



**Rowanfield  
Infant School**  
Where our little gems come to shine

# CPSHE POLICY

Approved by Full Governing Body – March 2015

Signature \_\_\_\_\_

Review date: March 2016

Review Committee: Resources

Post Holder responsible: Head Teacher

## ***'Where our little gems come to shine'***

### **THE NATURE OF CPSHE**

The Children Act (2004), emphasises that PSHE and Citizenship play a vital role in schools;

*'A healthy school is one that works to develop a whole-school ethos, environment and curriculum that enables pupils to recognise personal qualities, build on their achievements, fulfil their potential and manage their health and well-being.'* ( DFES 2004)

#### **Definition**

Personal, social and health education and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. 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 community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will be encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will also be encouraged to find out about how communities and institutions are run and about their own responsibilities, rights and duties as a member of a community both at Class and School Council level. They will 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. In accordance with government guidance, Sex and Relationship Education (DfEE, 2000) will be placed within this PSHCE framework (see the SRE Policy).

#### **Aims**

### ***'Where our little gems come to shine'***

At Rowanfield Infant School our positive school vision is at the heart of our whole school approach regarding CPSHE. **All** staff, children, Governors and Parents have signed a pledge creating a whole school commitment to these shared values, therefore promoting a positive and consistent approach throughout the school.

Our school pledge encourages everybody to devote their efforts wholeheartedly to the happiness, safety, development and success of all pupils, ensuring 'our little gems really do shine'.

We believe that a whole school approach taught through our shared school vision and values is the most successful strategy to promote positive behaviours, attitudes and social skills. Ensuring all pupils receive an equal opportunity of receiving high-quality CPSHE Education regardless of physical or mental ability, race, gender and social circumstances.

At Rowanfield Infant School we like to work alongside parents to encourage positive personal, social and emotional attitudes through our shared school vision values that underpin everything we do;

**Goals-** We work together to give each individual the best opportunity to learn and develop by proactively setting different goals allowing progress, raising self-esteem and positive behaviour.

**Exploration-** We embed the joy of learning through the opportunity of exploring creative learning environments.

**Motivation-** We aim to create a positive impact on the pupils and their community by motivating pupils and staff by building a love of learning.

**Sparkle-** Ensuring everyone has the opportunity to sparkle and shine promoting our school with positivity. Our aim is to create an environment together where children feel safe, care about each other and are sensitive to the needs of others; we ensure all pupils are clear about what they are supposed to do as

they are continually and consistently encouraged to do it through daily reference to our GEMS motto (above).

### **Organisation, planning and delivery:**

#### **SEAL Scheme- The Social and Emotional Aspects of learning (SEAL) programme.**

In our school we use some SEAL themes as an additional resource to the Cambridgeshire Scheme. The SEAL resource provides a whole-school and whole-curriculum framework which are organised into seven termly themes; the highlighted themes below are the areas of SEAL we plan and implement.

- New Beginnings- Term 1
- Getting On and Falling Out and 'Say no to Bullying'- Term 2
- Going for Goals –Term 3 YrR
- Good to be me- Term 4
- Relationships – Term 5
- Changes- Term 6

The theme 'Say no to Bullying' provides an explicit focus on bullying which we use as a whole school resource for Anti-Bullying week in term 2.

#### **Cambridgeshire CPSHE Scheme -**

The Scheme of work followed at our school is the Cambridgeshire Scheme of Work for PSHE. This breaks the curriculum into terms, identifies different areas for each year group and ensures continuity and progression between Foundation, Key stage 1 & 2. The Cambridgeshire scheme covers these topic areas;

- Myself and my Relationships
- Citizenship
- Emotions
- Citizenship
- Risk and change
- World of drugs
- Keeping safe
- Growing and changing
- Healthy and safer Lifestyles

This scheme of work pays particular attention on a range of transferable skills;

- Emotional well-being
- Managing change
- Managing risk
- Communication and participation
- Self-awareness
- Relationships and valuing difference

These transferable skills are the generic skills that all children need to use and develop everyday, in order to maintain positive relationships, be aware of ourselves and reduce risk.

#### **The aim of this scheme is;**

*'To provide every pupil with opportunities to develop knowledge, skills and attitudes which enable them to become effective learners and citizens, both within and beyond school'...*

(p.30 C.Scheme 2003).

**UNITED**

**UN**dertake an investigation

**In**formation

**Team**work

## Evaluation Determination

In term 3 we introduced a new whole school initiative - UNITED ; this has many links to CPSHE and RE and all teachers plan for it across the creative curriculum (marked in green in planning). Each term a new strand is in focus ;therefore in term 3 and 4 it is **Teamwork**. All pupils enjoy UNITED time every Friday where their social skills and attitudes are developed and celebrated.

### FOUNDATION STAGE

In the Foundation Stage children learn about emotional well being, knowing who they are and where they fit in and feeling good about themselves. Children develop respect for others, social competence and a positive disposition to learn.

Children are taught in accordance with the latest Curriculum Guidance for the Early Years Foundation Stage (2012 document), where now PSED is a **Prime area** of development.

