

# Personal, Social and Health, Citizenship and Education Policy (PSHCE)

(see also Anti-Bullying, Behaviour, Drugs Education, Online Safety, Policy for Race Equality,  
SEN and Relationships and Health Policies)

For

# Carterhatch



# Infant School

Written	March 21
Agreed	Co Heads
Next review date	March 23

The best start in life for all our children - no excuses - no compromise

## PSHCE Vision / Aims

As an Infant School, we are committed to the development of children's social skills, emotional skills, self-esteem and the promotion of their physical and mental health and well-being.

PSHCE aims to enable children to keep themselves safe and become healthy, independent and responsible members of society.

We want our children to play a positive role in contributing to the life of the school and the local community. We will teach the children about their rights and responsibilities and in so doing we help develop their sense of self-worth.

Our aims are for our children to appreciate what it means to be a positive member of a diverse multicultural society.

PSHCE should be closely linked to the child's personal development and experiences. We aim to increase their awareness of the complexity and variety of human relationships, their families and communities and provide them with the knowledge and skills to explore and enjoy life.

PSHCE at our school is guided by and linked to the British values of **democracy, the rule of law, individual liberty, mutual respect** for and tolerance of those with different faiths and beliefs and those without faith; and through the school values, **respect, trust and high expectations**.

We aim to promote a sense of **perseverance, collaboration, problem solving, responsibility, challenge, communication and courage** through the context of Learning Power Buddies.

## **OBJECTIVES**

For children to:

- have respect for themselves and others
- have respect for and acceptance of the beliefs, faiths and cultures of themselves and other people
- build self-knowledge, self-esteem and self-confidence
- have appreciation of how abiding by rules is essential for well-being and safety
- understand how to distinguish right from wrong and respecting the values we share
- be responsible for their own behaviour
- show initiative
- understand how they can contribute positively to the lives of others
- recognise prejudicial or discriminatory behaviour
- understand the importance of identifying and combating discrimination
- understand and appreciate the diversity of family units and the relationships they are in
- have the necessary knowledge and confidence to keep themselves safe both emotionally and physically
- promote an awareness of what makes and keeps us healthy

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- recognise and learn to experience appropriately a range of human emotions.

## **Method of Implementation**

At Carterhatch Infants, there is no specific programme for the teaching of PSHCE. Instead it is taught discreetly and continuously through the children's everyday experience at school and through planned sessions in different curriculum areas, whilst taking into account the requirements/recommendations in the prime area of PSED in the EYFS and the National Curriculum in Key Stage One.

### **Some of the ways we embed PSHCE on a daily basis are:**

- on an 'in the moment' basis in response to children's specific questions/concerns/patterns of play and behaviour
- supporting children in understanding manners and politeness and how to be fair
- teaching children respect for rules and how rules make everything safe and fair
- supporting children in understanding boundaries and positive behaviour and learning to distinguish between right and wrong
- encouraging group discussions about different issues/topics
- using voting systems to make decisions that affect them, e.g. what story should we have today? What name shall we give to circle time? Where should we go on a school trip?
- celebrating all kinds of achievements and developing pride in their own abilities and uniqueness e.g. attendance assembly, kindness awards, awards linked to school values and learning power buddies,
- helping children deal with conflicts by, talking, explaining, motives and negotiating
- teaching children to treat others how they would expect to be treated
- encouraging self advocacy and resilience
- encouraging children in tackling fears and taking risks
- encouraging responsibility and ownership
- teaching children to understand how to keep themselves safe
- using resources that show positive images of all genders, abilities and cultures and challenging stereotyping.

### **Just some of the ways in which we plan for PSHCE are:**

- **Weekly Time to Talk group meetings in Year One and Two:**
  - experiencing having a voice that is listened to
  - working collaboratively and cooperatively with others
  - being involved in decision making
  - respecting and listening to each other's views and values and differences of opinion.
- **SMSC experiences and enrichment activities:**
  - opportunities to appreciate, explore and understand different faiths and beliefs, e.g. trips to different religious buildings, celebrations of festivals from a variety of religions/cultures

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- having multicultural items in role-play areas to experience different ways of cooking, eating, dressing and living
- exploring art, dance and music from around the world
- international food day - exploring and sharing foods from different cultures with families.

- **Specific subject lessons:**

- cooking
- forest school
- school trips e.g. police visit, fire station linked to English the Great Fire of London topic
- looking at different countries of origin
- P.E - team games and activities, using your body to express yourself.

- **Planned focus weeks and mini topics:**

- resilience and recovery curriculum (based around COVID-19)
- road safety
- railway safety
- black history
- friendship
- Special Educational Needs and disabilities
- E-safety
- Healthy Living
- mental health/wellbeing awareness
- LGBT+

- **Charitable and fundraising events:**

- MacMillan coffee mornings
- Children in Need
- Red Nose day
- Sports Relief
- Remembrance day
- food bank collections
- Happy Bags
- Felix Project - providing food to those that need it

- **Social skills/Nurture intervention groups:**

- making and understanding relationships
- understanding emotions and feelings
- sharing and taking turns
- building self-esteem, self-awareness and self-confidence.

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Note: At the time of review, it has not been possible for some of these experiences and activities to take place due to COVID-19. However, they will be reinstated and continued with when deemed safe and considered appropriate.

### **Role of PSHCE Co-ordinator:**

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the children's personal, social and emotional development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all children are entitled
- lead policy development
- agree the main priorities for the children's personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the long term plan and children's responses to the programme
- attend relevant LA courses and network.

### **Monitoring and Review**

The Governing body monitors the PSHCE policy regularly. They will review the policy in relation to current practice and any changes or alterations which may have occurred. Our PSHCE co-ordinator is responsible for monitoring the standards of teaching and learning. Our co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Our co-ordinator is also responsible for evaluating strengths and weaknesses in the teaching and learning of PSHCE and indicating areas for further improvements. The co-ordinator undertakes learning walks to monitor the teaching and learning of PSHCE and collates evidence of teaching and learning.

### **Assessment**

As with any learning process, assessment of children's personal, social and emotional development is important. It provides information which indicates children's progress and achievement and informs future teaching and learning opportunities.

Children regularly have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem. Beyond the EYFS, we do not formally assess children in PSHCE, however opportunities for pupils to reflect on

their progress in developing social and emotional skills is an integral part of teaching and learning.

If staff feel concerned about a child's PSED through Time to Talk or classroom behaviours they can assess them using the Social and Emotional checklist to identify areas of difficulty and if necessary children can receive further support through either Friendship Club or Elephant Class.