



Alderman Pounder Infant and Nursery School

Personal, Social, Health and Emotional Policy

This policy incorporates the following former policies:

- Personal Social, Health & Emotional Education (PSHE) and Citizenship
- Spiritual Moral Social & Cultural
- Sex and Relationships

Document Owner: PSHE Subject Leaders

Issue Date: Spring 2017

Version: 1.4

Review frequency: every 2 years

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Autumn 2015	Policy incorporated (Julie Hemsley) and updated by Leaders
1.1	Autumn 2014	Autumn 2016	Updated by Tracey Hall & Gill Mc Brien
1.2	Autumn 2015	Autumn 2017	Updated by Tracey Hall & Alison Barnes
1.3	Autumn 2016	Autumn 2017	Updated by Tracey Hall & Alison Barnes
1.4	Spring 2017	Spring 2019	No changes

Statement of Intent

We will ensure that children are aware of the diversity and differences within their school and wider community to enable them to form effective, co-operative relationships so that they can contribute fully as an informed, active and responsible citizen.

We will provide a PSHE and SMSC curriculum which gives children the knowledge, skills and understanding they need to lead a healthy and independent life.

We will engage children in experiences which develop their own self worth, working with others and giving them the confidence to have an opinion whilst respecting others views sensitively.

We will ensure that there are planned opportunities for pupil's spiritual, moral, social and cultural development where values will be explored throughout the curriculum, especially in religious education and worship.

We will model respect for pupils and adults alike and we will promote and reward expected behaviour, treating all people as valued individuals.

Aims

We recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults and the local and wider community.

As an Infant and Nursery school we believe that alongside parents/guardians we can help provide help and guidance in steering children's development to become independent responsible citizens. We value parental involvement and many parents are part of the working school community. School is often the first step in socialisation and we aim to develop the skills and emotions they need to cope with this. Children are encouraged to share and cooperate with each other and be responsible for their own behaviour and understand its repercussion for others. Through adopting a positive approach we aim to raise children's self esteem and help them reach their full potential in all aspects of school life, their local community and the wider world.

Children are encouraged through positive examples, circle time and role-play activities to treat each other with respect, to work together and to make the most of their abilities and opportunities. Positive praise helps to raise the children's self-esteem and this encourages them to be supportive and offer mutual respect to others. Children are encouraged to take responsibility for their learning, with an emphasis on trying their best and assessing their own learning against the lesson objectives.

It is through all these essential elements of respect, co-operation, self-esteem, taking responsibility and making the most of abilities and opportunities that the school ethos manages to create a happy, successful, school environment in which staff, pupils and parents/carers thrive.

Content

Our PHSE programme is delivered within the context of a *values based curriculum*. 6 core values were identified through consultation with all stakeholders in the school community and are shared with all children.

The core values are: Happiness, Friendship, Perseverance, Honesty, Fairness and Respect. These underpin the rules governing our school code of conduct and the *growth mindset* philosophy which we aim to instil in all our pupils. Children are supported to understand this by analogy to trees; a theme which is extended throughout the school by class names and displays which remind them of the school values and the dispositions and attitudes which will allow them to succeed and achieve in life.

In the Foundation stage, planning follows the EYFS curriculum covering Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour. PSED is one of three prime areas in the early years curriculum.

In KS1 the PSHE learning journey covers 'Keeping Safe', 'Drugs Education', 'Healthy Living', 'Relationships', 'School and Local Community', 'Economic' and 'Environmental Issues'.

Children's learning is integrated through work in other curriculum areas, focussed lessons, circle times also through assemblies. The Healthy School's Standard team helps us to support children and their parents' awareness of how healthy eating is important. Throughout the year enrichment activities are provided, such as after school clubs and invited speakers who help to extend the children's knowledge about various aspects of the PSHE curriculum along with developing their awareness of global citizenship. Off site visits create further opportunities for reinforcing PSHE and citizenship work. Children are always reminded that they are representing the school and high standards of behaviour and safety are expected.

Much of the citizenship work is covered in our approach to encouraging the children to set their own achievable targets persevering to overcome any barriers to their learning. They will gain an understanding of the challenges facing them as they move through the school and on to the next phase of their school experience.

Children are encouraged to discuss matters openly, and decide on class rules to encourage mutual respect. Each class elects representatives for The School Council with whom children have an opportunity to raise issues for discussion. A School Council suggestion box is also available.

The school endeavours to encourage children to support the local community and the wider world. Charity events including 'Children in Need', and 'Red Nose Day' are supported. As a school we also support children in other countries through 'Forever Angels' and 'Send a Cow'. Children are always made aware of how they can help others.

