

# ***Stocksbridge Nursery Infant School***



**PHSE Guidance**

**January 2021**





Stocksbridge Nursery Infant School

PSHE Guidance

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, safe independent lives. Pupils should grow to become informed, caring, active, responsible citizens who take a positive role within their community.

## **Rationale**

Children grow up in an ever-changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on, and develop the learning that has already started at home in relation to moral values, attitudes, care for the environment and awareness of society.

## **Aims and objectives**

PSHE (in which we include citizenship) enables children to become healthy, independent and responsible members of our society. The school aims not only to value each child and their family as individuals but also to foster an awareness of being part of a larger community group; that being Stocksbridge, Sheffield, Yorkshire, England, Europe and the world.

We encourage our pupils to play a positive role in contributing to the life of their class and of the whole school.

In conjunction with our British values policy, we teach our children how society is organised and governed. We ensure that they experience the process of democracy in school through The School Council and class council. Our children take part in surveys in which they can express their opinions and so help to improve life within school. Their collective voices will be heard and acted upon.

We teach them about rights and responsibilities through our learning program (Jigsaw). In conjunction with our policies on Religious Education and geography, they learn to appreciate what it means to be a positive member in our diverse multicultural British society.

## **Through PSHE we aim to help our pupils to:**

- Develop a good, positive self-image.
- To recognise and respond positively to a range of emotion in themselves and others.
- Learn to accept initial failure yet persevere to make changes.
- Be responsible for their actions making informed choices regarding personal, financial and social issues.
- Deal with stressful situations in a calm manner.
- Develop British moral values (as set out in the National Curriculum 2014)



- Acquire skills in order to cope with everyday life (including understanding of our financial systems and handling money)
- Develop to his/her potential
- Learn to care for others
- Respect others; to tolerate differences and co-operate with others
- Begin to make sense of the world.
- Broaden their horizons and open their minds to possibilities and experiences.
- Develop a sense of belonging as positive and active members of our British democratic society
- Know and understand what constitutes a healthy life style, and be aware of safety issues (including drugs, personal space, hygiene, sleep and safe use of the internet and social media)
- Be independent and responsible members of the school community and the wider community. In so doing we help develop their sense of self-worth and self-identity.

### **Teaching strategies will include:**

Jigsaw lessons (specifically planned) and sessions (continuous provision)

•Assemblies • Circle time discussions • Story times • Use of visitors to school e.g. fire and ambulance services, members of different faiths • Cross-curricular links e.g. to science, RE, PE, computing and Geography • designated whole school focus weeks; for example, Healthy school, active challenge, enterprise , anti-bullying weeks • Practical activities that promote active citizenship e.g. charity fundraising, planning of special school events. • School Council • Out of school visits.

### **PSHE (including Citizenship) curriculum planning**

Jigsaw is a well-known published program, designed to develop emotional literacy skills, for all of children from Nursery through to Year 2. Jigsaw is delivered across school to support our holistic approach to PSHE.

Our guidance is reviewed annually by the lead teacher, taking views from children, staff and parents.

### **Foundation stage**

Foundation stage 1 and 2 use EYFS learning outcomes from the document Development Matters. The specific aspect of learning is PSED (personal, social, emotional development). In conjunction with PSED the goals for Communication, and The World guide our planning.

Our EYFS colleagues aim to provide environments which fosters the PSHE curriculum.

### **Assessment and recording**

Teachers assess each child's development and progress in PSHE both by making informal judgements as they observe them during lessons, and in free time. We also assess year 2 attainment through the use of a questionnaire filled in annually by the pupils or on their behalf. This questionnaire is devised, produced and reported on by Sheffield Local



authority. The answers the children give are private and confidential to them. The information gained from the questionnaire is given to the PSHE co-ordinator (lead teacher) who reports findings back to staff. The data will play a significant role in the annual review of the PSHE scheme of work.

A second questionnaire is also carried out for our pupils who are more vulnerable to bullying and low self-esteem. This questionnaire has been devised by the SENCo, PSHE co-ordinator and our Safeguarding officer. Individual responses are acted upon where required, and again will inform the yearly review of the PSHE scheme of work.

**Other forms of assessment** include analysis of

• Attendance figures • Exclusion figures • Bullying statistics • Racial incident statistics • SATS results • Personal incidents recorded on our safeguarding system (CPOMs) • Loss of Golden Time each term.

### **Monitoring and Review**

The PSHE co-ordinator is responsible for monitoring the standards of children's work and progress, and the quality of teaching. The subject co-ordinator supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject, organising resources. They will also provide a strategic lead and direction for the subject through our school. The co-ordinator is also responsible for giving the Headteacher an annual subject plan and its review, highlighting progress, recognising strengths and weaknesses in the subject and indicating areas for further improvement. Over a two year cycle, this work will include reviewing samples of children's work, talking to pupils about the subject and visiting classes to observe subject teaching.

Review Due: January 2022