



The Mead Infant and Nursery School

PHSE policy

School name: The Mead Infant and Nursery School

Status & review cycle: 3 year

Next review date: Spring 2 28

PSHE Policy

This policy outlines key features of the PSHE curriculum offered at The Mead Infant and Nursery School. It both contributes to and reflects the school ethos represented in our motto 'Proud to belong'. We recognise that PSHE is a crucial part of children's education as it enables them to become healthy, independent and responsible members of society.

Our Philosophy: The Mead Family (Intent)

At The Mead we place a strong emphasis on equality of opportunity for all those who come into contact with the school, including pupils, parents, staff and support workers. We believe that everyone is a highly valued member of a special community. We have chosen to call it 'The Mead Family.'

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities. In doing so they learn to recognise their own worth, to work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, addressing many of the spiritual, moral, social and cultural issues that are part of growing up in a modern, ever-evolving society.

They also learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

British Values

The four fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are interwoven through the PSHE curriculum and everyday school routines.

Children have a sound knowledge of and respect for school rules. The school's 'What would Roo do?' programme ensures that children learn strategies of conflict resolution for small problems they encounter. They recognise and celebrate difference by exploring a variety of religions and, central to the school's inclusive ethos, understand the needs of their deaf friends in the Specialist Centre. They are encouraged to express their views in all areas of the curriculum, including PSHE. KS1 have opportunities to see simple democratic processes in action through the activities of the School Council. All pupils acquire an understanding of, and respect for, people in the community who help them.

Aims

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness both in a physical sense but also in a virtual online world;
- To be positive and active members of a democratic society;

- To develop self-confidence and self-esteem, and make informed choices regarding personal and social interactions;
- To form good relationships with other members of the school and the wider community;
- To verbalise how they are learning effectively using ‘Learning Behaviours’;
- To solve small conflicts with their peers using taught strategies through ‘What would Roo do?’;
- To develop and maintain their own well-being and positive mental health (See Well-being Policy);
- To understand how to speak out and stay safe.

Statutory requirements

While PSHE is not a statutory subject, we value its importance and place within our curriculum. There are also aspects of it that we are required to teach.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. (See RSHE policy).

Implementation

We teach PSHE and British values in a variety of ways, including dedicated PSHE times.

The PSHE curriculum includes the following key areas of learning and development:

- Responsibilities and rights
- Health
- Safety and risks
- Goals
- Relationships education
- Money
- Identity
- Feelings and friendships

(See progression trackers and knowledge organisers under Curriculum on school website for detailed information).

Good quality PSHE teaching and learning takes place when there is:

- A high level of interaction and involvement from all parties
- A safe and secure environment
- A trusting relationship between the teacher and pupil
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Circle time opportunities
- Role play

- Opportunity to meet and work with the local community such as firefighters, police, representatives from the local church
- Opportunity for roles of responsibility e.g. school council, play leaders
- Integral use of resources such as mood boards based on the zones of regulation, response to worry eaters to bring relevance to the children's concerns and issues where appropriate

PSHE is also taught in a wider context including through RE, RSHE, Assemblies, Deaf Awareness, Topic, Science and the hidden curriculum that is the values, beliefs and expectations of behaviour ('ethos') conveyed in the classroom and all areas of school life by members of the school community. These include:

- Children in Key Stage 1 elect school council representatives who meet regularly to discuss a variety of school matters. The councillors learn to represent the thoughts of their classmates, and through consultation, the whole school, as well as their own ideas and to feedback discussions to their class or school.
- Year 2 also have the opportunity to be play leaders and help improve the playtime experiences of their peers.
- All classes go on educational visits, including visits to places of worship.
- Celebrations of our diversity e.g. Different types of family structures, Black History month and Deaf Awareness week.
- We also have Wellbeing Weavers who are chosen for their caring and sensible nature. These children actively look out for children at playtimes and in class, who might need pointing in the direction of an adult for various reasons. Their main role is encouraging happiness and enabling others to seek help where there may be a problem.

Learning Behaviours

All children from Nursery to Year 2 are encouraged to articulate how they are learning. This is achieved through our learning behaviours based on the 'Winnie the Pooh' characters.