There will be regular planned opportunities for discussion and personal reflection. The integrity and spirituality of pupils' own faiths and backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and all pupils will be given opportunities to discuss alternative views. Children will be encouraged to understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life. They will have opportunities to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Equality and Inclusion

All children are encouraged to participate in PSHE and citizenship work. This requires the teacher to encourage the class to be sensitive to the needs of others and to offer encouragement and not disparagement at what others have to offer.

All lessons and resources should be presented in contexts suitable to the pupils' understanding and experience. The PSHE learning journey allows for gifted and talented children and those with special educational needs to access the PSHE and Citizenship curriculum at an appropriate level to their learning needs.

Assessment, Recording and Reporting

Weekly Gold Book assemblies allow achievement to be celebrated. On a daily basis staff provide verbal encouragement, praise and stickers to reward good behaviour. Good work examples are shared and used to motivate others. Working collaboratively to reach a team goal is encouraged. Individual out of school successes are recognised and praised. Certificates recognising children's / school achievements relating to a community or global project are displayed.

At the end of each term the teacher makes a summary judgement about each pupil in regard to the key objectives for the term and records their assessment.

Reporting to parents is done annually through a written report and at termly parent consultation meetings. Assessment without levels is reported in FS using the following terms; Emerging: i.e. working *below* age related expectations (as described in the Early Learning Goal); Expected: i.e. working *at* age related expectations and or Exceeding: i.e. working *beyond* age related expectations.

In KS1, teacher assessment in the form of the annual report informs parents of their child's ability to respect others and their beliefs and to discuss and share their opinions.

The role of the PSHE, Citizenship and SMSC leaders

The Headteacher takes overall responsibility for the curriculum.

Subject leaders are responsible for ensuring that all teachers know the requirements for providing their class with appropriate PSHE, Citizenship and SMSC opportunities. They need to keep up to date with subject developments and disseminate information to colleagues as appropriate.

Subject leaders should endeavour to provide resources that are well matched to the teaching and learning set down in the learning journey.

Monitoring and evaluation of provision and impact of the subject development is carried out on a regular basis by:

- Monitoring of teaching and learning and work scrutiny
- Audit of relevant policies and units of work

Consultation relating to the curriculum is facilitated through parent questionnaires; from pupils through circle times and school council meetings; and from staff and governor meetings.

Sex and Relationships

Sex education in Alderman Pounder School follows the guidelines issued by the Local Authority. This statement is contained in the official school booklet which is issued to all parents.

The following are considered, understood and implemented by all teachers at the school:-

- Sex and relationships education should be seen as part of the total curriculum of a primary school with appropriate linkages with citizenship, health education and religious education

- The teaching of matters concerned with sex and relationships education should be dealt with in a sympathetic and well informed manner. It should be related to the loving, caring atmosphere of a home
- Work done in the primary school should deal with the problems of pupils at their current stage of development and with the stage immediately beyond it, and not with matters which are more appropriate to older pupils
- Sex and relationships education needs to be concerned with the total personality of the child, and aimed at helping the overall development of children into well balanced human beings who are able to take a responsible part in society

The pupils at Alderman Pounder School are young infant and nursery age children and they have the curiosity which is normal in children of that age. A major part of the teaching in school is topic based and generally presented through discussion between child and teacher. On the rare occasions when a child might ask questions concerning any aspect of sex education staff would answer a child with honesty but with the age and understanding of the individual child taken into consideration. Ideally any information given to a child of infant age is best coming from the child's parents.

Any teacher put in the position of answering a child's questions about sexual behaviour would deal with them with the sensitivity such questions deserve, and with the concern that a loving parent would show.

Spiritual Development

The Ofsted Definition

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Spiritual Development & Characteristics	
<p>At AP <u>we encourage</u> pupils' spiritual development through or by:</p> <ul style="list-style-type: none"> • Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives; • Encouraging pupils to explore and develop what animates themselves and others; • Giving pupils the opportunity to explore human feelings and emotions, the way they impact on people and how an understanding of them can be helpful; • Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; • Accommodating difference and respecting the integrity of individuals; • Promoting teaching styles which: <ul style="list-style-type: none"> ➢ Value pupils' questions and give them space for their own thoughts, ideas and concerns; ➢ Enable pupils to make connections between aspects of their learning; ➢ Encourage pupils to relate their learning to a wider frame of reference – for example, asking 'Why', 'How' and 'Where' as well as 'What'; • Monitoring in simple, pragmatic ways, the success of what is provided. 	<p>AP pupils who are developing spiritually are likely to be developing some or all of the following <u>characteristics</u>:</p> <ul style="list-style-type: none"> • A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour; • An awareness and understanding of their own and others' beliefs; • A respect for themselves and others; • A sense of empathy with others, concern and compassion; • A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination; • An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity; • A respect for insight as well as knowledge and reason; • An expressive and/or creative impulse; • An ability to think in terms of the 'whole', - for example concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact.

