

Author: R Green	Receiver: Teaching staff
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## **EYFS Personal, Social, Health and Citizenship Education (PSHCE) Policy**

### **Rationale**

In line with 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, which 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 is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have "Strength of Mind, Strength of Values, Strength of Purpose".

### **Introduction**

As stated in the school's Mission Statement, Ratcliffe College seeks to nurture the God given talents and potential of each individual in order that one may become a confident, responsible and useful member of society.

At Ratcliffe College the PSHCE programme supports the school's Mission Statement in the following ways:

- PSHCE raises the self-esteem of pupils, valuing and building the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSHCE ensures that the pupils will develop skills, knowledge and attitudes, which enable them to take control of their own lives and remember their responsibility to others.
- PSHCE is reflected not only through the taught curriculum, but also through our expectations; code of behaviour; relationships between pupils, between staff and between staff and students; the physical environment (classrooms, common rooms, boarding areas and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

### **Whole School PSHCE Aims**

1. To help foster the Catholic ethos of the school.
2. To assist pupils in developing awareness of their responsibility to themselves, other 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 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 worldwide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.

### **Objectives – Cygnets and Swans**

- To provide a wide variety of opportunities for the children to develop personally, socially and emotionally, in line with the Early Years principles, taking into account every child's development level.
- To plan experiences and activities that, allow time for the children to work at their own pace and follow their own interests. The planned activities will be challenging, meaningful and achievable.
- To observe, monitor and assess children's development in this area in order to progress their learning.
- To have consistent and appropriate expectations of all children that take account of their development, culture and previous experiences, and also set and maintain consistent limits so that children feel safe and secure within the Nursery School.
- To encourage positive attitudes towards themselves, towards others, towards learning and towards their environment.
- To help children to learn about relationships and to develop good relationships with each other and with adults.
- To develop children's confidence to try new things, and to say how they feel and what they think.
- To encourage an awareness and respect of their own needs and beliefs and a sensitivity and respect for the needs and beliefs of others.
- To develop children's ability to work individually and within a variety of social contexts; in parallel, in a small group and in a larger group, taking turns and sharing fairly.
- To help children to understand what is right and wrong, why this is so, and to consider the consequences of their words and actions.
- To provide positive images that challenge children's thinking and help them to embrace differences.
- To help children to maintain their concentration and attention and to be able to sit quietly, when appropriate.
- To work in partnership with parents and home because they continue to have a prime teaching role with their children.

A range of teaching and learning styles is used. Emphasis is placed on active learning, including the children in discussions, 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 will offer the children the opportunity to hear visiting speakers to talk about their role in creating a positive and supportive local community.

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.

The curriculum that is followed in the classroom is enhanced and enriched by all the experiences which are a feature of any child's life at Ratcliffe College.

### **Teaching**

We provide a wide variety of activities, which enable the children to develop their personal, social and emotional skills in the following areas:

- Working individually
- Working in pairs
- Working in small groups
- Working in large groups
- Working with and without adult support
- Within classrooms
- During outdoor play
- At lunchtimes
- During visits or when receiving visitors

We are aware that the emotional needs and development of each child are different, and that sometimes working with other children or a new experience can be difficult for a child. We aim to help children to adapt to these new situations by being sensitive to their needs.

### **Learning**

Personal, Social and Emotional Development is one of the seven areas of learning which together form the curriculum for the Early Years Foundation Stage. This area of learning focuses on encouraging independence, social interaction and self-confidence. It aims to help all children develop a positive image of themselves and others. Other parts of the EYFS curriculum also allow for PSHE development, specifically People and Communities in Understanding the World and Health and Self-Care in the Physical Development area of learning. These encourage children to think about people who have different beliefs and views and help develop children's understanding of keeping safe and healthy.

Therefore, the Aspects of Learning for Personal, Social and Emotional Development are:

- Making relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour
- Health and Self-care
- People and Communities

### **Making Relationships**

We are aware that for many children, nursery may be the first time they have had to share resources and adults with a large group. Co-operation between children is encouraged in a variety of ways, and children are encouraged to respect the work of others and to see someone else's point of view.

Children in the Nursery School are given the opportunities to work in a variety of social contexts within which they learn about different kind of relationships. They develop relationships with the staff and the children in their classrooms and shared areas. The children are given the opportunity to extend and create new relationships during outdoor play sessions. Children are encouraged to share their experiences with staff and peers.

Conflicts are seen as a learning experience offering staff the opportunity to encourage consideration, listening to and understanding others' points of view, and working together to achieve a better and fairer result.

### **Self-confidence and self-awareness**

A positive self-image and high self-esteem give children the confidence and security to make the most of opportunities, to communicate effectively and to explore the world around them.

We aim to provide a smooth and safe transition from home to school for both children and their families, offering information and support, valuing the thoughts and feelings of those involved. The stages of transition include a visit to the Nursery. Children are encouraged to talk about their own experiences and to appreciate the experiences of others. Within their daily activities, the children are encouraged to express a wide range of feelings. Praise and encouragement to achieve is readily available, staff and children are encouraged to focus on the positive in any situation. There are opportunities for self-chosen activities and for choices within adult initiated activities. As a child's confidence develops they are encouraged to try new experiences and work in new social contexts.

### **Managing Feelings and Behaviour**

We believe it is important that the children show care and concern for others, which includes an awareness of what is right and what is wrong and an understanding of why. We understand the great importance of developing children's ability to understand their own and other people's behaviour. Everyday experiences offer the staff the opportunity to identify and discuss with children some of the rules and boundaries that are part of our Nursery. We provide time to allow the children to express their feelings about different events or experiences.

Behavioural expectations and boundaries are consistent and reasonable, taking into account individual children's development and experiences. We encourage positive behaviour based on the feelings and needs of others and ourselves. We identify situations in the playground or the classroom where we can help scaffold and model to children the importance of good behaviour and an understanding in following rules. We give opportunities for children to understand what the rules are intended to achieve. Staff intervene in situations where behaviour is disturbing an activity, or is likely to cause injury to the child or to others. Staff always explain why behaviour is unacceptable.

### **Health and Self-care**

We know the importance of encouraging children to begin to take small steps of responsibility for their own safety and health. We provide healthy food for children's snacks, lunch and tea. We offer a range of extra-curricular clubs to encourage children to be physically active as well as ensuring outside play is a routine part of every day.

Activities are planned to encourage children to talk about ways of keeping healthy and safe as well as actively participating in healthy ways of living. Throughout the year children are

involved in talks given by our Medical Department and the Life Education Bus. Staff encourage children to take responsibility for getting themselves dressed before and after P.E.

### **People and Communities**

We acknowledge and value the choices, beliefs, views, thoughts and work of all our children and encourage them to feel the same. We ensure that materials and images used and displayed are accurate and non-stereotypical. Children are encouraged to learn from one another and to appreciate others' skills and experiences as well as their own.

Activities are planned which enable the children to share experiences and knowledge from their own lives. Similarities and differences are celebrated and discussed openly. It is imperative that we prepare our children to live in a multi-cultural society, therefore each topic is planned to include aspects from all cultures and faiths. Throughout the year the children experience and learn about a variety of celebrations.

### **Planning and Organisation**

We believe that Personal, Social and Emotional Development is an area which is intrinsic to all other areas in the foundation curriculum e.g. co-operating with others during play activities, becoming independent within the Nursery and respecting others' views and opinions. Many of the ways we encourage development in this area cannot be separated from other areas of learning. Effective Personal, Social and Emotional Development underpins all of the work carried out in the Nursery and is constant and an ongoing task for all staff.

This is enhanced and enriched by the following important experiences which are a feature of any child's life at Ratcliffe College:

- Prayer and worship, both collective and personal
- Assemblies, both teacher and child led
- Awareness of the needs of others, through works of Christian charity (at home and abroad)
- School activity days and community links
- The 'Superstar' achievement assemblies
- Reward stickers
- Children's work/performances in Christian celebrations (e.g. Harvest, Christmas and Easter)

## **Foundation Stage Early Learning Goals for Personal, Social and Emotional Development**

By the end of the Foundation Stage, most children will be able to achieve these goals. We lead the children towards these goals through recognising each child's development level.

### **Managing Feelings and Behaviour**

- Understand what is right, what is wrong and why.
- Aware of their own and other people's feelings.
- To know that some behaviour is unacceptable.
- Consider the consequences of their words and actions for themselves and others.
- Respond to significant experiences, showing a range of feelings and adjusting their behaviour to suit the situation.
- Take changes to routine in their stride.

### **Self-confidence and Self-awareness**

- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Have a developing awareness of their need, views and feelings and be sensitive to the needs, views and feelings of others.
- Able to confidently speak to a familiar group, talking about their own ideas or reasons for liking/disliking certain experiences.
- Able to say when they do or do not want help.

### **Making Relationships**

- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly.
- Understand that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

### **Health and Self-care**

- Know the importance of physical exercise and a healthy diet in order to be healthy.
- Are able to talk about ways of keeping safe and healthy.
- Dress and undress independently and manage their own personal hygiene, such as going to the toilet independently.

### **People and Communities**

- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Are sensitive to children in the Nursery who have different needs, views, cultures and beliefs.

### **Differentiation**

Early Years experiences should be based upon what the children already know and can do. Children enter the Nursery School with a wide range of experiences of different social contexts. For some this may be the first extended time away from their home whilst in the care of someone other than their immediate family. For others, this may simply be an extension of an already complex social life. We know that children have different emotional circumstances and needs, and that these may change during their time at nursery, such as when a new baby arrives.

We aim to build upon these previous and ongoing experiences and provide enjoyable and imaginative activities, which help all children develop on a personal, social and emotional level appropriate to their needs.

### **Evaluation**

Collectively, staff assess work in order to amend and update/change the scheme of work or methods of teaching. This enables staff to meet the needs of all the children.

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

Staff constantly assess the children whilst observing them in the classroom and playground. This enables the teacher to make an assessment of the overall progress for each child. This is communicated to parents in their child's end of year report. Staff also use discussion activities to gain a worthwhile assessment.

- **Recording**  
Teachers' own record keeping and observations and learning journeys.
- **Reporting progress from the start and tracking**  
EYFS profile  
Parent/teacher meetings in the autumn and spring terms  
End of year written report

### **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.

The policy will be reviewed and changed, as the requirements of the Early Years Foundation Stage curriculum change, and as we ourselves develop new ideas from courses attended and Inset meetings.

### **Links to other policies:**

EYFS Curriculum Policy  
EYFS Teaching and Learning Policy  
PSHCE Policy

### **Review**

This policy is reviewed annually by the Head of EYFS.