

Beech House Infant School PSHEE Policy

Bolton School Aims

Bolton School seeks to realise the potential of each pupil.

We challenge, encourage initiative, promote teamwork and develop leadership capabilities.

It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

Introduction

At Beech House the emotional and physical well-being of our children is of paramount importance as we consider that happy and healthy children learn more effectively and efficiently. Resilience, perseverance and emotional intelligence are life skills that if nurtured can help us manage life's successes and challenges.

PSHEE provides children with the knowledge, skills and understanding that they need to stay healthy and safe, develop positive relationships, respect differences, develop economic and social independence, fulfil their true potential and encourage others to do so.

Aims and Objectives

At Beech House pupils are able to participate in a wide range of activities during the school day and beyond. This enables them to contribute fully to the life of the school and the wider community. They learn to recognise their own worth, work well with others, cooperate and become increasingly responsible for their own learning and positive mind set.

They learn how to understand and respect our common humanity, diversity and differences so that when they move on to our junior schools they are ready to embrace all aspects of school life and develop effective relationships.

Provision

- PSHEE education permeates the whole curriculum and is promoted through positive practice in the day to day routines and ethos of the school.
- In addition specific activities take place across the year in class and in whole school assemblies and events.
- PSHEE themes allow the children to learn about themselves, their relationships with others and their place in the wider world.
- Our PSHEE curriculum also provides opportunities to develop the children's spiritual awareness which complements the specific RE lessons.

British Values

At Beech House we uphold British values which are defined as:

Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

The school takes opportunities to promote British values through whole school assemblies, class teaching (e.g. through topic work) and through our day to day routines.

- **Democracy:** We encourage our children to listen to each other and to appreciate the right of every individual to have their thoughts and opinions heard. In the Reception classes' staff will incorporate the children's ideas into their planning (for example in developing the role play areas). We encourage good listening skills and actively promote turn taking.
We also encourage our parents to share their opinions through whole school questionnaires.
- **The Rule of Law:** We have whole school routines and systems for behaviour and encourage the children to reflect on their behaviour. We encourage them to distinguish right from and wrong and involve the children to generate their own shared rules (e.g. Playground or class rules) during class topics we often have visits from authorities such as the police and fire service.
- **Individual Liberty:** Staff provide opportunities for the children to develop their self-awareness and self-esteem whilst at the same time allowing them to understand that we are all free to have our own opinions. We encourage our children to make choices, knowing that they are in a safe environment.
- **Mutual Respect:** We encourage our children to learn that their behaviour can have an effect on others and expect all members of our school community to treat each other with respect regardless of gender, faith, background or individual need. We encourage sharing and team work, where everyone's contribution is valued.
- **Tolerance of different faiths and beliefs:** We celebrate our different backgrounds and beliefs and encourage respect and understanding through looking at our similarities as well as our differences.

Early Years Foundation Stage

Opportunities to discuss aspects of the PSHEE curriculum occur naturally in the Foundation stage usually as a response to everyday situations. The Beech House philosophy and principles are continually reinforced by all staff in the Foundation Stage. Reception also undertake weekly philosophy sessions in which they discuss different questions in order to discover and explore their different points of view and opinions. Assessment of their understanding and behaviour is continuous and completed through observations, questioning and discussions.

(See Appendix A for examples of how British Values are seen in our EYFS provision)

Key Stage One

In Key Stage One the PSHEE curriculum is taught in a variety of ways, these include

- Assemblies - where a certain topic or issue is introduced
- Discrete curriculum time where a topic is discussed in more depth and tasks are undertaken
- Teaching through other subjects, opportunities often arise during different topics which enable children to discuss questions that relate to the PSHE curriculum

- School events, visits from outside agencies, and themed weeks such as Enterprise week and charity days. (See Appendix B for overview)

Differentiation

All staff ensure that tasks and resources are differentiated appropriately and according to the needs of their class.

Assessment

Assessment in PSHEE should be used to help each child fulfil their potential and track their understanding of different issues. This is done through lesson evaluations, pupil interviews and peer feedback. Often understanding is captured incidentally on the playground or in the lunch hall, as this is when children talk and respond to incidents.

Equal Opportunities

Our activities are accessible to all our children, regardless of ability, race, gender, religion, culture or home situation. Staff are always sensitive to any particular needs.

Policy review date	September 2018
Next review due	September 2019
Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division

Appendix A

British Values in EYFS (examples)

Physical Development

Use our bodies to express ourselves. Movement and dance. Look at how movement and dance is important in our culture and in others. Encourage team spirit with team sports and activity. Play sports from around the world. Show and be proud of your physical abilities. Anything from crafting to sports. Dance to gymnastics. Look at how people with Disabilities participate in sport and the achievements they make. Use the rules in sports to show how rules and laws make things safe and fair. Set physical challenges for ourselves and celebrate with pride when we achieve them.

Personal, Social and Emotional

Listen to each other and celebrate our uniqueness and skills. Share our experiences and learning with others and learn from their experiences and knowledge. Have pride in our achievements and praise others for theirs. Learn about different cultures and religions. Lifestyles and communities. Challenge stereotypes and discrimination. Make rules for the setting together and support understanding as to why we need laws and rules. To know right from wrong. Work on emotions and feelings, sharing, turn taking.

Communication and Language

See PSED
Use positive language and communication about all cultures, abilities and genders. Encourage group discussions about choices and maybe vote on things. Such as what book to read at story time. Understand manners, politeness, how to be kind and fair. Be a part of your community. Join in with local activities, support fundraising and help make a difference. Use visual and vocal tools to share rules and expectations of behaviour. Celebrate our Birthdays! Ensure all children have a voice and are heard!

