

# Wallace Fields Infant School & Nursery

## Subject Story for Personal, Social and Health Education (PSHE)



When I grow up I would like to be..



Pupil Parliament meetings



Mindfulness workshop



### Intent:

At Wallace Fields Infant School & Nursery, we provide children with the knowledge and skills to ensure appropriate development of their emotional literacy and social skills. Our PSHE curriculum develops the qualities, skills and attributes children need to thrive as individuals, family members and members of society both now and in the future. We create a positive culture around difference and diversity, equipping children with the vocabulary necessary to express and describe themselves (physically and emotionally) and their bodies, knowing the correct names for body parts and the importance of personal hygiene. We want to ensure that children develop a sense of who they are and belonging within the community and their own families. We encourage children to be aware of their own thoughts and feelings as they happen, supporting them in finding strategies to manage their own thoughts and feelings so they can become more independent in regulating their emotions and building emotional resilience. Our curriculum has been carefully designed to develop confidence, resilience and self-esteem and provide all children with the skills and knowledge needed to live healthy, safe, productive, responsible and balanced lives. We teach our children how to make informed choices and to identify and manage risk.

*The National Curriculum for PSHE aims to ensure that all pupils:*

- *Talk about what makes a family and the important people in our lives and that not everybody is the same*
- *Understand the things that make them unique and talk about similarities and differences*
- *Learn how to respect other's feelings and how to say 'no' and how to share their feelings*
- *Name the external parts of the body and to know that the body changes*
- *Learn about lifecycles of a seed, frog, butterfly (the world)*
- *NSPCC Pants lesson – personal safety*
- *Identify ways to keep them safe and understand that secrets should not always be kept*
- *Recognises bullying behaviour and what make a positive relationship*
- *know a variety of ways to reduce the spread of germs and infections, including washing hands and using tissues, keeping themselves safe and healthy*

### Implementation:

- **Establishing weeks** take place in the first three week's of the Autumn Term to ensure that children settle well and become familiar with the class and school rules and routines. An hour of PSHE is taught each week and this is split into shorter daily circle times in the first half term, to allow children to become aware of the learning and behaviour expectations. Some of the initial circle times include 'Setting Goals', 'Special People', 'Being Kind', 'Zones of Regulation', 'The Underpants Rule' and 'Appropriate Touch'.
- **Assemblies** take place each day in the school hall for 20mins with a specific focus including; 'time to shine', 'Values and Morals', 'Around the World', 'Music Appreciation', and 'British Values and School Values.' During this time all children from across the school are brought together to explore and reflect upon the importance of both our

School values and British values, focussing on what these look like in practise at WFIS and in the wider world. This takes place in the form of stories, role-play, video clips and music clips to name but a few.

- **From Nursery through to Year 2**, fortnightly sessions are allocated for PSHE, Relationships, and Health education through regular 'circle time' discussions and lessons. However, it is a vast area of learning for our young children and PSHE is very much cross-curricular as skills are developed through all subjects and through daily routines in school life.
- Lessons for each year group are planned using our Progression Grids to ensure that children develop the necessary skills to deepen their understanding and knowledge in PSHE. Learning objectives and success criteria are created using the *PSHE ASSOCIATION* to ensure teachers can assess children's learning and understanding. **In Key Stage 1**, some objectives are covered in both year one and year two. This means they will be 'taught' in Year one and 'recalled' in Year two, ensuring learning takes place as it is moved from the short-term memory to the long term. **In Early Years**, teachers use the area '*Personal, Social and Emotional Development*' to teach a broad and rich PSHE curriculum.
- We ensure that the PSHE curriculum is relevant to our children by recognising that opportunities are often spontaneous, following the children's experiences, ideas and learning. Teachers are prepared for unplanned situations in order to maximise opportunities to develop PSHE and Spiritual, Moral, Social and Cultural Education (SMSC) for all children. We recognise that the PSHE education programme is just one part of what we can offer to help children to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. We link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. We encourage staff, families and the wider community to get involved, through a variety of workshops and assemblies.
- Through our three weekly Pupil Parliament, children are given the opportunity to experience democracy first hand. We encourage children to share their thoughts on a variety of school topics whilst listening to and appreciating the views of others.

## Progression across year groups:

Our progression of learning is guided by the PSHE Association Programme of Study, which has allowed us to sequence the learning logically and in a beneficial way for our children. Due to the nature of PSHE and the core themes (health and well-being, relationships and living in the wider world), there is an overlap of learning throughout the year as children's prior knowledge is continuously recalled and then further extended with new learning. Our curriculum is also responsive to the needs of our pupils, meaning that there may be times we move away from the progressive sequence, for example a safeguarding concern, that needs to be addressed promptly.