This includes working towards achieving the Early Learning Goals (40-60mths +) for these aspects:

- Self confidence and self-awareness
- Making relationships
- Managing feelings and behaviour

Reception Classes have daily 'Time to talk sessions' and weekly Circle Time sessions. PSE skills are planned, developed and observed daily.

### KEY STAGE 1

#### **Knowledge, skills and understanding**

At Rowanfield Infant School curriculum provision is a combination of:

- Discrete curriculum time
- Circle Time
- Teaching personal, social, health and citizenship education through other areas of school life (work may be cross curricular within the Creative Curriculum)
- CPSHE activities and Whole school events
- Weekly UNITED Time

#### **Developing confidence and responsibility and making the most of their abilities.**

##### **Pupils should be taught:**

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

#### **Preparing to play an active role as citizens**

It is our aim as a school to create an environment which is happy, friendly, safe, secure and stimulating; an environment which promotes good working relationships between all members of the school community. This ethos is promoted in a variety of ways. Collective worship provides an opportunity to enhance pupil's spiritual, moral, social and cultural development. This is seen as a special opportunity to promote and celebrate the school values.

Children within school are actively encouraged to co-operate with and support each other. To promote this sense of citizenship children are directly involved in the setting of school and classroom rules. Through discussion and circle time, children are encouraged to develop and follow agreed rules for their class and the whole school.

As part of our whole school curriculum we are planning and implementing a termly focus on **Fundamental British values**. All classes are to plan for this, create a display in their classrooms and carry out activities promoting these values on a whole school focus afternoon in week one of term 4. Through ensuring pupils' spiritual, moral, social and cultural (SMSC) development we demonstrate how we are actively promoting fundamental British Values.

Children are given the opportunity to play an active role as a citizen within their local environment and as part of the whole community with which we are developing strong links. We actively encourage members of the community to join our fundraising events and lead some of our collective worships.

Children are encouraged to look after their school environment and their ideas for developing and improving the school grounds are sought when renewing the School Improvement Plan, thereby creating an environment for which children feel they have responsibility.

#### **Pupils should be taught:**

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- to recognise choices they can make and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to realise that people and other living things have needs and that they have responsibilities to meet them
- 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
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

#### **Developing a healthy, safer lifestyle**

We achieved our Healthy Schools Plus status in 2009; we continue to raise standards and promote all pupils' awareness of healthy eating/living through our creative curriculum and a wide range of supporting clubs. We recently achieved the latest Gloucester Healthy Living and Learning (GHLL) school status in 2014.

We encourage visitors from relevant agencies to visit school and work with the staff and children, for example the school nurse, dental health service, Fire service, Police, Life Education Team and road safety officer within our creative curriculum.

Food and nutrition and active play are increasingly playing an important part in our cross curricular topics, after school clubs (Mini master chefs), break-times etc Fruit is encouraged as a snack and fresh water is available in the classrooms to prevent dehydration and promote concentration and brain activity. Children are also encouraged to take 'brain breaks' within lessons to encourage optimum brain activity. Personal hygiene is promoted from the Pre-School upwards.

#### **Pupils should be taught**

- how to make simple choices that improve their health and well-being
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body

- that all household products, including medicines, can be harmful if not used properly
- rules for and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

Throughout the EYFS and Key Stage 1 children are encouraged to have consideration and respect for others. Great emphasis is placed on caring for one another and working and playing co-operatively. Playtimes allow opportunities for children to develop physical skills and PSHCE skills and knowledge. We always aim to emphasise the positive.

Children's achievements are judged individually and celebrated with wow vouchers, house points, behaviour chart incentives, prividge points, verbal praise and special awards for good manners, kindness and helpfulness in our weekly Friday celebration assembly.

At Rowanfield Infant School we aim to take time to listen to the views and concerns of parents and act upon them. We believe that children reach their full potential through strong links established between home, school and local community. We welcome parents into school and value the role that families play in children's education. We promote Pupil and Parent questionnaires and hold termly parent Forum meetings. We regularly inform and consult parents through Parent Structured Conversations and IEP meetings on CPSHE matters/next steps and are able to offer pastoral support to individual pupils and/or their families through, Time to talk, and Nurture groups.

### **Related Policies and information:**

- School Improvement Plan
- Drugs Education
- Health4schools Action Plan
- School Prospectus
- PSHE Certification in SRE 07
- Sex and relationships policy (SRE)
- Curriculum policies, schemes of work and medium term plans
- Child Protection
- Sun safety policy
- Positive Behaviour Policy
- Anti-bullying
- Confidentiality Policy
- Health and Safety
- Food Policy
- Healthy Lunch Box Policy
- Equal Opportunities and Racial Harmony
- SEN policy
- Disability Equality Scheme
- Foundation Stage Policy
- Attendance Policy
- School Council Policy

### **REVIEW**

This policy was reviewed by the subject leader, Mrs Counsell in February 2015 after consultation with the staff.

Chair of Governors:

Date: