with the class teachers.

### **Management, Monitoring and Evaluation**

Monitoring of the subject will be carried out by the PSHE coordinator. PSHE will also be monitored:

- Through teachers half-termly and yearly plans
- Pupil voice
- Visiting lessons
- Book looks with pupils
- Twitter updates

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

### **C Mulgrew**

PSHE Coordinator