



PERSONAL, SOCIAL, HEALTH and Economic (PSHE) POLICY - PSED in Early Years

Curriculum suite

Signed Headteacher

Date: Spring 2020

Review Date: Spring 2022

AIMS AND OBJECTIVES

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help 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 multicultural society.

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

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- Understand concepts of faith, ethnicity and culture and socio-economic groupings.

LEARNING AND TEACHING STYLE

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, eg charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local, national and global community.

PSHE AND CITIZENSHIP CURRICULUM PLANNING

Children learn PSHE and citizenship in a variety of ways. In some instances, eg drugs education, children learn PSHE and citizenship as a discrete subject.

We also introduce PSHE and citizenship through other subjects, eg when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, such as assemblies where particular focus is on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

EARLY YEARS FOUNDATION STAGE

Children develop Personal, Social and Emotional skills (PSE) in the reception class as an integral part of their learning covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate aspects of the children's learning to the objectives set out in Development Matters under the headings Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour aiming for children to be at an age related level at the end of their reception year. We also support citizenship education in the reception class when they learn about "Understanding the World".

TEACHING PSHE AND CITIZENSHIP TO CHILDREN WITH SPECIAL NEEDS

Children learn PSHE and citizenship, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the outcomes set in their School Support Arrangements

ASSESSMENT AND RECORDING

Teachers assess the children's work in PSHE and citizenship both by making informal judgments as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum and EYFS profile. We have clear expectations of what the pupils will know, understand and be able to do at the end of each stage.

Teachers record the achievements of pupils in PSHE and citizenship and we report these achievements to parents each year.

MONITORING AND REVIEW

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable her to fulfil this role by reviewing samples of children's work and visiting classes as well as interviewing groups of children.