

Learning for Ourselves, Respect, We Can



# PSHCE Policy

Article 12 – You have the right to give your opinion and for adults to listen and take it seriously.

Article 24- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 29 – Your education should help you use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people.

Reviewer: Sarah Davy

Date: May 2016

Reviewed and Approved on behalf of Full Governing Body by Curriculum Committee: January 2018.

Next review date: January 2020

## **PSHCE Policy**

**Our Aims:** We aim to provide stimulating, high quality learning experience within a safe and happy environment where all are active participants in their own learning, developing skills and knowledge for today and tomorrow.

**Our Vision:** To create a rich and balanced learning culture where all have access to a high quality education which develops the individual academically, morally, spiritually and culturally. To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.

### **Aims & objectives of PSHCE**

Personal, social and health education (PSHCE) and citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In this way we help develop their sense of self worth. The diversity of cultures at Lyndhurst Infant School is celebrated and every person is valued regardless of age, colour, gender, ethnicity, heritage, religion or disability.

The aims of personal, social, health and citizenship education are to enable the children to:

- respect themselves as individuals, whilst developing understanding, tolerance and respect for others and their differences, treating all people as equal
- develop a clear set of values and attitudes, including honesty and kindness, and establish a strong moral code and keep to it
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- develop their varied abilities and talents fully by setting achievable goals, learning to work and try hard, and understanding both success and failure
- learn to live and enjoy a healthy lifestyle
- develop an active role as a member of a unit/family and of the community

Personal, social and health education (PSHE) and citizenship are central to our school's ethos and values, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

### **Links to RRS:**

- You have the right to give your opinion, and for adults to listen and take it seriously (Article 12)

- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well (Article 24)
- Your education should help you use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people (Article 29)

## **Teaching and learning and inclusion**

In PSHE and Citizenship our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Our children learn how to deal with bullying and racism and learn to recognise and challenge stereotypes.

PSHE & Citizenship is delivered in a cross-curricular way and through a discrete lesson to deliver a planned scheme of work, based on SEAL – (social and emotional aspects of learning which is a whole curriculum framework for the teaching of these skills and is organised into six themes (not including the anti-bullying/keeping safe theme which is taught once per year in all year groups.

“SEAL (Social and Emotional Aspects of Learning) research on ‘emotional intelligence’ has brought a wider view of intelligence to include personal and social issues. Emotional and social competences have been shown to be more influential than cognitive abilities for personal, career and scholastic success, so they need to be central to schools and learning to increase schools effectiveness. Working in this area can improve educational and life chances” (Goleman, 1996)

Programmes that teach social and emotional competences have been shown to result in a wide range of educational gains, including improved school attendance, higher motivation and higher morale (Durlak, 1995; Durlak & Wellsw, 1997; US Government’s General Accounting Office, 1995)

Each theme of SEAL is taught by weekly PSHE lessons throughout the school.

## **Value Education**

Our Value system will be incorporated with the SEAL assemblies to create a holistic approach.

*Halstead and Taylor 2000*

....suggest that values are principles and fundamental convictions, beliefs, ideas, standards. These guide our behaviour and are linked to the sort of person that we become.

*Hanson and Wells 2004*

.....suggest that values are the things that really matter to us, they shape how we live.

A values System is important because of:

- the perceived rise in criminal and anti social behaviour amongst young people
- the decline in religious beliefs as a widely shared basis for teaching values
- the growing influence of advertising, television and peer pressure
- not enough emphasis in schools on personal and moral development

Our Values education will include:

Our planning is underpinned by a 3 core values which are 'I can', 'Respect' and 'Learning for ourselves'. These are embedded in our MTP for each year group. In addition to this we have the below:

- a set of values central to how adults and children conduct themselves and relate to each other
- Have explicit consideration in assemblies, in lessons and around the school of what these values mean. We will focus on one value each month these also include the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Assemblies will be based around the 'Value of the month' and linked to the SEAL theme and Articles from the UN Convention of children's rights.
- Parents will be informed on each newsletter of the theme, value and article for the coming half term
- Staff to be expected to model positive values and behaviour to develop a calm and reflective learning environment
- Reflection and encouragement to control responses to external events.

PSHE & Citizenship is taught in a 20-45 minute lesson which is timetabled throughout the school. This lesson provides opportunities for class discussion through circle time activities which are a teaching strategy for behaviour management and enables the children and the teacher to communicate with each other about issues which promote self-esteem and positive behaviour. The lessons are based on the relevant SEAL booklet and links to the Values system are made. Role-play, group work and the use of visitors and outside agencies are also used.

### **Differentiation & Additional Educational Needs**

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including higher attaining children, those identified as being Academically More Able (AMA) and those children who need additional support with EAL or SEN.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's Individual Learning Programme (ILP's) relate to their personal development we ensure that opportunities are planned to support children in achieving these.

### **Equal Opportunities**

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged.

Children with English as an Additional Language (EAL) have equal access to develop their learning and knowledge with support from our specialist EAL staff who often provide resources with mother tongue support. Children's religious beliefs and cultural differences are always respected.

### **Sex/Drug education**

Children are involved in discussions about healthy eating and lifestyles, making healthy choices, alcohol and smoking and the importance of exercise. Children that need to keep medicine at school must ensure that their name and year group is clearly labelled and is stored in the school office (see our drug policy).

### **Resources**

Resources for PSHE and Citizenship are kept in the staff resource cupboard with appropriate SEAL material and Citizenship resources (SEAL CD ROM). The SEAL materials can be found on the school system.

Opportunities are given for the use of ICT within PSHE and Citizenship lessons with various websites and Espresso, and ICT is included in the medium term plans.

### **Healthy Schools Scheme**

Lyndhurst Infant School achieved the National Healthy schools status. This means the following areas have been achieved:

- there is strong commitment to the philosophy and implementation of Healthy Schools throughout the school
- PSHCE has a high profile in the school
- Planning for PSHCE is detailed at all levels and delivery is monitored by the PSHCE co-ordinator
- A range of resources is used such as the police, health professionals and Anti-racism team.
- The school provides a secure and welcoming environment

- Pupils feel secure, supported and valued through circle time and we also involve our Lyndhurst Leaders in frequent meetings with the teacher and TA in charge.
- Celebrating pupil achievement with certificates and prizes in assemblies
- Awareness and celebration of cultural and religious diversity
- The school is a no smoking site
- The school is well maintained
- Clean drinking water is available for all
- Children are encouraged to bring in water bottles
- The lunchtime environment is clean, social and well organised
- The school is involved in environmental projects
- There is a well established School Council (Lyndhurst Leaders)
- Staffrooms and toilets are decorated and furnished to a high standard
- Staff promote healthy choices and respect for others
- Parents and community partners take part in school life
- There is good communication with parents/carers

### **Using Visitors and Outside Agencies**

At Lyndhurst Infant School we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the police, fire-fighters, school nurse and dogs trust.

Teachers using visitors always make sure that;

- the visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom
- the visitor's contribution complements the teacher's contribution
- visitors are DBS checked