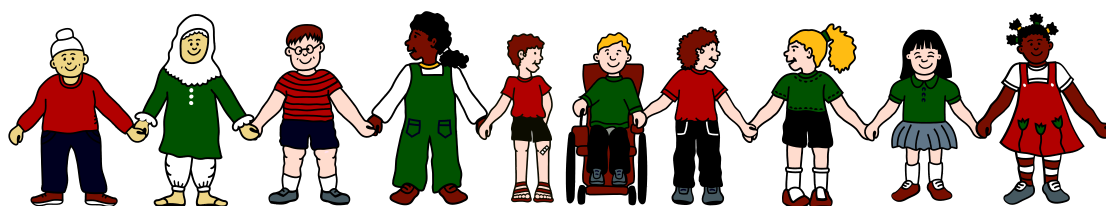


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



**Personal, Social, Health, Citizenship and Economic
Education Report for Governors**

2022/2023

Personal, Social, Health, Citizenship and Economic Education Report for Governors 2022-2023

**Curriculum Leaders: Debbie Clark and Jade O'Regan (Maternity leave)
Governor: Mrs. Kate Long**

Statement of intent

At the Giles Nursery and Infants' School personal, social, health, citizenship and economic (PSHCE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHCE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

The intent of our PSHCE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At the Giles Nursery and Infants' School, PSHCE education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

- As a school, we follow the Jigsaw scheme, which is taught alongside Social and Emotional Aspects of Learning, also known as the SEAL programme. Jigsaw is a worldwide scheme, which is linked to the Early Years Statutory Framework (Development Matters) and the National Curriculum (statutory from September 2020). Assemblies from the Jigsaw programme are delivered in KS1. The Jigsaw scheme encompasses a mindfulness approach, which is tailored to the needs of the children which supports their wellbeing.

The aims and objectives of Jigsaw are to support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community

- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

The Jigsaw topics are the same throughout the whole school but are adapted to the age and needs of the children. The scheme promotes a calmness and wellness approach.

The themes taught are:

- Being me in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships
- Changing me

See appendix 1 for a more detailed overview of each year group's topics and the associated key vocabulary.

The curriculum leaders are responsible for ensuring that every child at The Giles Nursery and Infants' School receives a high-quality education in the subject of PSHCE. This is carried out by following a rigorous monitoring schedule that draws on a wide range of evidence. This ensures that, across the school, there is continuity and consistency in the curriculum intent, implementation and impact.

Governors play an important role in holding leaders to account for the quality of education being provided for pupils in PSHCE. They are actively involved in subject monitoring; for example, the curriculum committee undertake regular learning walks and curriculum leaders meet with their subject governor and provide them with an annual subject report. Progress towards the targets detailed on the School's Improvement Plan is discussed at every governor meeting.

Overview of the academic year 2022-23

Curriculum Developments:

The majority of PSCHE education became compulsory in all schools in September 2020 with the introduction of statutory Relationships Education and Health Education at KS1. The PSHCE curriculum leaders have updated the school's PSHCE policy and have written a Relationships Education policy. The PSHCE Curriculum Journey has been updated to reflect any changes in content to the curriculum and key vocabulary. The policy and curriculum documents have been published on the school's website. Curriculum leaders have worked together to ensure that the New Early Years Framework objectives link to the Jigsaw Scheme. All objectives from the Jigsaw scheme were matched to the EYFS Development Matters statements.

The curriculum leaders have kept up-to-date with developments in PSHCE, by attending cluster meetings for PSHCE with other schools in the Hertfordshire area.

Progress towards the implementation of the personal, social, health, citizenship and economic curriculum 2022-23

As a school, we realised that many of our pupils are continuing to suffer personal, social and emotional difficulties as a result of school closures during the coronavirus pandemic. We felt it was important to continue prioritising these needs, by ensuring that a wide range of opportunities were provided to support children's personal, social and emotional development. In year One and Year Two, the teachers have continued to use the story 'The Colour Monster' by Anna Llenas. This book has been very successful in supporting pupils with being able to recognise and label their feelings and emotions. The book teaches pupils how to recognise and label their emotions (the different coloured monsters represented a mood or emotion). Pupils with SEND and EAL needs have been supported with identifying their feelings and emotions and with recording their learning. This topic has been embedded in the PSHCE curriculum for Key Stage One. The family support worker currently uses this resource in her sessions with individual pupils.

