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EYFS Personal, Social, Health and Citizenship Education (PSHCE) Policy

“Strength of Mind, Strength of Values, Strength of Purpose”

Our Mission Statement

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

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 Nursery, we call PSHCE Christian Living. The PSHCE/ Christian Living programme supports the school’s Mission Statement in the following ways:

- Spiritual and social
- Intellectual and emotional
- Aesthetic and physical

These are achieved through the provision of a broad and balanced curriculum which is responsive to and supportive of their needs and aspirations, fosters curiosity and academic achievement, and encourages them to grow to their full potential.

- 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.

TEACHING AND LEARNING

A range of teaching and learning styles are used in the Nursery. Emphasis is placed on active learning, including the children in discussions, investigations and problem-solving activities. Within classes, children 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.

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.

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 supporting every child's own personal development. It aims to help all children develop a positive image of themselves and others, to understand their own and other's feelings

and manage their own emotions. It aims to help children build relationships and to set themselves simple goals that they can achieve. Children learn how to look after their bodies, including healthy eating, and manage their own personal needs independently. Ratcliffe Nursery use Birth to 5 Matters to help support the teaching of the curriculum. Within this, other parts of this document also allow for PSHCE development, specifically Speaking and Listening & Attention in Communication and Language, People and Communities in Understanding the World, and Health and Self-Care in the Physical Development area of learning.

Therefore, the Aspects of Learning for PSHCE include:

- Making relationships
- Sense of Self
- Understanding Emotions
- Speaking
- Listening and Attention
- 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 are given the opportunities to work in a variety of social contexts within which they learn about different kinds 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 with children from different classes during outdoor play sessions. Children are encouraged to share their experiences with staff and peers.

The staff quickly foster positive supportive relationships with all children so that they can be proactive in seeking adult help when it is needed.

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.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

1) Building Relationships

- Working and play co-operatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others needs.

2) Managing Self

- Explain the reasons for rules, knowing right from wrong and try to behave accordingly.

Sense of Self

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. We develop their confidence to speak about their personal needs, wants and interests. Sharing of opinions is greatly encouraged and we are supportive of children setting and evaluating their own goals. Our Nursery dinosaurs, which are linked to the characteristics of learning, help children to see that that they are persevering or trying hard in their activities and highlight these key skills helping to build resilience in achieving a goal.

Praise and encouragement to achieve is readily available, staff and children are encouraged to focus on the positive in any situation. The 'Proudocus' dinosaur also helps to highlight that feeling of pride to a child. 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.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

1) Managing Self

- Be confident in trying new activities and showing independence, resilience and perseverance in the face of challenge.

Understanding Emotions

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.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

1) Managing Self

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

2) Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Speaking

We want children to talk confidently to their peers and the adults around them. We value children being able to explain and share their needs and interests and opinions. Children are given many opportunities throughout their day to speak in small groups with class teachers, to speak in class discussions and to communicate their thoughts in play with peers. Children's back-and-forth interactions from an early age form the foundations for language and are deemed incredibly important. We pride ourselves on having quality conversations with the children, with the development of language and vocabulary at the forefront of all we do.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

- 1) Listening, Attention and Understanding
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 2) Speaking
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Express their own ideas and feelings about their experiences using full sentences.

Listening and Attention

We teach children how to be active listeners, knowing that as well as being a confident speaker, an excellent listener helps a child to get the most out of their conversation. We gradually increase a child's attention span as they go through Nursery so they are able to attend to a good amount of information at one time, before they leave Swans.

We encourage children to listen to each other in class discussions and circle time, taking account of what someone has said and responding to those comments.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

- 1) Listening, Attention and Understanding
 - Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 2) Self-Regulation
 - Give focussed attention to what the teacher says.

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 and incorporate healthy eating into our taught curriculum. 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 as well as being independent with their toileting and hand washing.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

1) Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

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 that are celebrated across the globe.

By the end of the Foundation Stage, most children will be able to achieve the following ELG:

1) People, Culture and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

PLANNING AND ORGANISATION

PSED objectives are included on weekly planning sheets, with key skills being highlighted each week. Additionally, we use one main resource called 'Life to the Full' which is a TenTen Programme, supported by the Primary National strategy for PSHCE. Christian Living themes are based upon PSED objectives, Gospel Values and Fundamental British values including:

- 1. Democracy – making decisions together**
- 2. Rule of Law – understanding that rules matter**
- 3. Individual Liberty – freedom for all**
- 4. Mutual Respect and Tolerance – treat others as you want to be treated**

In the Cygnets, teachers use the TenTen programme to ensure that over the course of the year, all of the main objectives are taught. The Cygnets take a child-initiated approach to teaching and learning and therefore will link the objectives into weekly plans as they see best fit and depending on the learning that is taking place in the classrooms. All PSED objectives can be

found on planning and the Cygnet Christian Living Scrap book shows all the children's learning in this area across the year.

In the Swans, PSED links are also recorded on weekly planning sheets. Likewise, a Christian Living Scrapbook showcases all the learning in this area. Additionally, there is a dedicated Christian Living/PSHCE weekly lesson. This is delivered as the TenTen programme dictates. Some of the themes overlap with Religious Education and so may be taught in these sessions.

Progression and continuity are provided by a clear and easy-to-follow structure throughout the scheme, which continues into the Preparatory School.

As part of the Whole School Policy to help children to make healthy choices as they grow and develop through their childhood, the Life Education Centre will visit once per year to deliver a rolling programme to each of the classes from Nursery to Year 4. Each session will cover age-appropriate issues relating to the children's health and well-being. These begin with hygiene and healthy-eating for the Nursery children. 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. For example -

- 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
- Dinosaur Characteristics of Learning
- Reward stickers
- Children's work/performances in Christian celebrations (e.g. Harvest, Christmas and Easter)

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.

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 and the children's learning that 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's learning, whether this is through discussions, 1:1 conversations, work or through observing children in their play, both in the classroom and on the playground. This enables the teacher to make an assessment of the overall progress for each child. This is communicated to parents in parent's evenings and in their child's end of year report, through the PSED curriculum area.

- **Recording**

Teachers' own record keeping and observations and learning journeys.

Children have their own book for their lessons

Tapestry observations

Christian Living Scrapbooks record examples of class work and photographs.

Weekly planning sheets

Termly overview

- **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 Preparatory School

Review

This policy is reviewed annually by the Head of EYFS.