

Mildmay Infant and Nursery School



WHERE LEARNING TAKES FLIGHT

PSHCE Policy

2015-2016



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Personal, Social, Health and Citizenship Policy (PSHCE)

Rationale and Aims:

At Mildmay our vision is that as valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

At Mildmay our aspirations are that

- We provide a stable community where everyone feels supported and listened to and are given the opportunities to take safe risks within a secure environment.
- Through creative, skills based activities we enable everyone to achieve their individual potential, whilst inspiring a love of learning.
- To encourage our community to make the appropriate choices that lead to an emotionally and physically healthy lifestyle.
- To have a community of respectful, responsible, self confident individuals who have a voice and make a positive contribution.
- To work together to provide an environment where all are guided towards a confident, positive, self sufficient future.

'Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. PSHE education equips children with knowledge, understanding, attitudes and practical skills 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 and career choices and in managing their finances effectively. PSHE education 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' from the PSHE association.'

Creativity and Thematic

Through creative skills based activities we enable everyone to achieve their individual potential, whilst inspiring a love of learning. Subject specific skills and knowledge will be taught in a cross curricular and thematic way wherever possible links will be made between different curriculum areas. Use of the outdoor area will be made where possible to enhance activities. Activities will be of a nature where children can enjoy, achieve and be challenged.

Children will be encouraged with open questions to be independent thinkers and should have opportunities to be independent learners and be independent in their skills.

Teaching and curriculum

The content for primary schools is set out in the Frameworks for PSHE and citizenship for key stages 1 and 2 (National Curriculum Handbook for primary teachers, QCA.) In the context of the PSHE and citizenship frameworks primary schools address many of the areas of learning included in the PSHE education programmes of study. The programmes of study should be used flexibly to ensure that PSHE education programmes are appropriate to pupils' abilities and backgrounds. They should provide opportunities to address real life and topical issues and show pupils that they can make a difference to their own and others' lives.

There are PSHE and Citizenship opportunities in school events throughout the year including weekly celebration assemblies, lunchtime activities, class councils, school councils, whole school celebrations, theme weeks and events that promote helping or thinking of others, e.g. charity collections and harvest.

There is a whole school responsibility to support pastoral care and guidance. At Mildmay we attempt to meet the personal, social, emotional and intellectual needs of every pupil and work closely with parents, support staff and other professionals to ensure this.

Pupil voice is valued and exercised through circle times, assemblies and the Mildmay Friendship Charter (appendix 1). Children have the opportunity to give opinions and discuss a range of matters in class and school council. Agendas are set by teaching staff but children also have the opportunity to raise their own issues.

Planning

PSHE and Citizenship cannot always be confined to specific timetabled time and is delivered in a variety of ways.

At Mildmay Infant and Nursery School teachers in the Foundation Stage and Key Stage 1 plan weekly activities as part of team planning sessions. In the Foundation Stage teachers plan cross curricular activities and opportunities from the Early Years Foundation Stage Curriculum (Development Matters), based on the following areas:

- **Making relationships**
- **Self-confidence and self-awareness**
- **Managing feelings and behaviour**
- **Health and self-care**

- People and communities
- The world

In Key Stage 1 teachers use a curriculum skills list where objectives based on subject skills are organised in National Curriculum levels 1-3. The objectives are grouped in 4 areas:

- Developing confidence and responsibility. Making the most of abilities.
- Preparing to play an active role as citizens.
- Developing a healthy and safe lifestyle.
- Developing good relationships and respecting the differences between people.

These link to all of the SEAL themes: **Going for Goals, Good to be Me, Changes, New Beginnings, Relationships, Getting on and falling out.**

The Curriculum Skills lists give examples of suggested activities. They also link to the Life Skills (See appendix 2):

- RESILIENCE.
- RESOURCEFULNESS.
- RISK TAKING.
- RELATIONSHIPS.
- REFLECTIVE.

All teachers plan;

Discrete curriculum time:

(Planned weekly activities such as circle time, classroom discussions, co-operative games and class councils).

PSHE and Citizenship through and in other subjects/curriculum areas:

(Literacy – Speaking and listening activities, big books and stories that explore feelings, opinions and behaviour of characters, general discussions and questioning.

