

PSE Policy - *Nursery and Infants*

Personal and Social Education



St John's College

PSE POLICY - NURSERY AND INFANTS

This policy applies to the Nursery and Infant sections of the School.

Version: March 2020

Rationale

The curriculum is designed to reflect the aims of the School's Mission Statement. We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical, through the provision of a broad and balanced curriculum. It is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential.

Our Mission Statement, *"Wherever there is love, there is vision"* promotes these values. St John's College seeks to nurture the given talents and potential of each individual in order that each one may become a confident, responsible member of society.

At St John's College Nursery and Infant Department, the PSE programme supports the School's Mission Statement in the following ways:

- Social;
- Intellectual and emotional;
- Aesthetic and physical;
- PSE raises the self-esteem of individuals, valuing and building upon the ideas of the pupils themselves. It accepts that we are all different, yet are all equally valued: it encourages pupils to consider the consequences of their own actions;
- PSE ensures that pupils will develop the skills, knowledge and attitudes which enable them to take control of aspects of their own lives, remembering their responsibility to others;
- PSE is reflected not only through the taught curriculum, but also through our expectations; code of behaviour, expression of desirable values, relationships between pupils, between staff and between staff and pupils; the physical environment (classrooms, the playground is aesthetically pleasing and well cared for) and a wide range of extra-curricular experiences.

The Nursery and Infant Department aims:

1. to help foster the inclusive, Catholic ethos of the School.
2. to assist pupils in developing awareness of their responsibility to themselves, others and the School.
3. to foster a greater sense of security, co-operation and achievement at School.
4. to help pupils explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst pupils.
5. to work towards the improvement of each pupil's academic performance throughout all areas of the curriculum.
6. to help pupils develop a greater sense of understanding and empathy towards other members of our school community.
7. to encourage pupils to examine and evaluate their attitude towards important social issues.
8. to prepare pupils for life after school in a time of increasingly accelerating social, moral and economic change.
9. to increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.

Teaching and Learning

A range of teaching and learning styles are used and the SEAL programme is followed. Emphasis is placed on active learning, including the children in discussions, assemblies, home school tasks, classroom activities, circle time, investigations and problem-solving activities.

Within classes, children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

When possible, we shall aim to offer the children opportunities to hear visiting speakers to talk about their role in creating a positive and supportive local community - this will normally take place during assemblies.

Trips and visits are organised to support the PSE curriculum. These include visits to our Parish Church, St Cadoc's, and R7's visit to the War Memorial in St Mellons. We support organisations such as CAFOD and HCPT. We also have guest speakers from other faiths. Children are encouraged to develop a nurturing attitude towards one and other by looking after an 'egg baby' for the afternoon.

Planning and Organisation

PSE is based on the following four main categories:

1. Developing confidence and responsibility and making the most of their abilities;
2. Preparing to play an active role as citizens;
3. Developing a healthy, safer lifestyle;
4. Developing relationships and respecting the differences between people.

PSE is taught weekly; although based on the schemes highlighted, it will also be introduced throughout the school day.

Differentiated activities ensure work is provided for a range of abilities.

Language development is encouraged throughout with planned opportunities for discussion, observation and reporting.

Progression and continuity are provided by a clear and easy-to-follow structure throughout the scheme. The children from Nursery to R7 follow the SEAL programme on a timetabled once a week basis. The programme includes weekly lessons, home school tasks, creative activities, circle time and assemblies. The topics include:

Autumn 1	Beginnings
Autumn 2	Getting on and Falling Out
Spring 1	Going for Goals
Spring 2	Good To Be Me
Summer 1	Relationships
Summer 2	Changes

The programmes of study which are followed in the classroom are enhanced and enriched by the following important experiences which are a feature of any pupil's life at St John's College:

- Awareness of the needs of others, through works of Christian charity;
- Regular visits to St. Cadoc's RC Church to have lunch with Catholic mothers;
- Positions of responsibility - Nursery class captains, job wheels in R7, classroom monitors in R6, Special tasks R5 and Nursery job chart;
- The extra-curricular activities programme;
- Involvement in school productions and events;
- Recognition of achievement through certificates, stickers and special badges;
- Opportunity for involvement in the house system;
- Headmaster's "Good egg" afternoon tea.

