

Kent County Council
Children, Families and Education Directorate

PSHE POLICY
(Personal, Social and Health Education)
OF
DOWNS VIEW INFANT SCHOOL

Responsible People named in this Policy

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Downs View Infant School

Policy for Personal, Social and Health Education

Introduction

Personal, social, health and economic education promotes pupils' personal social and emotional development, as well as their health and wellbeing. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of economic wellbeing.

Aims

At Downs View Infant School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Safeguarding Policy.)

At Downs View we aim to help the children to:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family and of the community.
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage, history and values.
- Respect the beauty and diversity of the environment and accept responsibility for its care.
- Understand some basic principles of finances and economic wellbeing.

Objectives

At Downs View our objectives are to provide a curriculum for the children that enables them to have the opportunities to;

- Develop confidence and responsibility and making the most of their abilities
- Preparing to play an active role as a citizen in Great Britain today
- Develop good relationships and respecting the differences between people
- Develop a healthy, safer lifestyle
- Develop and understanding of British Values

The PSHE and Citizenship framework for Key Stage 1 contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to, and participate in, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes.

Teaching and Learning

Underpinning Our PSHE curriculum are Downs View School values 'Altogether, we learn, love, respect and have fun!

In the Early Years Foundation Stage practitioners plan for opportunities to develop the children's Personal, Social and Emotional development focusing on opportunities for the children to:

- Make relationships
- Develop self-confidence and self-awareness
- Manage feeling and behaviour

Downs View uses an adapted PSHE Association scheme of work (Appendix 1) to teach many of the elements of PSHE in KS1. The scheme of work is divided into three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The range of PSHE and Citizenship educational opportunities within the PSHE scheme include the opportunity to:-

- Explore and discuss topical issues, including group and class discussions relevant to their own lives, their school, the wider community and issues of global concern. With cross-curricular links the children gain this experience through other subject areas such as science and geography as well as literacy.
- Begin to express views that are not their own and consider moral dilemmas through role play.
- Be elected as a member of the School Council representing their peers and share their views and ideas in different forums including Single Equality and Governor Meetings.
- Take part in the interview process of new members of staff.
- Work with adults other than teachers through visits from members of the community. They also contribute to the community at such occasions as Harvest, with gifts to the elderly and raising money for local charities.
- Have opportunities to help and support peers and younger children. The school has lunchtime helpers from Year 2 as well as 'playground buddies', who offer support to peers on the playground and Breakfast club helpers.
- The children are given time to reflect on their experiences in the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives.
- PSHE and Citizenship provides opportunities for links with

- English, for example as children listen to and read stories that enable them to consider other people's lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences.
- PSHE and Citizenship provides opportunities for links with numeracy. For example, children use numeracy skills to develop financial capability, learning that money comes from different sources and can be used for different purposes, to look after their money and to realise that future wants and needs may be met through saving. They use data-handling skills, and present the results of research in various graphical forms.
- PSHE and Citizenship provides opportunities to develop economic wellbeing and raise money for charities, for example all the children having ownership of which merchandise they would like to sell/buy for Children in Need to raise money.

In addition, teachers will aim to set aside time in class to discuss matters arising from for example: incidents on the playground, or events that occur from time to time.

We recognise that circle time is a very useful teaching model for many of the aspects of PSHE. This time encourages children to express their feelings and to understand what is important to them and to others. Circle time is run within an agreed framework and every child is encouraged to take turns to speak and listen within a safe setting. This enhances self-esteem, promotes positive behaviour, encourages co-operation and develops speaking and listening skills.

Citizenship within the PSHE and Citizenship framework

Aspects of citizenship occur within the four strands of the PSHE and Citizenship framework:

Strand 1

'Developing confidence and responsibility and making the most of their abilities'

Pupils should be taught:

- a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b) to share their opinions on things that matter to them and explain their views
- c) to recognise, name and deal with their feelings in a positive way
- d) to think about themselves, learn from their experiences and recognise what they are good at
- e) how to set simple goals.