Numeracy – Counting, Sharing and data handling activities.

Science – Drugs and medicines, personal health, safety, the environment and ethical issues.

ICT – Communication with others, using the internet sensibly and within a safe environment.

Design and Technology – Healthy eating, designs generated by people's needs.

Geography – Environmental issues, own locality studies and comparisons with other localities including less economically developed areas and countries.

History – Looking at significant historical events and people from the past and studying experiences, reasons and results.

P.E – Learning about health and safety, gender issues and developing personal and social skills through individual and team activities.

Art and Design – Personal expression and responses to works of art, craft and design from different times and cultures.

Music – Making the most of abilities in singing or playing instruments and appreciating music from other times and cultures.

R.E – Looking at different religious and moral beliefs, values and practices that underpin personal and social issues and relationships).

Rights Respecting Schools

At Mildmay Infant and Nursery School, we are becoming a Rights Respecting School. This means that the Rights of every child are taught across the curriculum in a thematic and natural way, which includes PSHCE. The articles covered include:

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression)

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 15 (freedom of association)

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17 (access to information from mass media)

Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children of minorities)

Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Assessment and Monitoring:

Clear planning of PSHE activities enables easy identification for monitoring and evaluation where assessment opportunities can be highlighted by the class teacher. Two main areas of assessment are:

- Children's knowledge and understanding, assessed through specific curriculum areas, for example health and medicine within Science, or when taught discretely, for example understanding of rules, of health and safety procedures, and the meaning of ideas including democracy e.g. children voting for school representatives on school council.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in and managing discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessments are made by teachers about how well children meet objectives from both cross curricular and discrete teaching and these link to the National Curriculum.

In the Foundation Stage, skills and abilities are assessed against the criteria set out in Development Matters, particularly through Personal, Social and Emotional Development, Physical Development and Understanding of the World.

All children's progress is reported to parents at Consultation Evenings and recorded on the annual report to parents in the summer term.

Marking:

There is a whole school policy for marking and this is used by teachers and LSA's. Children are encouraged to engage in self and peer assessment.

Community Cohesion:

Our school vision and aspirations are embedded in everyday practice and the word school has been replaced by 'community' to show our commitment to valuing all members internally and externally of our school. It is a responsibility of schools in partnership with the community to support and address issues of living together, dealing with difference,

promoting identity and supporting diversity. Community encompasses the immediate school community, the schools geographical community, being part of the national community and the global community. Activities will promote common values, help children to value differences and challenge prejudice and stereotype.

Disability, Discrimination and Equal Opportunities:

It is statutory that adjustments must be made to ensure that pupils with disabilities must not be disadvantaged compared to their peers. This promotes equality of opportunity between all children. We will promote positive attitudes towards all children and encourage all children to participate in activities. We ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. Planning scrutiny and monitoring will ensure that all needs are being met and all children have access to the curriculum. It will also evaluate the progress of different groups from all ethnic backgrounds and of different socio economic statuses ensuring pupils are treated with respect and supported to their full potential.

Racial Equality:

Every subject leader at Mildmay Infant & Nursery School is committed to ensuring that every learner participates in a curriculum that takes full account of the richness and variety of the world's cultures and racial groups, and which enables every individual regardless of ethnic or cultural background to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better and more harmonious world.

The PSHE Subject leader ensures through monitoring, work and environment scrutiny, moderation and staff inset that their subject fully meets the requirements of the school ethos and Racial Equality Policy.

Parent and Community Involvement:

Parents are invited to join us for events in school, including class assemblies, fund raising events and information workshops on relevant themes such as numeracy, assessment and reading. Parents are regularly informed of events and developments on a regular newsletter and on the school website. Our Friends of Mildmay which consists of parent volunteers have helped to create and maintain the school allotment.

Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our home – school agreement.

We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum. This school believes that partnership with parents and the community enables us to receive specialist

support and information to plan the best possible PSHE and Citizenship curriculum for our children.

This policy links directly to the following school policies:

- **Anti-bullying**
- **Drug Education and Procedures**
- **Child Protection and Safeguarding**
- **Internet Use**
- **Sex and Relationships**
- **Educational Visits**

All staff are aware of child protection procedures and they are regularly updated on any changes.

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Review: Summer 2017