*Considering British Values
in every day practice.*

Have books in your setting that show positive images of genders, abilities and cultures. Look at books in different languages. Familiar books such as the Gruffalo that the children will recognise even if the language it is read in is new to them. Have traditional stories from around the world in different formats. Books, audio and DVD. Learn about your own heritage and history. Look at how different countries write. How words are formed and the direction that they are read.

Literacy

Play number games from around the world. Celebrate our Birthdays and age. The numbers that are important to us in our lives. Our house number of the number of people in our family. Look at our currency and the currency of other parts of the world.

Mathematics

Share your artistic skills and look at artists from around the world. Look at arts, dance and music and how it forms part of every day lives for the people in the world. In our religions and our traditions. Add multicultural items to our role play areas so that children experience different ways of cooking, eating and dressing. Provide role play items that will appeal to both genders. Primary colours.

Expressive Art and Design

Learn about different cultures through mini topics, celebrations and festivals. Use the internet to view footage of how others live. Homes and jobs in other countries. Celebrate our own culture and heritage. Learn about our history as well as world history. Celebrate our natural world and how we can look after it. Look at the world using a globe or atlas and see how we all provide things that are shipped around the world and used by other countries. Where do our food and clothes come from for example. We all need each other.

Understanding the world

Appendix B

Beech House PSHEE / RE overview 2018 / 2019

assembly focus for this term

Term	Whole school PSHEE Theme	Whole school RE themes	Year 1 PSHEE	Year 2 PSHEE
Half term 1	<p><u>New beginnings</u> (making friends, welcoming everyone to our school, looking after our school and keeping safe in school, school rules)</p> <p>Looking after our world - Recycling</p> <p>British values focus: The Rule of Law / Democracy</p>	<p>Special Times Starting School - making new friends Harvest/Looking after our world Diwali</p>	<p>Introducing circle time rules Good listening Following rules. (What's right / wrong) rewards and consequences Being a good friend</p>	<p>Introducing circle time rules Following rules and the rewards and consequences Managing feelings - recognising that they can make choices Resolving arguments and working with others Managing emotions</p>
Half term 2	<p><u>Let's Celebrate!</u> British values focus: Mutual Respect and Tolerance</p>	<p>Special Times for everyone Christmas Festivals of light Birthdays</p>	<p>Understanding that people belong to various groups and communities - in and out of school Celebrating together</p>	<p>Understanding that people belong to various groups and communities in and out of school Giving and receiving of gifts (including 'invisible' gifts)</p>
Half term 3	<p><u>What a wonderful world</u> British values focus: Mutual Respect and Tolerance</p>	<p>Special Places (to me, my school, my community) What makes a place special? Looking at places of worship</p>	<p>Looking after our world - Looking after our school Changes in the natural world</p>	<p>Looking after our world- Looking after our community Improving our locality</p>

Half term 4	<p><u>Enterprising ideas</u></p> <p>British values focus:</p> <p>Democracy and the Rule of Law</p>	<p>Helping others</p> <p>Why is giving important?</p> <p>What makes me happy/sad?</p> <p>Easter</p>	<p>Values of coins and notes, looking after money, change,</p> <p>What makes me happy/sad?</p> <p>How can we help other people?- Enterprise</p>	<p>Values of coins and notes, looking after money, change,</p> <p>Developing the concept of fundraising to help others. Looking at charities and working together to raise money (Enterprise week)</p>
Half term 5	<p><u>Good to be me</u></p> <p>(Being happy, we are all special, Keeping healthy)</p> <p>British values focus:</p> <p>Individual Liberty and Mutual Respect and Tolerance</p>	<p>Special People</p> <p>Special people - to me, my school, my community, my faith</p> <p>Religious leaders in my community (e.g. Vicar- Christian, Iman- Islam, Rabi- Judaism, priest - Hinduism, Granthi- Sikhism)</p> <p>Religious leaders in my faith - e.g. Jesus</p>	<p>Staying healthy (dental care etc)</p> <p>Making simple choices to improve our health and wellbeing</p> <p>People who help us , Road safety</p> <p>Agencies who help keep us safe - eg police, fire</p>	<p>Exercise and fitness, healthy diets</p> <p>Making simple choices to improve our health and wellbeing</p> <p>Personal hygiene</p> <p>Keeping and playing safely - medicines, household products, road safety</p>
Half term 6	<p><u>Going for Goals</u></p> <p>Change (Celebrating achievement and looking at changes)</p> <p>British values focus:</p> <p>Individual Liberty</p>	<p>Special Books</p> <p>Looking at Holy books and some of the stories from them e.g. - Stories that Jesus told</p> <p>Signs and symbols from different faiths.</p>	<p>Change and Growth - ourselves and in nature</p>	<p>Setting and achieving goals</p> <p>Celebrating achievement</p> <p>When I grow up.... (Challenging stereotypes)</p> <p>Manging change in our lives- developing self confidence</p>

- EYFS - **Personal, Social and Emotional development** is a key area of development throughout our Reception classes. Opportunities are provided throughout the day which allow the children to develop an understanding of themselves and their place in the world.
- Children in Y1 and 2 take increasingly active roles in our school - e.g. as monitors, house captains.
- Opportunities to develop an understanding of **British Values** are seen throughout the year - (e.g. in our day to day practice and through our ethos - however the PSHE themes focus on specific areas to ensure full coverage)