Strand 2

'Preparing to play and active role as citizens'

Pupils should be taught:

- a) to take part in discussions with one other person and the whole class
- b) to take part in a simple debate about topical issues
- c) to recognise choices they can make, and recognise the difference between right and wrong
- d) to agree and follow rules for their group and classroom, and understand how rules

help them

e) to realise that people and other living things have needs, and that they have responsibilities to meet them

f) that they belong to various groups and communities, such as family and school

g) what improves and harms their local, natural and built environments and about some of the ways people look after them

h) to contribute to the life of the class and school

i) to realise that money comes from different sources and can be used for different purposes

Strand 3

Developing a healthy lifestyle

Pupils should be taught:

a) how to make simple choices that improve their health and wellbeing

b) to maintain personal hygiene

c) how some diseases spread and can be controlled

d) about the process of growing from young to old and how people's needs change

e) the names of the main parts of the body

f) that all household products, including medicines, can be harmful if not used properly

g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

Strand 4

Developing good relationships and respecting the differences between people

Pupils should be taught:

a) to recognise how their behaviour affects other people

b) to listen to other people, and play and work cooperatively

c) to identify and respect the differences and similarities between people

d) that family and friends should care for each other

e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

PSHE and Citizenship also contributes to career-related learning enabling children to develop ideas and beliefs about the world outside and beyond school and to increase their awareness of the world of work.

Differentiation and Additional Educational Needs

- Lessons are planned to allow children's perceptions to be articulated, ensuring that they feel all their contributions are being valued and respected. In relation to some sensitive issues, such as sex education and relationship or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children, and appropriate to the children's age.
- Teachers may use different resources, activities or provide specific support depending on the needs of their pupils, including able children (those identified as being 'Gifted or Talented') and those children who need additional support with EAL / SEND
- Where children's IEPs identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support the pupil in achieving

these. The programme will be broad and balanced and provide for pupils' different learning styles.

- Where the additional need of a pupil cannot be met within the resources of the school, a referral can be made to the appropriate outside agency.
- At school we try hard not to segregate boys and girls or to promote gender role stereotypical activities.

Assessment, recording and reporting

Teachers make termly assessments of children's wellbeing and involvement using the Leuven's wellbeing and involvement scale. Parents are informed of their child's progress, through the school's reporting system. Assessment in PSHE and Citizenship is active and participatory, addressing progress in pupils' development of skills and action as well as knowledge and understanding. The progress and achievement of all pupils is recognised and methods used do not imply that pupils are failing as citizens or judge the worth, personality or value of an individual or their family.

Assessment for Learning

Assessment is:

- Planned from the beginning as an integral part of teaching and learning;
- Regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next;
- Including pupils in self-assessment.
- Ensuring that there is evidence to reflect children's progress in skills of participation as well as knowledge and understanding i.e. through pupil voice within class floor books.

Providing assessment opportunities

- Opportunities for assessment include opportunities for children to:
- Demonstrate their understanding through planning a talk or presentation;
- Contribute to discussions and debate;
- Demonstrate skills through role-play or participation in simulations;
- Devise a quiz, board game or card game;

Including regular self -assessment

Children, individually and with their peers, should have regular opportunities to reflect on their activities. Following an activity, children can share reactions and start to make sense of the experience in relation to themselves and others. They can identify what went well, what went wrong, and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses and those of the group as part of self- assessment and target-setting.

By using the following questions children are helped in the reflection process:

- What happened?
- What did I do by myself/with others?
- How did I/we feel about the activity/experience?

- What difficulties did I/we encounter?
- How did I/we overcome them?
- What did I/we learn?
- How could I/we improve what I/we did in a future, similar situation?
- How can I/we apply this learning to other situations?
- What other knowledge, skills and understanding do I/we need to do this?
- What do I/we need to do next?
- What help will I/we need?

During their time at Downs View pupils learn about themselves as developing individuals and members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. There are class rules (decided by the children) displayed in classrooms. The children are made aware that these rules are the right way to behave in school. The children also know that good behaviour and kindness is noticed and rewarded by our whole school behaviour 'sunshine' scheme.

