



PSHCE POLICY

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 nursery and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in nursery through the election and membership opportunities provided through the nursery council and encourage them to give opinions in the classroom and throughout their time at nursery and ensure these are heard. This is in line with the vision, ethos and aims of Rida Girls' High Nursery.

Aim

To enable the children to:

- 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 regardless of race, faith, gender and mental and physical disability;
- Be independent and responsible members of the nursery 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 nursery and the wider community.

Framework

PSHE and Citizenship in our nursery will follow the Framework for PSHE and Citizenship, given as non-statutory guidance in the National Curriculum. This framework is delivered through a variety of teaching strategies. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It is also taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the nursery's values) and other activities or nursery events (cross-curricular days, special visits, enrichment, special activities planned to allow the children to work together under different circumstances), playground buddies, Nursery Council, classroom responsibilities, fundraising activities and other methods which provide links with parents and members of the outside community.

A whole nursery approach is used to implement the framework. This policy has clear links with other nursery policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy and Equality Policy.

In following the framework our pupils are taught the four key components of PSHE knowledge, skills and understanding:

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

In following the framework for Citizenship our pupils are taught:

1. Social and moral responsibility;
2. Community involvement;
3. Political literacy.

Learning and Teaching

We use a wide range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage them to have an opinion and express it.

PSHE and Citizenship is provided in a variety of ways, to reflect the age of the pupils and ensure a whole nursery approach to the subject:

- There are regular specific curriculum sessions to develop themes and share ideas e.g. circle time, class discussion and assemblies;
- Opportunities are found within other curriculum areas e.g. links with role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE;
- Activities are provided as group, class or nursery events and initiatives e.g. community projects, nursery productions, assemblies for parents and friends, celebration assembly and educational trips for the pupils;
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment;
- The children are involved when visitors come into nursery;
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development;
- Much of the curriculum is delivered through oral and practical activities;
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD-ROMs, internet, specific adults' e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
 2. how to make informed choices and be enterprising and ambitious
 3. how to develop employability, team working and leadership skills and develop flexibility and resilience
 4. about the economic and business environment
 5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers
- They learn how to make more confident and informed choices about their health and their environment; to take more responsibility, both individually and as a group, for their own learning; and to resist bullying.

Various Abilities including Special Educational Needs

- We teach PSHE and Citizenship to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with lower ability;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss;
- Children have access to extra help as the need arises.

Assessment, Recording and Reporting

- Teachers assess the children's work both by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the nursery and community in photograph form which is often visible in our termly newsletters;
- Through assemblies we celebrate personal achievement and reward thoughtful, caring behaviour;
- Children are often rewarded for good work and behaviour and have vertical age groups of children across the nursery who accumulate points to achieve also promoting team work;
- In each classroom every pupil has their own Citizen Passport which allows them to record, evaluate and reflect on areas of work throughout the curriculum that are relevant to PSHCE;
- A comment relating to PSHE and Citizenship will be included in the annual report to parents on pupils' progress.

Monitoring and Review

- The Manager and Keyworkers are responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Manager and Keyworker support colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing strategic lead and direction for the subject in nursery;
- All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.