- Eeyore – Resourceful/imaginative
- Piglet – Exploring/brave
- Tigger – Resilient/ trying to improve
- Winnie the Pooh –Reasoning
- Kanga – Responsible/caring
- Owl – Reflective/thoughtful

In Nursery and Reception, Eeyore, Piglet and Tigger have been linked to the characteristics of effective learning from the document 'Development Matters'.

What Would Roo Do?

In order to teach the children about conflict management and to enable them to solve their own small problems in play and in the classroom, we have created a system of choices based on the character Roo. Strategies include:

EYFS – Say sorry, share and take turns, ignore it, tell them to stop, go to another game.

KS1 - Say sorry, share and take turns, ignore it, tell them to stop, go to another game, calm down and reflect, talk about it and listen.

'What would Roo do?' strategies are shared with all adults working with the children so that they can be applied in the classroom and also at playtimes.

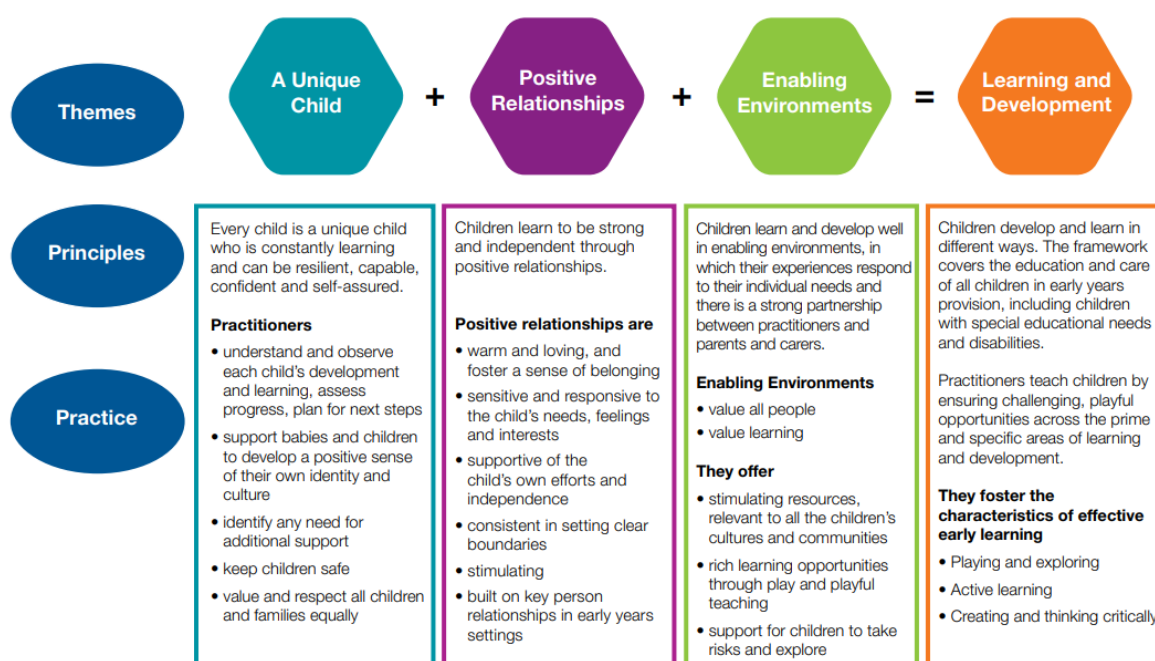
The 'Learning Behaviours' and 'What would Roo do?' strategies are taught within PSHE lessons initially and reinforced and applied throughout the school day and environment. Parents are informed of these strategies through curriculum meetings and on the website. Picture prompts are displayed in all classrooms, public areas and on the playground where appropriate. The behaviours and strategies are clearly articulated and celebrated in our reward system including gold awards and achiever certificates.

Early Years

Intent

In the Early Years Foundation Stage, we teach PSHE as an integral part of the Early Years curriculum as well as in regular dedicated PSHE sessions in Reception.

Our approach to PSHE/RSHE is shaped by the legal requirements set out in the EYFS Statutory Framework. See below from *Development Matters in the EYFS*.



Early Learning goals include:

ELG for Personal, social and emotional development: helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

ELG for Making relationships (by the end of the Reception Year): children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG for Understanding the world: people and communities (by the end of the Reception Year): children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Safeguarding requirements: Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Implementation

What does this mean for The Mead EYFS?

