



Town Lane Infant School

Personal, Social and Health Education (PSHE)

Links to RRS – articles 3, 12, 13,14, 24, 28, 29,

Intent and objectives

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school, our local community and the wider world. In doing so, we help develop their sense of selfworth. We teach them how society is organised and governed. We ensure that they experience the rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society. As part of our commitment to being a Rights Respecting school, children are taught all citizenship matters. Through our commitment to RRS, children are also encouraged to examine the global community to realise that they can be a good global citizen and have a positive affect on the world.

The intent of teaching Personal, social and health education (PSHE) and citizenship are to enable the children to:

- Understand their rights as listed in the UN Convention on the Rights of Child and appreciate that they also have responsibilities when making choices.
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as assemblies, or involvement in an activity to help other individuals or groups less fortunate than themselves. We provide children with the opportunity to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour in the form of a class charter at the start of the year. We offer children the opportunity to hear visiting speakers, such as representatives from the local church, local MP, police and health workers whom we invite into school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. We use a scheme of work call Jigsaw which also encompasses SMSC and Rights respecting schools. It has 6 main themes which are taught simultaneously in all year groups. They are: Changing me, relationships, healthy me, dreams and goals, celebrating difference and being on my world.

We teach PSHE and citizenship as a discrete subject. We can introduce PSHE and citizenship through other subjects, e.g. when teaching about our local environment we do it through geography, also, when learning about health education it is taught through science. As there is a large overlap between the programmes of study for Religious Education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.

Foundation Stage

We teach PSHE and citizenship in reception and nursery classes as an integral part of the topic work covered during the year. We relate the teaching of PSHE and citizenship to the objectives set out in the Early Learning Goals (ELGs). We support citizenship education in the Foundation stage when we teach knowledge and understanding of the world.

Teaching PSHE and citizenship to children with special needs.

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities adapted to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, we consider the targets set for the children in their Education Plans (ILPs)

Assessment and recording

Teachers assess the children in PSHE and citizenship by making informal judgements as they observe them during lessons, on the playground or around school and make notes of any concerns, especially behaviour. Pupil voice and learning is recorded in floorbooks to support knowledge retention. If it is noticed that a child needs extra support or is facing challenges outside of school, staff will ensure adaptations are made to suit their particular need and sometimes their teacher will make a referral to our ELSA support team in school

ELSA

ELSA is Emotional Literacy Support provided by a trained teaching assistant. This initiative was developed and is supported by educational psychologists who use their knowledge of how children develop socially and emotionally. ELSAs are trained to plan and deliver programmes of support to pupils who may be experiencing temporary or long term additional emotional needs.

There are many emotional skills that ELSA can help with, including:

- Social Skills
- Bereavement
- Social Situations
- Therapeutic Stories
- Anger Management
- Self-esteem
- Real-life problem-solving skills
- Friendship

Resources

We keep resources for PSHE in the staff room. There are also many books in the school library that deal with many PSHE and citizenship issues. Jigsaw provides all resources within the scheme in the form of links to video clips, stories and worksheets.

Monitoring and review

The PSHE and citizenship lead is Mrs. Armstrong and she is responsible for monitoring the teaching of PSHE. She supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.