

P.S.H.E Policy – 2023/2024

St. Michael's Nursery and Infant School



Subject Lead – Mrs. Candice Regan

Introduction

At St. Michael's Nursery and Infant School, we are committed to the development of children's social and emotional skills, children's self-esteem and their health and well-being.

We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community.

PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of our school curriculum; where teaching and learning focuses on the development of these skills, responsibilities and develops the knowledge and understanding to make informed choices.

Aims and Purposes

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
- To learn to respect and understand 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.
- To be an independent and responsible member of the school, local and global community.

- To gain an understanding of their role as citizens and to become an active member of a democratic society.
- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.
- To develop knowledge and understanding of British values and how these impact lives in our community.

Links to other Initiatives and Policies

PSHE and PSED are linked with a variety of initiatives and policies in place at St. Michael's Nursery and Infant School.

We remain committed to giving our children the best information we can, regarding healthy lifestyles, so that they are able to make informed choices for themselves.

- We use Circle Time to encourage our pupils to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school.
- The school has a School Council with two representative members from each class in Reception Year 1 and Year 2. The Council meets regularly to discuss the views of pupils, to make decisions which contribute to improvements to our school and the wider local community. School Council members are also involved with School Councils from other schools, working together with them on community projects.

- We use 'sticker charts' in Key Stage One and 'teddy charts' in the Early Years to promote and reward good behaviour, positive manners, good learning, effort, helpfulness and those who are being kind and thoughtful to others.
- Each year we support Anti-Bullying Week in November under the name of 'Friendship Week' purposefully chosen for our young children. During Friendship Week we promote how to be good friend, the qualities of good friends as well as bullying and how to make up when we fall out with our friends.
- This PSHE Policy should be read in conjunction with the School Behaviour Policy.

Teaching and Learning

Our PSHE curriculum is taught explicitly in Key Stage One. The long-term planning for each year group is adapted annually to reflect current issues within society.

Staff deliver a one hour lesson each week which to years one and two. The curriculum is planned so that during Year Two, children are able to revisit aspects of learning covered in Year One, at a deeper level.

The curriculum covers all aspects of Personal, Social, Health, Emotional, Financial and Citizenship Education, and ensures continuity and progression throughout the school. Please read this policy in conjunction with the school's 'PSHE Progression Map'.

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Please read this policy in conjunction with the 'What does PSHE looks like in Early Years?' document.

Planning

From Nursery through to Year 2 time is allocated for PSHE, SEAL and regular 'circle time' discussions. However, it is a vast area of learning for our young children and PSHE is very much cross-curricular and skills are developed through all subjects and through daily routines in school life.

It is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning. Teachers should be prepared for unplanned situations in order to maximise opportunities to develop PSHE and SMSC for all children. This is additional to the explicit lessons taught in Key Stage One.

Resources are available for each year group and new resources will be purchased from the curriculum budget each year as appropriate.

Approaches to Teaching and Learning

The PSHE curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem-solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fundraising for charities and supporting the local community and environment.

All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils.

SEAL and SEAL strategies are embedded within the curriculum and each half term a theme is promoted throughout the school through class themes, assemblies and displays.

PSHE and PSED, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to our well-balanced, child centred curriculum.

Assessment

In accordance with the school's policy, children's achievements and growth in PSHE and PSED are assessed and recorded by the class teacher on Target Tracker and class assessment grids. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers match tasks and respond to pupils' needs and to inform future planning. Teachers inform parents of their child's progress through Parents' Evenings and school reports.

Inclusion

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs and Disabilities (SEND) is the responsibility of the class teacher along with the support of the SENDco and PSHE Lead.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE / PSED consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

The Role of the Subject Lead

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- To provide activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

Monitoring and Reviewing

The subject leader is responsible for monitoring standards in PSHE/PSED. This is achieved through monitoring planning, pupils work, interviews with pupils and learning walks. School improvement targets are drawn up yearly following such monitoring and evaluation and are outlined in the PSHE Action Plan and in the School Improvement Plan.

Reviewed by: Candice Regan

Date: September 11th 2023

Next Review Date: September 2024