1. We play a vital role in helping children to learn about forming positive and trusting **relationships** with adults (e.g. their key person in Nursery) and with other children. We focus on helping the children to learn skills they need in order to form and maintain positive relationships and become confident to say what they like and do not like. We help children learn how to manage conflicts. These are all essential building blocks for their development and learning. In primary school, this will lead onto their relationships education.
2. From the very start of their time at The Mead, a common language of the Zones of Regulation is used with children and parents. This enables easier conversations and learning to take place about our emotions and how to move forward in feeling 'green'.
3. At The Mead we focus on getting to know each family and how they are **unique**. Communication with families is vital in order to do this. We celebrate each and every child's celebration and make this a learning point for all children. We use a Celebration display to demonstrate a calendar of individuals' special days - whether they are religious, birthdays or other important days.
4. Continuous provision reflects the children in the EYFS and their families, including small world characters, books and displays.

5. PSHE interconnects all aspects of every day life at The Mead- through careful teaching, every day life and teaching points taken from situations that arise through the school year.

Spiritual, Moral, Social and Cultural Policy

The SMSC policy is linked to the PHSE policy and is part of the fabric of daily life at The Mead. Aims and approaches include:

Spiritual – to explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral – to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned view.

Social – to investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural – to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

At the Mead we:

Spiritual (non-faith i.e. opportunities for reflection)	<ul style="list-style-type: none"> • Listen to music or poetry • Study pieces of artwork • Celebrate each other's achievements. i.e. Gold awards • Think about charities and their purpose. • Watch eggs hatch • Learn about festivals from a variety of faiths
Moral	<ul style="list-style-type: none"> • Review and discuss school rules. • Set clear behaviour expectations for all children. • Support each other. • Treat all children equally. • Treat all adults with equal respect.
Social	<ul style="list-style-type: none"> • Build strong relationships, peer to peer and adult to peer. • Build children's self-esteem through the use of positive praise. • Explore social issues using circle time, drama, and role play • Monitor and model speaking and listening skills • Organise enjoyable playtime from R to Year 2 • Begin to develop leadership skills in Year 2 play leaders. • Offer extra-curricular activities.

	<ul style="list-style-type: none"> • Involve children in School Council
Cultural	<ul style="list-style-type: none"> • Celebrate British culture and traditions e.g. Harvest. • Celebrate our cultural diversity. • Pair with an African school 'M'temambalame' to raise awareness to other ways of life. • Appreciate Art, music and literature from other cultures. • Learn about other countries in Topic. • Invite parents into school to discuss their country of origin. • Hold assemblies that celebrate children who have English as their additional language. • Hold an annual Deaf awareness week.

Assemblies

On a Thursday, the whole school gathers together for an assembly based on a current topic, British values and/or values of the school. Gold Awards are given out at this assembly by a member of the Senior Leadership Team, for outstanding effort, work or achievement. Assemblies give opportunities for all children to come together as part of a larger group, to listen, learn, reflect on and contribute to a wide range of issues.

Equal Opportunities

PSHE is equally accessible to all our children irrespective of gender, race, ability or disability. During circle times a transmitter is handed round so that children with hearing impairment can access what their peers are saying and can contribute equally. Teachers provide learning opportunities to match the individual needs of children including those who are gifted and talented or have learning difficulties. When teaching PSHE we take into account the targets set for children in their Support Plans.

Assessment and Reporting

Teachers assess work and progress in PSHE by making informal judgements using a variety of methods such as observing children during lessons; questioning the children and work scrutiny.

Whenever possible, pupils are encouraged to be 'wise owls' and to discuss their own progress and that of their peers, identifying what works well, what went wrong, and why.

They are supported to learn to identify their own strengths and areas to improve and have an understanding of the targets they are working towards. This is evident in Learning Journeys and in the marking systems in their books.

End of Year Records of Achievement include a comment on each pupil's Personal and Social Development.

Monitoring and Review

The PSHE leader is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHE by giving them information about current developments in the subjects. Strengths and areas for development are discussed with the Senior Leadership Team and are identified in the action plan for PSHE which forms part of the whole school improvement plan.

Roles and responsibilities

Governing Body

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Resources

Resources for PSHE are kept within Key Stages and with the coordinator.

This policy should be read in conjunction with the policies for Equality, Behaviour and Child Protection and Safeguarding, P.E., RSHE, Anti-bullying, British Values and Well-Being.