



## Creswell Infant and Nursery School

### PSHE Policy

#### **Our Vision**

'Celebrate life in all its fullness ensuring that every child achieves the very best they can in their time with us, in a happy, safe and exciting environment'

At Creswell C of E Infant and Nursery School we believe that Personal, Social and Emotional Development education, through the promotion of spiritual, moral, social and cultural education provides a basis for the foundation for the development of young children's values, attitudes and beliefs. Our curriculum and school values are designed to meet these needs so that they can learn about themselves as developing and changing individuals and are prepared to take their place as confident adults in society and the wider world. As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. Our aim is to work in partnership with parents and the wider community to support the personal, social and emotional development of each child.

#### **Aims**

We aim to provide the children with opportunities to:

- Understand how to keep safe and analyse risk in a range of situations
- Know and understand what constitutes a healthy lifestyle
- Grow and learn with positive self-esteem, confidence and motivation to achieve their best
- Be prepared to live in a multi-ethnic society by showing respect for others and the environment
- Develop good relationships by acquiring the necessary skills to express personal feelings whilst learning to control their behaviour and co-operate with others

- Develop the ability to listen to others and empathise
- Understand everyone has basic rights but with that comes responsibilities
- Understand that there are consequences to actions in order that they are able to take responsibility for their own within the context of the community
- Be aware of the needs of others and contribute positively towards the life of the school and wider community

### **Planning, teaching and learning**

Each half-term is dedicated to following a specific theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate.

### **Promoting fundamental British values**

We ensure that the fundamental British values are strongly embedded and promoted through our planning, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life. (See British Values policy for detailed examples)

### **Promoting a healthy lifestyle**

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Organising active days throughout the year such as "Stand up Derbyshire" and sports days
- Offering a range of after-school clubs, such as netball, football, multi-skills, hockey, ballet clubs
- Providing fresh fruit daily and free milk for children under five
- Providing opportunities to incorporate "Daily Mile" every day to give every child an active start to their day
- Organising out and about' opportunities such as "Forest School" and "Muddy Mondays"

## **Assessment, recording and reporting**

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos.

In Key Stage (KS) 1, class teachers make use of ongoing observations to assess children's progress in PSHE. At the end of each term the Subject Lead takes a sample of children from each year group to discuss what they have learned in PSHE, in addition to this the children have the opportunity to talk about aspects of their work and showcase their knowledge. The subject lead can then assess their learning and effectiveness of teaching.

## **Monitoring and evaluation**

The headteacher, deputy headteacher/inclusion leader and PSHE lead are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. This is then fed into the "Wellbeing Strand" made up of a variety of school staff and discussions take place as to good practice and areas for development. Throughout the year some lessons will be observed by the subject lead and/or Leadership Team when appropriate.

Agreed by Governors

Date:

Review February 2021