The children have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and are becoming aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Contribution to spiritual, moral, social and cultural development

The PSHE and Citizenship framework gives children specific opportunities to explore the range of attitudes and values in British society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attributes that promote':

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.
- PSHE and Citizenship promotes spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. PSHE and Citizenship help children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.
- PSHE and Citizenship promotes moral development through enabling children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society.
- PSHE and Citizenship promote social development through helping children to acquire the understanding and skills they need to become responsible, reflective, and effective members of society. They develop an understanding of how society

works and how decisions are influenced and made. They take part in community and social activities which help to promote personal and social skills.

- PSHE and Citizenship promotes cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Children are given opportunities to reflect on the spiritual, moral, social and cultural dimensions of society, and to consider their own views and opinions about them. This occurs through many aspects of PSHE and Citizenship - in particular, as children investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.

Linked policies

The following policies are linked to the PSHE and Citizenship policy as they influence the pupils' spiritual, moral, social and cultural development

- Equality scheme
- SEND
- Religious education
- Teaching and Learning
- SMSC

Equal opportunities

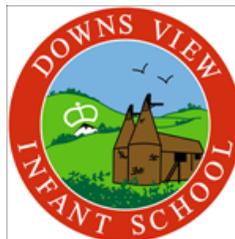
Downs View has an equal opportunities policy and racial equality policy which applies to the delivery of the PSHE and Citizenship curriculum.

Where appropriate, teaching materials and individual group activities reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race, sexuality and gender should be avoided and pupils' progress should be monitored, ensuring that no child is disadvantaged. Equally, at Downs View the school values a child's religious beliefs and cultural differences will always be respected.

Monitoring

The policy and practice will be reviewed regularly in light of changes in working practice and new initiatives. Monitoring will be carried out by the subject leader to ensure the quality of experiences received by the pupils.

Appendix 1



Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

During EYFS learners gradually build their skills, attitudes and values, knowledge and understanding. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through school. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education introduces pupils to a wider world and enables them to make an active contribution to their communities.

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

See grid below:

	Core Theme 1. Health and wellbeing	Core Theme 2. Relationships	Core Theme 3. Living in the wider world
EYFS	<ul style="list-style-type: none"> • They show sensitivity to their own and others' needs and feelings • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Understand of the need for safety when tackling new challenges, and considers and manages some risks. • rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) 	<ul style="list-style-type: none"> • Form positive relationships with adults and other children • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children recognising what is fair, unfair, kind, unkind, what is right and wrong e.g. finding a compromise. • Support children in linking openly and confidently with others, e.g. to seek help or check information. • Support them to turn-take and share • Be aware of the boundaries set and of the behavioural expectations in the setting. • to identify and respect the differences and similarities between people 	<ul style="list-style-type: none"> • To understand that they belong to a group / community • They know about similarities and differences between themselves and others, and among families, communities and traditions. • Explore the local environment around them the features of their own immediate environment and how environments might vary from one another.

<p>Year 1</p>	<ul style="list-style-type: none"> • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • the importance of and how to maintain personal hygiene • about the process of growing from young to old and how people's needs change • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	<ul style="list-style-type: none"> • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<ul style="list-style-type: none"> • that they belong to various groups and communities such as family and school • what improves and harms their local, natural and built environments and about some of the ways people look after them
<p>Year 2</p>	<ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can 	<ul style="list-style-type: none"> • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to judge what kind of physical contact is acceptable, comfortable, 	<ol style="list-style-type: none"> 1. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 2. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

	<p>have good and not so good consequences</p> <ul style="list-style-type: none"> • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • that household products, including medicines, can be harmful if not used properly 	<p>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <ul style="list-style-type: none"> • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	
Year 1 and 2	<ul style="list-style-type: none"> • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • to recognise that they 	<ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively 	<ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able

	share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'	(including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others	to take turns, share
Assemblies/Themed weeks	<ul style="list-style-type: none"> • about growing and changing and new opportunities and responsibilities that increasing independence may bring • rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) 	<ul style="list-style-type: none"> • to identify and respect the differences and similarities between people 	