



PSHE

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Definition of PSHE ascribed to by Moss Lane: Blake S (2006) A whole school approach to PSHE and Citizenship, London National Children's Bureau.

"The planned provision in school for promoting the emotional, social and health development of children and young people. It includes:

- The acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and well-being, sex and relationships, diet and exercise, alcohol, tobacco and other drugs, careers and safety;
- The development of emotional and social skills including skills for learning achieving, managing change and looking after health: and
- The exploration and clarification of values and beliefs including respect, morality and an understanding of cultural diversity."

Citizenship is defined as: "being a member of a particular political community or state. Citizenship in this sense brings with it certain rights and responsibilities that are defined in law, such as the right to vote, the responsibility to pay tax and so on."

Taken from Citizenship Foundation.

Statement

Personal, social, health and emotional development underpins all areas of learning and can be encouraged by a supportive school ethos.

The school recognises the vital role that it plays in promoting a variety of civic attitudes conducive to healthy participation in society.

Moss Lane Infant School is a learning community in which everyone is given the opportunity to reach their full potential educationally including personal and social development. The school values every member of this community and wider society. Attitudes such as responsibility, psychological involvement and motivation to join in are actively encouraged together with positive self-esteem and the development of mutually rewarding relationships. The school mission statement clearly outlines the school's aims to develop the whole person and refers specifically to self motivation, self esteem and the will to succeed together, ensuring confidence and creating a secure, stimulating and happy environment in which people can learn.

Moss Lane's vision is one of is a safe, inclusive, caring community where everyone is valued and challenged. We encourage independence and a love of learning through a creative and enquiring approach. Our PSHE curriculum and policy along with other linked policies enable us to achieve the safe, inclusive community.

At Moss Lane we aim to:

- Offer rich and varied experiences, where learning is fun and children are enthusiastic.
- Develop independent learners, enabling them to reach their full potential.
- Deliver an exciting enquiry based curriculum where children grow. personally, socially and academically
- Nurture a caring attitude, and a respect for others and ourselves.
- Develop a close partnership between all stakeholders.
- Create a happy, healthy, safe and stimulating environment
- Provide equal opportunities for all and celebrate diversity

Our PSHE curriculum underpins these aims.

The Policy

All pupils and staff at Infant School will be given the opportunity to:

- develop confidence and a sense of responsibility and to make the most of their abilities
- prepare to play an active role as citizens by being active members of the school community
- develop a healthy and safe lifestyle
- develop good relationships and respect the differences between people

All pupils and staff will be encouraged to develop the social, emotional and behavioural skills to achieve the following skills:

- effective communication
- the recognition and management of their feelings
- the recognition of the consequences of their actions and those of others
- the reflection on and learning from personal experience

Specifically

Children will develop their thinking skills through informed decision making and communication.

- We will recognise and address the exploration of attitudes and values and the acquisition of accurate knowledge and understanding
- Children will be taught to recognise the importance of equal opportunities and respect diversity
- Children will be encouraged to develop strategies to resolve tensions and conflicts which occur in their immediate circle of acquaintances
- Opportunities will be provided for children to play co-operatively and collaboratively with others
- Opportunities will be given for children to express and develop their opinions, attitudes and beliefs in a safe and supportive environment
- Routines will be established which promote an understanding of responsibilities, respect for equipment, resources etc
- Opportunities will be provided for children to consider fairness and justice, the good of the community and social issues
- We will ensure that pupils know about the main features of local public services e.g. waste management, police.

School Curriculum

Opportunities exist throughout the taught and wider curriculum for promoting pupils' personal, social and emotional development in line with the National Curriculum Guidance for Schools.

Our overall programme for PSHE and Citizenship is taught through:

Designated PSHE lesson time base on our PSHE curriculum published on our website and including units of work from, SEAL, drugs education etc.

- through other areas of the curriculum, particularly Science, Geography and topic work
- engaging with visitors, such as our community police officer and the fire service
- focused whole day events or weeks e.g. Feel Good Week
- national events such as Red Nose Day, Children in Need
- circle times and class discussions

- visits into the local and wider community (class, year group and whole school)
- whole school and year group assemblies which draw attention to various issues and allow time for reflection Celebration assemblies
- class led assemblies
- Golden Rules which are regularly discussed and displayed across the school
- school council
- whole school initiatives eg our friendship bench
- linking up with other members/groups in the community, such as the junior schools

Social and Emotional Aspects of Learning (SEAL)

The social and emotional aspects of learning are the underpinning qualities and skills that help us to manage life and learning effectively. There are 5 social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Within each aspect of learning there are a number of individual skills. At Moss Lane Infant School we use the DFES SEAL curriculum framework and resources for teaching social, emotional and behaviour skills. Half-termly topics include Relationships, Getting on and falling out, me and others, what keeps me healthy, friendship, fun times and feelings.

Drugs

In each year group, pupils are taught about drugs through age-appropriate activities. The aim of our drugs education programme is to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding of drugs and learn how to make informed decisions to keep themselves safe and healthy (See Drug Education Policy).

Sex and Relationships Education

Our school will deliver the legal requirements of Sex and Relationship education as laid out in the OFSTED guidelines (HMI 433) We encourage pupils towards a healthy understanding of relationships through all aspects of our PSHE provision (See Sex and Relationship Education Policy).

Visitors and Outside Agencies

Visitors and outside agencies have a significant part to play in enhancing the provision of our personal, social and health education and citizenship. They can provide an added dimension by providing pupils with real life experience gained through their professional roles. Visitors will work in partnership with teachers to enhance particular topics such as keeping safe. Teachers will monitor the contributions of visitors and report back to the PSHE Advocate on the value added by the visitor/outside agency.

Approaches to teaching and learning

To facilitate pupils learning in PSHE and citizenship:

The purpose of each lesson is made clear

- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

Celebration of achievement- assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but 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 pupils' self awareness and self-esteem. Pupils also have opportunities to assess their own progress against targets and goals set within class.

Teaching and learning in PSHE will be monitored through regular teacher and class observations, feedback from teachers and pupils, book scrutiny, regular review of programmes of work to ensure appropriateness for our pupils.

Celebration of achievement contributes to building pupils' self esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride.

All staff in the school understand and support the philosophy, rationale and aims of the policy, including the linked policies relating to Sex Education, Drugs Education and Race Equality, through their participation in the development and review of them.

Parents/carers and other interested parties can access this policy on our school web site.

The policy and programme for PSHE and Citizenship is monitored on a regular basis and reviewed every three years (or when new guidance is offered by the DFES or County) by the PSHE and Citizenship advocate in consultation with staff and the leadership team.

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working within the school.

Linked policies include:

Learning and Teaching
Behaviour Management
Equal Opportunities
Child Protection
Health and Safety
Collective Worship
Science
Physical Education
Religious Education
Sex and Relationship Education
Drug Education

Confidentiality
Anti-Bullying
Physical Activity