Role of the Subject Leader

- To be responsible for the progression and co-ordination of the subject;
- To support colleagues in their planning of PSE;
- To maintain and purchase appropriate PSE resources, as the budget allows;
- To attend courses;
- To lead and assist in school-based INSET;
- To monitor PSE work throughout the Nursery and Infant Department, including teachers' plans, children's recorded work, achieved targets and observation of lessons;
- To liaise with Assistant Head, Pastoral, Mrs. Emma Jones.

Differentiation

PSE is taught to all children whatever their ability. Some children who have ALN in the more formal side of education often find the chance to excel in an area such as personal and social. We aim to provide learning opportunities matched to the needs of these children by:

- setting open-ended tasks;
- using support staff as appropriate;
- the provision of suitable resources.

Evaluation

Collectively, staff, with guidance from the PSE subject leader, assess work in order to amend and update/change the scheme of work or methods of teaching. This will enable staff to meet the needs of all the children.

Assessment, Recording, and Reporting

Staff constantly assess the children's work while observing them in the classroom and this enables the teacher to make an assessment of the overall progress for each child. This is communicated to parents in their child's written reports. Staff also use discussion activities, to gain worthwhile assessments.

Recording

- Teachers own record keeping and observations;
- Each class has a folder, to record examples of class work and photographs;
- Nursery and R5 complete weekly observations in all areas of learning. These are displayed in parents' memory book and children's files in Nursery.

Reporting

- Parent-Teacher meetings;
- Meet the Teacher, September;
- Parents' evenings in February and June;
- Lent and Trinity written reports.

Equal opportunities

Each child has an equal opportunity to perform to his/her potential, irrespective of race, gender, cultural background, ability or physical/sensory disability.

Prevent Duty

In line with Prevent Duty, 2015, we build pupils' resilience to radicalisation by providing all staff with INSET training, to help identify radicalisation amongst pupils, staff and the wider community. We provide a safe environment to help children understand how they can participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British/Welsh values.

Personal, Social and Health Education (PSHE) is an effective way of providing our pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations at an age appropriate level. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Citizenship helps us to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore issues to begin to discuss, to debate and to make choices; critically, to weigh evidence, to debate, and to make reasoned arguments. Pupils are also taught about the diverse national, regional, religious and ethnic identities in Britain and the need for mutual respect and understanding.

Staff must take action when they observe behaviour of concern and follow our existing safeguarding procedures. Staff should read this section alongside the School's Safeguarding and Child Protection Policy.

This policy statement has been developed by consultation and discussion with all members of staff. The policy will be reviewed and changed, as the requirements of the National Curriculum change, and as we ourselves develop new ideas from courses attended and INSET meetings.

Teaching Aims for Early years and Key Stage 1 (Nursery to R7)

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors.

Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views.

The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners.

They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others.

Personal development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety;
- express and communicate different feelings and emotions - their own and those of others;
- show curiosity and develop positive attitudes to new experiences and learning;
- take risks and become confident explorers of their indoor and outdoor environment;
- experiment with new learning opportunities, including ICT;
- become independent thinkers and learners;
- develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work;
- concentrate for lengthening periods;
- value the learning, success and achievements of themselves and other people.

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others;
- take responsibility for their own actions;
- consider the consequences of words and actions for themselves and others;
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community;
- develop an understanding of what is fair and unfair and to be willing to compromise;
- form relationships and feel confident to play and work co-operatively;
- value friends and families and show care and consideration;
- appreciate what makes a good friend;
- develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity;
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures;
- treat people from all cultural backgrounds in a respectful and tolerant manner;
- develop an understanding of the diversity of roles that people play in different groups and communities;
- begin to question stereotyping.

Moral and spiritual development

Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively and intuitively;
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate;
- communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses;
- respond personally to simple, imaginary, moral situations, giving reasons for decisions made;
- use stories or situations to raise questions about why some things are special;
- express ideas and feelings creatively, explaining why they are significant;
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex;
- ask questions about how and why special things should be treated with respect and respond personally;
- ask questions about what is important in life from a personal perspective and from the perspective of others.

Wellbeing

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others;
- be aware of their own feelings and develop the ability to express them in an appropriate way;
- understand the relationship between feelings and actions and that other people have feelings;
- demonstrate care, respect and affection for other children, adults and their environment;
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others;
- understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings;
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies;
- ask for assistance when needed;
- develop an understanding about dangers in the home and outside environment;
- understand that medicines are taken to make them feel better and that some drugs are dangerous.