

# Overdale Infant School and Pre-school



## P.S.H.E POLICY 2020/2021

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<b>Ratified by Governing Body:</b>			
Name	Signature	Date	

# Personal, Social, Health and Citizenship Education Policy

## Rationale

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. The curriculum should

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHCE education is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing. PSHCE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. All children take part in weekly Route to Resilience sessions which build the children's ability to recognise emotions and understand how to respond to different emotions. The Route to Resilience programme promotes Cultural Capital as it aims to praise children for demonstrating virtues such as curiosity, courage and perseverance. All teachers use our whole-school character vocabulary (below) before lessons start to inform the children of the 'Character Muscles' that the children may use. Staff also use this language throughout lessons, as well as other areas, such as during assemblies and in the playground. Character Muscles vocabulary is also used to praise children during lessons.

<b>Concentration</b>	<b>Making links</b>	<b>Independence</b>	<b>Co-operation</b>	<b>Respect</b>
<b>Curiosity</b>	<b>Managing impulsivity</b>	<b>Imagination</b>	<b>Confidence</b>	<b>Questioning</b>
<b>Creativity</b>	<b>Perseverance</b>	<b>Passion for learning</b>	<b>Gratitude</b>	<b>Friendship</b>
<b>Reasoning</b>	<b>Improving</b>	<b>Friendship</b>	<b>Kindness</b>	<b>Problem solving</b>
<b>Good humour</b>	<b>Resilience</b>	<b>Risk taking</b>	<b>Team work</b>	<b>Empathy</b>
<b>Optimism</b>	<b>Self esteem</b>	<b>Feeling safe and secure</b>	<b>Integrity</b>	<b>Compassion</b>
<b>Imitation</b>	<b>Listening</b>	<b>Communication</b>	<b>Courage</b>	<b>Efficiency</b>

It is important that children internalise the idea that we each possess the full range of characteristics celebrated and that they can strengthen all of these capacities through sustained effort. We recognize that school is a great opportunity to explore new ways to develop these transferable and valued traits. We believe

that when the children's emotional wellbeing is valued, they feel safe to express their feelings which enhances their social and emotional skills, as well as improves the children's readiness to learn.

## **Intent**

## ***Expectations***

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHCE is encouraged through the 'Personal, Social and Emotional Development' curriculum. There are three elements to the curriculum - Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour. PSHCE is about making connections and is strongly linked to play. PSHCE 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. The children are given the opportunity to engage in social activities, as members of a small group or occasionally, during whole-school activities.

The children also take part in weekly Route to Resilience lessons which build on their ability to recognise when they are experiencing specific emotions and feelings. The language used will be modelled throughout the school by staff.

### **Key Stage 1**

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

At Overdale Infant School and Pre-school we promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We achieve together by

- Developing positive relationships and communicating effectively.
- Building on self-esteem, empowering all to become valued citizens, with everyone's contributions respected
- Promoting the spiritual, moral, cultural and social development of every child
- Ensuring equality within an inclusive environment
- Developing strong partnerships with parents, carers and the community by holding termly Route to Resilience events in order to demonstrate the language used in school and the activities parents could make at home

PSHCE education at Overdale Infant School 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 encourage a caring attitude towards and responsibility for the environment.
- to help our pupils understand and manage their feelings.
- to understand how society works and the rights and responsibilities involved.
- to have a sustained focus on wellbeing issues and encourages a person-centred approach to exploring these.
- to uphold a spiral curriculum which builds on the children's knowledge and understanding of emotions and feelings.

## **Implementation**

The children take part in weekly Route to Resilience lessons which build on their ability to recognise when they are experiencing specific emotions and feelings. This will build on the skills and language that the children learned in the previous years.

The children will:

- Develop a wider understanding of how their actions can affect others
- Understand how to react to other people
- Recognise that we need to access different aspects of our personality to achieve socially, academically, and in terms of self-belief.
- Explore their own strengths and the strengths of other people. The children understand that strengths and weaknesses are not fixed. Areas of weakness are made stronger through practice.

## **Safeguarding**

We will protect children from maltreatment, prevent impairment of children's health or development and we will ensure that children are growing up in circumstances consistent with the provision of safe and effective care.

## **Equality**

All children will have access to the same opportunities, irrespective of gender, age, race or ability in the development of their skills and they will have equal access to resources.

## **Prevent Duty**

To fulfill the Prevent Duty we ensure we focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

At Overdale Infant School and Pre-school , we will ensure our children will be guided, encouraged and taught to:

- Develop confidence and responsibility and make the most of their abilities
- Develop a healthy, safe lifestyle
- Develop their own voice and opinions
- Learn to play an active role as citizens of the world
- Make the most of their own and other people's abilities
- Complete circle time activities

We will achieve these aims through:

- Discrete curriculum time
- Teaching weekly Route to Resilience lessons
- Circle time and P4C questions
- Teaching PSHCE in and through other subject areas (including RE and collective worship)
- Participation in activities and social events

## **Impact**

Assessment in P.S.H.E is in line with the school's Assessment Policy.

In EYFS, information may be collected on class iPads using the Evidence Me programme as well as pieces of work being collated in children's Learning Journey folders. Assessment grids are used to record achievement.

In Key Stage 1, teachers complete assessments relating to the learning objectives in the National Curriculum. Evidence is taken from practical tasks and learning recorded in books.

Our approach enables our children to become confident, creative and caring by:

- Knowing how to stay as healthy as possible
- Knowing how to keep themselves and others safe
- Being able to form worthwhile and fulfilling relationships
- Respecting the differences between people
- Developing independence and responsibility
- Playing an active role as members of our democratic society