

## **BURLINGTON INFANT AND NURSERY SCHOOL**

### **POLICY TITLE: Personal Social Health Education Policy (including SMSC and Fundamental British Values)**

#### **Persons with Responsibility:**

PSHE Coordinator

#### **Key Legislation:**

Children Act 2004 Every Child Matters, Children Act 1989, Safeguarding Vulnerable Groups Act 2006, Keeping Children Safe in Education 2014, Education Act 2002, Education Act 1989, Data Protection Act 1998,

#### **Documents consulted:**

Safeguarding Policy, Health and Safety Policy, Behaviour Policy, SEND Policy, Equalities Policy, Anti-Bullying Policy, EYFS Welfare Policy

#### **Policy History:**

<b>Issue No.</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes</b>	<b>Next Review Date</b>
1	May 2016	Tanya Da Silva		Summer 2020
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**Approved by Governors at a meeting on :**

**Please refer to signed minutes of this meeting**

**(Including SMSC and Fundamental British Values)**

**Our School Vision:**

***Burlington Infant and Nursery School is a happy vibrant community school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience, in an environment where efforts are valued and all children flourish.***

**Rationale:**

Our school vision and ethos is strongly supported through and embedded in the delivery of our PSHE whole school approach (Behaviour for learning) curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and support the development of children's health and wellbeing, self esteem and confidence.

As part of providing a broad and balanced PSHE curriculum through our agreed PSHE whole school approach we are able to nurture and support the Spiritual, Moral, Social and Cultural development in young children and promote the fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole school development.

**Aims:**

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole school approach, which is implemented from Nursery through to Year 2. This covers six themes throughout the year which underpin the fundamental aspects of emotional wellbeing:

***Friendship, Inspiration, World wise, Determination, Excellence, Flourish***

Through these themes we aim to support children to:

- Develop self esteem and confidence
- Work cooperatively with others
- Be respectful towards others
- Tolerate and accept others
- Have a sense of belonging and identity
- Be polite and have good manners
- Develop their curiosity, enthusiasm and independence in their learning
- Be motivated and creative in their learning
- Take risks and be resilient
- Work hard to achieve personal success
- Be responsible and emotionally intelligent

- Understand what constitutes a healthy lifestyle
- Be aware of safety issues (personal safety, e-safety)

Through our PSHE curriculum the following aspects are covered:

- Promoting a healthy lifestyle
- Promoting fundamental British values
- Transition
- Behaviour for learning
- Developing a Growth Mindset

### **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. The teaching and delivering of our PSHE programme ensures that teachers provide learning opportunities matched to the individual needs of children including those with additional needs and with English as an additional language.

In the Early Years:

Alongside the whole school programme we teach PSHE in Nursery and Reception as an integral part of the Early Years curriculum, using the Development Matters as guidance and objectives set out in the Early Years Profile. Class teachers are responsible for teaching and delivering quality weekly sessions which include well-planned circle time sessions. Circle time sessions are carefully planned and include a wide range of strategies and resources to engage children e.g. role play and puppets.

In KS1:

In KS1 teachers plan and deliver quality weekly circle time sessions to cover all aspects of emotional wellbeing. Circle time sessions are carefully planned and include a wide range of strategies and resources to engage children e.g. role play and puppets.

**As a school our aim is to embed PSHE in every aspect of school life and PSHE is delivered through a range of whole school activities including:**

- Weekly PSHE school assemblies
- Good Deed and Celebration assemblies
- Learning assemblies
- Golden responsibilities
- Top Table
- Playground buddies
- Special weeks e.g. Around the world week, Healthy living week
- RE days
- School council, Eco council
- Fund-raising activities e.g. Comic Relief, Harvest, World Wide fund
- Celebrating significant days e.g. Remembrance Day
- Visitors to school e.g. Local Fire Service, Earth song

### **Cross curricular links**

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., Science, Geography, History and in topic planning.

### **Promoting fundamental British Values**

We ensure that the fundamental British values are strongly embedded and promoted through our School vision statement, our development of SMSC, our PSHE whole school approach and through everyday aspects of school life.

In this way we support children to:

- Understand **Democracy** by learning to participate and work collaboratively to make decisions through democratic processes, working as a team and voting e.g. School council, Pupil Voice
- Understand the **Rule of the law**, understanding that rules matter and are important to keep us safe
- Develop and have **Mutual respect** for others even though we might not always agree with their thoughts and feelings
- **Show tolerance towards others and accept** that other people have different beliefs from ours and they may believe in different religions
- **Live in harmony** with others

### **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.

Our school has achieved the Bronze award for healthy schools.

We promote the development of healthy living by:

- Freshly cooked school meals everyday – healthy portions and balanced meals provided
- Walk to school weeks throughout the year
- Sports day
- Range of after school clubs e.g. netball, football, multi-skills, hockey, ballet
- High quality outdoor provision for physical development
- Timetabled weekly PE sessions
- Fresh fruit daily
- Free milk for under 5s
- Healthy Living week- Big breakfast for all children
- Lunch club in the nursery to promote healthy eating
- Healthy Living week workshops including 'Wakeup shake up' family aerobics
- Weekly 'Out and about' days in the EYFS
- Participation in inter-school sporting events

### **Assessment, Recording and Reporting**

In the Early Years:

Class teachers assess children's development and progress in PSHE by making informal judgements as they observe children in their learning and social interactions at school every

day. Alongside these judgements, teachers use the Personal, Social and Emotional objectives (as stated in the 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 observations, weekly evaluations or photographs/videos. At the end of Reception, teachers report on children's personal, social and emotional well-being against the Early Learning Goals for PSED.

In KS1-

Class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each theme (termly). This teacher assessment tool covers all the skills, attitudes and values taught through our whole school approach and consist of 3 main areas *Relationships, Health and Well-being and Living in the wider world*. Through these termly assessments teachers are able to track children's achievements and development in PSHE.

To encourage children to reflect and feedback to class teachers about which aspects of learning PSHE they have achieved or need support in, children are involved in completing self assessment booklets at the end of every half termly theme.

### **Monitoring and evaluation**

The Head teacher, Deputy Heads/Inclusion Leader and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement and quality of teaching.

PSHE co-ordinator supports colleagues in the teaching and implementation of the PSHE whole School approach by giving them information about current developments in the subject and reviewing and adapting the curriculum through staff meetings.

The Head teacher and PSHE co-ordinator reviews the progress of PSHE during review meetings and evaluating strengths and areas for further development.

PSHE coordinators will monitor Circle time and PSHE topics through half termly planning in each year group. Co-ordinators will monitor teachers' termly assessments.

### **Resources available**

We keep the following resources for PSHE in the old staffroom:-

- Year group boxes stocked with books to support PSHE curriculum themes
- PSHE box with emotion cards, circle time activities,
- Each class has a draw string bag with a PSHE Burlington Bear
- Each class has a set of laminated cards to display weekly themes
- Each class has a PSHE file with planning, guidance, assessments and resources