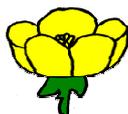


# Goldfield Infants' and Nursery School



## Personal, Social, Health Education and Citizenship (PSHE & C) Including Emotional Health

<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>Summer 2020</b>
<b>Duration</b>	<b>3 years</b>
<b>Approved FGB</b>	<b>Autumn 2017</b>

### **1. Aims and objectives**

1.1 In Tring schools, Personal, Social and Health Education (PSHE) and citizenship enable children to become healthy, independent and responsible members of society. PSHE is a key area in helping the schools to meet the five outcomes of the Every Child Matters (ECM) agenda. We encourage our pupils to make a positive contribution to the life of the school and the wider community. In so doing we develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

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

- Know and understand what constitutes a healthy lifestyle (Be healthy [ECM]);
- Be aware of safety issues (Stay Safe [ECM]);
- Understand what makes for good relationships with others; (Make a positive contribution [ECM]).
- Have respect for others and themselves; (Make a positive contribution [ECM]).
- Prepare for responsibilities and experiences of adult life, through all our BLP teachings become lifelong learners.
- To have increased involvement in the life of the school (Make a positive contribution; Enjoy and achieve [ECM]).
- Develop good relationships with other members of the school and the wider community (Make a positive contribution [ECM]).
- Develop their understanding of the emotions they feel and how to accept and manage those feelings in a healthy way.
- We encourage our children to be healthy and active through all the expectations of The Healthy Schools Initiatives.

### **2. Teaching and learning style**

2.1 We use a range of teaching and learning styles to give pupils relevant information through both a planned curriculum and a commitment to a whole school ethos. All members of the school community are valued and respected.

2.2 We place an emphasis on active learning by including the children in discussions, investigations, circle time, role-play and problem-solving activities. We expect the children to challenge themselves and face difficulties as they learn. We feel it is paramount that our children learn to be resilient. We have school mascots for resilience in Rosie and Reg Snails, who feature strongly in our lessons and assemblies.

2.3 We encourage the children to take part in a range of practical activities that promote

citizenship, e.g. charity fundraising, the planning of year group assemblies and involvement in an activity to help other individuals or groups less fortunate than themselves. We offer children the opportunity to hear visiting speakers.

### **3. PSHE and Citizenship curriculum planning**

3.1 We use the Hertfordshire Programme of Study to plan our PSHE&C lessons, and build in Building Learning Power through all our teaching. We make regular, sometimes spontaneous opportunities to promote TLC learning. Often praising and modelling respectful and appropriate ways to behave to one another.

3.2 We teach PSHE and citizenship in a variety of ways both as explicit PSHE lessons and across the curriculum. This includes stories, circle time and assemblies. Much of our PSHE is child-centred around friendships and concerns children are actually facing. We want the children to grow up in to responsible and respectful adults with a sense of British values and healthy wellbeing.

3.3 We develop PSHE and citizenship either through activities e.g. the school council representatives from each class meet to discuss school matters, or class events, or whole-school events. We have a weekly celebration assembly where children's achievements are recognized.

3.4 We encourage emotional health and wellbeing through providing many activities that allow children to be free to choose and free to explore. We give them moments to be calm, time to think and reflect. We have a weekly assembly where children can develop their yoga skills and have a moment to be still or meditate.

3.5 We involve ourselves in Talk, Listen, Care week (Anti-bullying week) and the attributes of the week continue throughout the year through pupil voice, TLC boxes, circle times, assemblies and small group discussion

3.6 Children who need extra emotional support have the opportunity to attend the 12 o'clock club or may be invited to work in small groups doing art therapy, lego therapy or games exploring emotions and feelings.

### **5. Assessment**

Teachers assess the children's work in PSHE and Citizenship and develop their planning and activities to help children through the various

### **6. Resources**

Year groups use a selection of appropriate resources, books and puppets to deliver an effective and engaging curriculum.

### **7. Monitoring and Review**

The PSHE and citizenship subject leader will work with the children, Head teacher and class teachers to ensure equality of provision across the year groups and to identify how effectively our PSHE curriculum is being implemented in the school. This will be conducted through observation and discussion.

### **8. Related policies**

Drugs, SRE, H & S, Child Protection, Anti-Bullying, R.E., Behaviour, Confidentiality, Food.