At The Giles Nursery and Infants' School, we instill the importance of a growth mindset and promote good learning behaviours. This ethos is supported closely by the Jigsaw scheme, which provides opportunities for pupils to discuss resilience, how to tackle challenges and develop perseverance as part of the Dreams and Goal topic.

The Jigsaw scheme of work has been fully implemented across the whole school and in the spring twilight session, all staff checked that they were following the Jigsaw topics in sequence as the programme suggested. Lesson observations have restarted, which has enabled curriculum leaders to carefully monitor teaching and learning. In recent observations, pupils have responded well to the mindfulness and calm approach Jigsaw embraces. Feedback from pupils across all year groups was also highly positive and demonstrates clearly that they enjoy engaging with this programme. It has been delightful to be able to resume lesson observations throughout the school. During observations, pupils were keen to share their ideas, demonstrating secure knowledge of the current topic 'Healthy Me'. The use of the chime bar and relaxation techniques really support pupils with focusing their thoughts and creates a wonderful calm atmosphere. The pupils are confident to make contributions in a safe environment where they know their thoughts and ideas are valued. It was apparent that there was good progression across the key stages in this area of learning. The lesson observations showed good pupil engagement through use of visuals, music and actions. This approach to delivering the learning supports all our pupils including those with SEND.

As part of the 'Changing Me' topic, we made adaptations to the policy and Curriculum Journey to include key vocabulary for names of parts of the body, including naming external genitalia. As staff, there is a consensus that all children should know the correct, scientific names for parts of their body and feel comfortable using these. If a child needs to talk about a health concern, or something that had happened to them, they need to be able to explain accurately which part of their body has been affected. It is also important that children learn

to name the parts of the body when they are young, to avoid awkwardness and embarrassment when they learn about puberty and their changing bodies in key stage two. Parents were informed regarding these new changes.

We have continued with Forest School in Year One, providing opportunities for the children to develop confidence and self-esteem and to enjoy exciting and hands-on learning experiences in our wonderful outdoor learning environment. This really supports pupils' well-being as it builds positive attitudes to learning; offers opportunities to take risks; make choices and initiate their own learning.

Themed Weeks and the Creative Curriculum:

Yoga is included as part of PE lessons across the school. 'Money Week' is planned for June 2023 and focuses on the citizenship aspect of money, including earning, budgeting, saving and being responsible with money. 'One World Week' is planned for July and celebrates the richness and diversity of our community through exploring the food, music, dance, art, religion and culture of people from different countries, faiths and communities around the world. This should be a thoroughly enjoyable week with African drumming and Samba dance workshops booked.

Interventions and Support:

The SENCo and School's family support worker have increased their casework to provide bespoke support for individual pupils and families, including for attachment and bereavement. Sessions with the family support worker to support pupils struggling with feelings and emotions is continuing to be given to pupils in school.

PSHCE and safeguarding:

E-safety has continued as a priority during the year, with children taking part in E-safety activities in school.

In order to implement the PSHCE curriculum successfully, progress towards targets for 2022/23 was as follows:

Lesson observations are taking place and the analysis of the data will be collated at the end of the school year.

The curriculum leaders' photographic evidence book has been updated with photographs and pupil voice for this academic year. This book provides evidence of a broad range of well-being activities. Photographs of beautiful classroom displays promoting friendship and well-being are also included.

The Curriculum Journey continues to be a working document that all teachers can access. This document outlines pupils' experience of the PSHCE curriculum from Nursery to the end of Key Stage 1. Key vocabulary for each year group is included in this document and was agreed as a whole school during a staff meeting. Teachers ensure key vocabulary is taught explicitly and revisits key vocabulary from the previous year group.

PSHCE permeates all areas of learning and is integral to successfully delivering our whole school aims and values and in creating the highly regarded, positive ethos of our school.

Additional activities across the school linked to PSHCE:

Value of the month:

At The Giles Nursery and Infants' School we focus on a set of shared values which help us to work with one another co-operatively and with respect. Pupils learn the importance of friendship and unity, and how to approach life with positivity and hope. These values, which also link into the school's promotion of British values, make our school community happy, harmonious and a fun place, where children feel secure. Our values are important to all pupils, staff and parents.

The whole staff team and all pupils are involved in promoting values and recognising their positive effects around school. These values have been selected by staff as values which are important within the school community, and which will be important throughout life. There are twenty-two values that are addressed across a two-year cycle. Please see appendix 2 for a full list of values.

British Values:

Our school is an inclusive setting, and our ethos and curriculum enables pupils to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting believes that pupils flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values. (See appendix 3).