Moral Development

The Ofsted Definition

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Moral Development & Characteristics	
<p>At AP we encourage pupils' moral development through or by</p>	<p>AP pupils who are morally aware are likely to be developing some or all of the following characteristics:</p>
<ul style="list-style-type: none"> • Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school (code of conduct, class rules); • Promoting racial, religious and other forms of equality; • Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong; • Developing an open and safe learning environment in which pupils can express their views and practice moral decision making; • Rewarding expressions of moral insights and good behaviour (gold book, smiley face boards); • Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as at school; • Modeling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts; • Recognising and respecting the codes and mores of different cultures represented in the school and wider community; • Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour (litter pickers, buddies); • Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship; • Reinforce the school's values through images, posters, classroom displays, screensavers, exhibitions etc; • Monitor in simple, pragmatic ways, the success of what is provided. 	<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on their knowledge of the moral codes of their own and other cultures; • A confidence to act consistently in accordance with their own principles; • An ability to think through the consequences of their own and others' actions; • A willingness to express their views on ethical issues and personal values; • An ability to make responsible and reasoned judgements on moral dilemmas; • A commitment to personal values in areas which are considered right by some and wrong by others; • A considerate style of life; • A respect of others' needs, interests and feelings, as well as their own; • A desire to explore their own and others' views; • An understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Social Development

The Ofsted Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Social Development and Characteristics	
At AP we encourage pupils' social development through or by:	AP pupils who are becoming socially aware are likely to be developing the ability to:
<ul style="list-style-type: none"> • Identifying key values and principles on which school and community is based; • Fostering a sense of community, with common, inclusive values; • Promoting racial, religious and other forms of equality; • Encouraging pupils to work co-operatively; • Encouraging pupils to recognise and respect social differences and similarities; • Providing positive corporate experiences – for example, through school assemblies, team activities, residential experiences, school productions; • Helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect; • Helping pupils resolve tensions between their own aspirations and those of the group or wider society; • Providing a conceptual and linguistic framework within which to understand and debate social issues; • Provide opportunities for engaging in the democratic process and participating in community life; • Providing opportunities for pupils to exercise leadership and responsibility; • Providing positive and effective links with the world of work and the wider community; • Monitoring in simple, pragmatic ways, the success of what is provided. 	<ul style="list-style-type: none"> • Adjust to a range of social contexts by appropriate and sensitive behaviour; • Relate well to other peoples' social skills and personal qualities; • Work, successfully, as a member of a group or team; • Share views and opinions with others and work towards consensus; • Resolve conflicts and counter forces which militate against inclusion and unity; • Reflect on their own contribution to society and to the world of work; • Show respect for people, living things, property and the environment; • Benefit from advice offered by those in authority or counselling roles; • Exercised responsibility; • Appreciate the rights and responsibilities of individuals within the wider social setting; • Understand how societies function and are organised in structures such as the family, the school and the local and wider communities; • Participate in activities relevant to the community; • Understand the notion of interdependence in an increasingly complex society.

Cultural Development

The Ofsted Definition

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Cultural Development and Characteristics	
<p>At AP we encourage pupils' cultural development through or by:</p> <ul style="list-style-type: none"> • Providing opportunities for pupils to explore their own cultural assumptions and values; • Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting racial equality; • Extending pupils' knowledge and use of cultural imagery and language; • Recognising and nurturing particular gifts and talents; • Providing opportunities for pupils to participate in literature, drama, art, music, crafts and other cultural events and encouraging pupils to reflect on their significance; • Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concerts and gallery visits, resident artists, foreign exchange; • Reinforcing the school's cultural values through displays, posters, exhibitions etc.; • Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; • Monitoring in simple, pragmatic ways, the success of what is provided. 	<p>AP pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:</p> <ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values; • An understanding of the influences which have shaped their own cultural heritage; • An understanding of the dynamic, evolutionary nature of cultures; • An ability to appreciate cultural diversity and accord dignity to other people's values and beliefs, thereby challenging racism and valuing race equality; • An openness to new ideas and a willingness to modify cultural values in the light of experience; • An ability to use language and understand images/icons, for example, in music, art, literature which have a significance and meaning in a culture; • A willingness to participate in, and respond to, artistic and cultural enterprises; • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures; • A regard for the heights of human achievement in all cultures and societies; • An appreciation of the diversity and interdependence of cultures.