



Greensted Infant School & Nursery Policy for Personal, Social and Health Education and Citizenship

Aims of this Policy

- To develop a whole school approach to Personal, Social and Health Education & Citizenship which is both manageable and relevant to the needs of our pupils and staff
- To outline a range of strategies for teaching Personal, Social and Health Education & Citizenship which will inform planning to ensure pupil progress
- To ensure staff understand and are committed to supporting pupils personal and social development
- To ensure British Values form an intrinsic part of the teaching of PSHE.

What is Emotional Health and Wellbeing?

Emotional wellbeing (EHWB) has been described as 'a holistic, subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm, and caring, are combined and balanced'. At Greensted we recognise that emotional health and wellbeing of pupils and staff is critical in developing a healthy, successful school community and that this will involve developing pupil's social, emotional and behavioural skills.

Why do we teach Personal, Social and Health Education & Citizenship?

The personal development of pupils plays a significant part in their ability to learn and to achieve. The National curriculum sets out two main aims for the school curriculum:

1. To provide opportunities for all pupils to learn and achieve.
2. To promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Personal, Social and Health Education & Citizenship provides an opportunity to contribute towards meeting both these aims.

Personal, social, emotional and behavioural skills which contribute to emotional health and wellbeing include:

- Being an effective and successful learner
- Making and sustaining friendships
- To understand what makes a good relationship with others;
- Learning the value of respect, love and care
- Dealing with and resolving conflict effectively and fairly
- Being able to solve problems with others and alone
- Managing strong feelings such as frustration, anger
- Recovering from setbacks and persisting in the face of difficulties
- Working and playing cooperatively
- Being aware of British Values
- Competing fairly and losing with dignity and respect for competitors
- Recognising and standing up for your rights and the rights of others
- Understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from your own.

We recognise that promoting EHWB helps to ensure happier and more motivated pupils and staff who get more out of school life. In addition pupils will be more engaged in the learning process, have higher self-esteem and confidence, less like to bully others and be better behaved in the classroom and playground.

How do we promote Personal, Social, Emotional Health and Wellbeing at Greensted?

In line with guidance from Government, we promote EHWB in the following aspects:

- Leadership, management and managing change
- Policy development
- Curriculum planning and resources
- Teaching and Learning
- School culture and environment
- Giving pupils a voice
- Provision of pupils' support services
- Staff professional development needs, health and welfare
- Partnerships with parents, carers and the community
- Assessing, recording and reporting achievement
- Enabling children to develop and independence in initiating their own learning.
- Allowing children to become familiar with British Values.

The following are some examples of the specific way we do this at Greensted:

- Fundraising & Links with Charities, both international & national.
- Headteacher's Awards – Star of the Week - for both academic and personal/social skills recognition.
- Educational Visits.
- Breakfast and after school clubs.
- Provision of playground resources which encourage children to play together.
- Children write class and playground rules together with staff.
- Children learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.
- Children will begin to take an active part in the life of their school through School Council.
- Children will begin to learn about their own and other peoples' feelings and become aware of the views, needs and rights of other children and older people.
- Children will build the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become active and responsible citizens.
- Regular assemblies.
- Strong relationships with parents, and good communication through notice boards, StudyBugs, newsletters, the website and email.
- Visitors invited into school e.g. religious leaders, fire brigade, charity representatives.
- PSHE sessions and Circle Times.
- Parents are encouraged to volunteer in school and many do so on a regular basis as well as supporting us on school trips.
- Parents are invited to end of term assemblies and other events, where possible.
- Successful transitions from starting nursery, to moving to reception, through to moving to Greensted Junior School with visits, buddy systems and building relationships with new teachers.
- Maintaining a register for identified vulnerable children.
- Initiating many collaborative learning opportunities throughout the curriculum.
- Being pro-active to involve outside agencies, such as occupational health and speech and language services etc. for support and advice.
- Encouraging children to take responsibility for their own environment.
- We ensure that homework is practical, often involves a 'non-sitting down' activity and is an appropriate amount for the age of the children.
- Classes have daily 'helpers' who are pupils given extra responsibilities for that day to raise confidence and self-esteem.

- Regular performance management meetings for all staff and close staff friendships help to promote wellbeing for adults as well as children in our school.
- Awarded Healthy Schools Status in 2020
- School Council with representatives from Yr R, 1 and 2.
- Encouraging children to take on as Friendship, Reading & Library monitors in Year 2.
- Class ambassadors are chosen to represent each class, greeting visitors and informing them about their learning.
- Sensory Room.
- A wide range of social skills, self-esteem, anger management groups.
- Staff are participating in a Well-being Project, offering counselling and supervision to all staff.

How do we teach Personal, Social and Health Education & Citizenship?

The National Curriculum includes a framework for personal, social and health education and citizenship that incorporates non-statutory guidelines for the knowledge, skills and understanding and breadth of opportunities that should be taught in key stage 1. The Early Years framework states goals for personal and social development that children should be working towards during Nursery and Reception years.

At Greensted Infants School, we teach PSHE and citizenship in a range of ways to ensure a whole-school approach. We want to develop a curriculum that is relevant to the children, connecting with their interests, real-life issues and experiences and relating to their abilities and backgrounds. Our provision will be consistent with current school policies on behaviour, discipline and health and safety.

- Current school values, ethos, culture and environment

Aspects of PSHE and citizenship are already reflected within the values and ethos of Greensted Infant School. For example, we agree codes of conduct with the children to encourage positive behaviour; we challenge bullying and discrimination; we promote courtesy and respect; and we value all members of the school community. Collective worship promotes and celebrates our values and provides an opportunity to strengthen children's spiritual, moral, social and cultural development. Children are taught about British Values and we link this to school ideas and rules. At Greensted we aim to create an environment where the children feel safe, valued and can achieve their full potential.