Wider roles and responsibilities:

The school has a council made up of representatives from Reception, Year 1 and Year 2. They are voted for by their peers and carry out whole-school projects. This year, the school council are working on

Personal safety: The pupils participate in assemblies about personal safety, including the NSPCC 'Pants' assembly, in which they learn that 'privates are private' and how to get help if someone speaks to them or tries to touch them inappropriately. The deputy head teacher carries out assemblies about the danger of talking to strangers, keeping safe in the

environment, road safety and being assertive when difficulties arise with friends. Many assemblies address friendship and deal with the theme of 'anti-bullying' through the use of the terms kind, unkind and very unkind behavior.

E-safety: E-safety is taken very seriously and is addressed with all pupils at the beginning of each term as part of their computing curriculum. Each year there is an e-safety week. Pupils are shown videos, participate in assemblies and carry out activities to support them with staying safe when using the internet. Staff run e-safety workshops for parents and e-safety newsletters are sent to parents termly.

Other whole school initiatives:

Forest School

Forest School delivers a series of exciting and investigative activities that follow the Forest School ethos. This is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in woodland and natural environments. Pupils are very eager to participate in Forest School activities and their feedback is extremely positive. Pupils thoroughly enjoy the practical activities and exploratory approach, which supports them in developing self-confidence and self-esteem. Forest School has particularly benefited disadvantaged pupils, giving access to experiences that may not be accessible to them at home.

Some of the benefits of Forest School include:

- **building confidence and independence:** activities that instill pupils with confidence and a sense of independence
- **feeling empathy for others and nature:** working as a team in a natural setting bonds pupils as a group. It also makes them aware of the need to care for each other and for the environment
- **physical fitness:** develops muscle strength, aerobic fitness, and coordination
- **health benefits:** being outside, boost the body's levels of serotonin, the chemical linked to feelings of wellbeing, while vitamin D, which is essential for bone and muscle health, is also provided by the sun's rays
- **improved mental health:** maintaining a relationship with nature can be very helpful in supporting children's emotional and mental well-being
- **learning by experience:** research suggests young pupils learn best from experience, by using their senses actively rather than passively, and it's via these experiences that learning remains with us into adulthood

- **exposure to manageable risk:** at Forest School, children can run and make a noise, get their hands dirty and experience manageable risk, which is essential for healthy child development
- **better sleep and mood:** children – and adults – sleep more deeply after either playing outside or going for a long walk, and mood lifts just from breathing fresh air
- **Learning about spiritual meaning:** pupils can move, explore and discover at their own pace, whilst connecting to the natural world

Celebrating success:

At The Giles Nursery and Infant's School, we understand how important it is to celebrate personal achievements, however great or small. Not all achievements are academic, and we value pupils' progress in their personal, social and emotional development too. Pupils receive recognition through a certificate or postcard if they have been chosen as 'star of the week.' The award can be for acts of kindness, good manners, showing care and concern for a fellow friend, helping someone, showing perseverance at an activity, achieving an individual goal or demonstrating the 'five signs of good learning.' These certificates are awarded in a weekly celebration assembly. Each month, at least two pupils from each class, who have consistently exhibited behavior in accordance with the month's value, also receive a certificate.

Sometimes, pupils need additional support with their personal and emotional development. Social skills activities are incorporated into intervention timetables for those needing extra support. The SEND team provide support to teachers and families and can access outreach services. The school's family support worker supports vulnerable pupils through a range of activities and discussions, including Protective Behaviours. This is a safety awareness and resilience building programme, which helps pupils to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened. It explores practical ways to keep safe. The family support worker's records and case studies show this is having a positive impact for the pupils.

Supporting charities:

At The Giles Nursery and Infants' School, we teach the importance of helping those less fortunate than ourselves. This leads us to support both local, national and international organisations and charities in their work with those in need.

We support the following charities:

Children in Need, Comic Relief, National Society for the Prevention of Cruelty to Children and Young Minds, Rock Your Socks for Down Syndrome.

Impact

A significant number of pupils in school have barriers to their personal, social and emotional development. Often, these are linked to socio-economic factors, including child protection concerns and behavior management at home. The PSHCE curriculum is vital in helping pupils develop holistically and become well-rounded individuals and members of society. The observations made by the Ofsted Inspector during an Ofsted inspection (Feb 2020), demonstrate that our school's curriculum is very effective in supporting pupils to achieve this. The reports states that:

'Every pupil is valued in the school's calm and nurturing environment. Pupils are very kind to each other. They told me, 'We are all friendly and we like to be helpful.' Everyone expects pupils to behave well. Pupils respond eagerly; their behaviour is excellent in lessons and around the school. Bullying is very rare. Pupils have every confidence that staff sort out any concerns quickly and effectively. They are sure that, 'If you are worried about anything, just go and tell any grown-up and they will help you.'