### Health and Well-being:

- In Early Years, children become confident to try new activities and speak in a familiar group. They learn to say when they do and do not need help. In Year 1, children learn what is meant by a healthy lifestyle and how to maintain physical, mental and emotional health and wellbeing. This develops in Year 2, as children learn to make an informed decision about their health and well-being and also identify the different influences on this.

### Relationships:

- In Early Years, children learn to play co-operatively and take account of others' ideas. They show sensitivity and begin to form positive relationships with other children and peers. In Year 1, children learn how to maintain healthy relationships with others and how to manage their emotions. In Year 2, children learn how to respond to risky or negative relationships and how to respect equality and diversity.

### Living in the wider world:

- In Early Years, children learn to talk about how they show their feelings and talk about their own and others behaviour. They learn to work as a group or class and understand how to follow the rules and routines. In Year 1, children learn to show respect for themselves and others. They learn the rights and responsibilities as members of families and other groups. In Year 2, children learn about where money comes from, keeping it safe and the importance of managing it effectively. They also learn about the importance of respecting and protecting the environment.

## Impact:

- ✓ We will be able to see that the children know more and remember more in PSHE, through evidence in their learning journals and pupil voice. Children are able to recall prior learning and apply it. For example, in Early Years, children show sensitivity to others' needs, which then allows them in KS1 to recognise and manage emotions

within a range of relationships. Children will start their next year of learning with the necessary skills and knowledge to build upon.

- ✓ We have a whole school inclusive ethos (staff, governors, parents and pupils) which allows for acceptance of diversity and difference.
- ✓ Children are equipped to keep themselves safe: physically, emotionally and whilst navigating the online world; knowing where to get help if needed.
- ✓ Children use correct vocabulary to effectively communicate their feelings to others, recognising how others show their feelings.

#### **If you were to walk into a PSHE lesson at WFIS & Nursery you would see:**

- ✓ Collaboration and opportunities for children to develop discussions through their learning.
- ✓ Pupils who are polite, well-mannered and considerate to others, working together as a whole class or in small groups.
- ✓ Engaging activities enabling children to deepen their understanding of the world, relationships and health and wellbeing.
- ✓ Respectful pupils who listen to others and cooperate.
- ✓ Excellent learning behaviours and positive attitudes towards themselves, life and learning.

#### **British Values and Spiritual, Moral, Social and Cultural Learning in PSHE:**

**British Values:** Lessons taught at our school reinforce messages of tolerance and respect for others; embracing differences and accepting others. Our curriculum intent aims to respond to the diversity of children's cultures, faiths and family background.

**Social:** Children will learn to discuss their views with others and show appreciation and tolerance of other views, whether they are similar or different to their own. This will support their social development for the present and the future.

**Moral:** Children will learn to be tolerant and understanding of different people. Children will learn to accept and embrace differences.

**Spiritual:** Children will be learning about and reflecting on important concepts, experiences and beliefs.

**Cultural:** Children will learn to be open and respectful.

#### **Pupil Voice:**

**Nursery:** "We play together nicely."

**Reception:** "They cheer me up when I am sad."

**Year 1:** "I like to always be on the green part of the windscreen."

**Year 2:** "I like it when we all sit in a circle because it is fun to talk and take turns."

#### **Outstanding Learning Outcomes:**



*Role play opportunities give children the opportunity to take turns and work collaboratively in small groups.*



*Many opportunities are given to children to enable them to understand how to communicate and work as a group.*



*Children sharing their favourite book allows them to express their feelings and views and to understand that people can have different views and opinions.*

### Successes in 2021-22:

- ☺ **Pupil Parliament:** Through democracy, pupils have been able to voice their opinions and views as a whole class and in small groups to make changes to and improve school life. They have actively worked with the wider community to improve our local area.
- ☺ **Scheme of learning:** We have developed a unique scheme of learning through adapting the Programme of Study from the PSHE Association. Teachers feel that they are better supported in their delivery of the PSHE Curriculum.
- ☺ **Variety of resources:** PSHE lessons have been adapted to encourage more creative and multi-model approaches to learning.

### Priorities for 2022-23:

- ⇒ **To expand the ELSA role to include parental support and wellbeing.**– develop a family support worker role and create a model for family support.
- ⇒ **To continue to develop mental health provision across the school** – Continue to review our provision for supporting pupils and staff with their mental health and well-being.
- ⇒ **To ensure that British Values lessons are embedded throughout our curriculum-** continue to use the safeguarding curriculum planner to support the explicit teaching of British Values.