- Discrete curriculum time

PSHE and citizenship will be taught through some separately planned curriculum time, for example, a circle time or a class discussion following on from a story or an event in class. This type of provision will allow class teachers to make clear assessments relating to specific PSHE and citizenship guidelines. We use Seal materials and their teaching tools to aid with the teaching of PSHE. We have a 'Mr Men' scheme of work which children in Years 1 and 2 have access to, as well as the Learn 4 Life resources.

- Teaching through and within other curriculum subjects

Most of the PSHE and citizenship framework can be taught alongside other subjects, within our themed approach to planning. Teaching PSHE and citizenship as a cross-curricular subject will enable children to make links and learn about PSHE and citizenship objectives in practical contexts. Through our teaching and learning approaches and classroom management we can model and encourage children to take responsibility for their own learning, participate in groups of different sizes and compositions, work with our adults other than the class teacher and take time to reflect on their experiences to enable them to identify what they have learned and transfer that to their own individual situations.

- PSHE and citizenship whole school activities & school events

We plan to teach PSHE and citizenship in this form of curriculum provision by inviting visiting speakers from local community; by organising charity fundraising events to raise children's awareness of local, national and global issues; by making trips to places in the local community such as the library. We will also organise special days and weeks, providing all the children in the school the opportunity to participate in an event with a single purpose, such as Global Week.

Governors and staff will ensure that resources used will reflect the needs and ages of all pupils and reflect the cultural diversity of the school community. All children will have equal opportunities within PSHE and citizenship, regardless of ability, age, gender or ethnic background.

How do we assess Personal, Social and Health Education & Citizenship?

In the Foundation Stage, children will be assessed against the personal and social development matters and foundation stage points as set out in the Early Years framework. Recording and reporting will be in accordance with the Foundation Profile.

In key stage 1, assessment will be in the form of teacher judgements in two areas:

1. children's knowledge and understanding, for example, information on health
2. how well children can use their knowledge and understanding in developing skills and attitudes, for example making decisions or solving conflict

Class teachers will report PSHE and citizenship development to parents orally at Parent's Evening and in written form in an annual school report.

No assessment in PSHE and citizenship will imply that children are failing as citizens. It is not a judgement on the worth, personality or value of an individual child or family.



**Greensted Infant School & Nursery
PSHE Key Stage 1 Scheme of Work**

Year 1: Core Theme 2: Relationships – to be taught in the Autumn Term

Families and Close Positive Relationships

- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships:

- R6.** about how people make friends and what makes a good friendship
- R7.** about how to recognise when they or someone else feels lonely and what to do
- R8.** simple strategies to resolve arguments between friends positively
- R9.** how to ask for help if a friendship is making them feel unhappy

Safe Relationships

- R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R15.** how to respond safely to adults they don't know
- R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18.** about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting Self & Others

- R21.** about what is kind and unkind behaviour, and how this can affect others
- R22.** about how to treat themselves and others with respect; how to be polite and courteous
- R23.** to recognise the ways in which they are the same and different to others
- R24.** how to listen to other people and play and work cooperatively
- R25.** how to talk about and share their opinions on things that matter to them



**Greensted Infant School & Nursery
PSHE Key Stage 1 Scheme of Work**

Year 1: Core theme 1: Health & WellBeing – to be taught in Spring Term

Healthy Lifestyles (Physical WellBeing)

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H5. simple hygiene routines that can stop germs from spreading
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage

Mental Health

Year 1:

- H11. about different feelings that humans can experience
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

Ourselves, Growing & Changing

Year 1:

- H21. to recognise what makes them special
- H23. to identify what they are good at, what they like and dislike
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group

Keeping Safe

Year 1:

- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. about the people whose job it is to help keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)



**Greensted Infant School & Nursery
PSHE Key Stage 1 Scheme of Work**

Year 1: Core Theme 3 - Living in the Wider World - to be taught in the Summer Term

Shared Responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations

Media Literacy & Digital Resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

Economic WellBeing - Money

L10. what money is; forms that money comes in; that money comes from different sources

L13. that money needs to be looked after; different ways of doing this



**Greensted Infant School & Nursery
PSHE Key Stage 1 Scheme of Work**

Year 2: Core Theme 2: Relationships - to be taught in the Autumn Term

Families and Close Positive Relationships

- R3.** about different types of families including those that may be different to their own
- R4.** to identify common features of family life

Managing Hurtful Behaviour & Bullying

- R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11.** about how people may feel if they experience hurtful behaviour or bullying
- R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe Relationships

Year 2:

- R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14.** that sometimes people may behave differently online, including by pretending to be someone they are not
- R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18.** about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard



**Greensted Infant School & Nursery
PSHE Key Stage 1 Scheme of Work**

Year 2: Core theme 1: Health & WellBeing – to be taught in Spring Term

Healthy Lifestyles (Physical WellBeing)

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

Mental Health

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, Growing & Changing

H22. to recognise the ways in which we are all unique

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H27. about preparing to move to a new class/year group

Keeping Safe

H28. about rules and age restrictions that keep us safe

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

Drugs, Alcohol & Tobacco

Year 2:

H37. about things that people can put into their body or on their skin; how these can affect how people feel



Greensted Infant School & Nursery
PSHE Key Stage 1 Scheme of Work

Year 2: Core Theme 3 - Living in the Wider World - to be taught in the Summer Term

Shared Responsibilities

- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

Communities

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

Media Literacy & Digital Resilience

- L9. that not all information seen online is true

Economic WellBeing - Money

- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want