It also acknowledges that:

'There are also many opportunities for pupils to learn about the wide range of faiths and cultures in modern Britain.'

Moving forward: actions for 2022/23

- To ensure outstanding wellbeing by further embedding pastoral systems so they continue to support exemplary behaviour for learning including for those pupils with complex SEMH and SEND.
- To further secure an outstanding quality of education through supporting teachers to make sure that children learn the most important vocabulary in all subjects and understand what the words mean and use them appropriately in their work. Vocabulary to be taught explicitly to the pupil. This will enable them to be able to express and label their feelings and emotions. Teachers to check understanding and revise key vocabulary linked to feelings and emotions from previous key stage or year.
- To attend cluster meetings
- To embed the Jigsaw programme
- Collate Pupil voice
- Collate evidence
- Take photographs (where appropriate) of activities linked to PSHCE/PSED.

Appendix 1

PSHCE Curriculum Map 2022-23

	Nursery	Reception	Year 1	Year 2
Autumn 1	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Being Me In My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	Being Me In My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings
Autumn 2	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
Spring 1	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to shared success
Spring 2	Healthy Me Exercising bodies	Healthy Me Exercising bodies	Healthy Me	Healthy Me Motivation

	Physical activity Healthy food Sleep Keeping clean Safety	Physical activity Heathy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Summer 1	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Summer 2	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

PSHCE Vocabulary
Nursery Key Vocabulary:

Feelings- happy, sad, cross, scared, smile, tears, crying, laughing

Classroom Rules- sharing, turn-taking, listening, asking for help, work together, kind, gentle hands, kind words, give, learn, play, care, trying

Body Parts- head, shoulders, knees, toes, eyes, ears, mouth, nose

Other Key Vocabulary- safely, safe, wash, clean, belonging, belong, same, different, thumbs up, thumbs down, special, families, family, friends, friendship, unkind, hurt, food, change, celebrate, school, circle time, babies, grow, children, grownups, teeth, toothbrush

Reception Key Vocabulary:

Nursery vocabulary revisited

Feelings- emotions, angry, worried, excited, funny, calm

School Rules- right, five signs of good learning, team-work, green choices, red choices, feeling safe, rules, behaviour

Other Key Vocabulary: special, similar, similarities, differences, home, jobs, helpful, help, needs, wants, healthy, unhealthy, body, exercise, foods, fruit and vegetables, germs, wash, like, changes, old, new teacher, new class, growing our brains (growth-mindset), deep breath, tooth, tooth paste

Revisit body parts taught in nursery

Body parts: elbow, hand, wrist, finger, leg, ankle, toes, chest, back, neck, hair, arm, heart

Year 1 Key Vocabulary:

Reception vocabulary revisited

Autumn Term

Being Me in My World- Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed

Celebrating Difference- Similarity/similar, Same as, Different from, Difference, Red Choices, Green Choices, Celebration, Special, Unique

Spring Term

Dreams and Goals- Proud, Success, Achievement, Goal, Learning, Stepping stones, Process, Dreams, Working together, Team work, Celebrate, Challenge, Feelings, Obstacle Achieve, Overcome, Feelings

Healthy Me- Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Trust, Medicines, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait

Summer Term

Relationships- Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting

Touch, Feel, Texture, Like, Dislike, Help, Community, Feelings, Confidence, Praise, Qualities, Skills, Incredible, Proud, Skills
Self-belief, Celebrate, Relationships, Special, Appreciate, Feelings

Changing Me- Changes, Life Cycle, Baby, Adulthood, Grown up, Change, Adult, Female, Male, Vagina, Penis, Testicles, Learn, New, Grow

Year 2 Key Vocabulary:

Year 1 vocabulary revisited

Autumn Term

Being Me in My World Belonging, Rights, Responsibilities, Reward, Consequences, Choice, Behaviour, Worries, Hopes, Fears.

Celebrating Difference- Similarities, Stereotypes, Gender, Male, Female, Differences, Right, Wrong, Stand Up for, Unique, Diversity/Diverse

Spring Term

Dreams and Goals- Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Resilience, Teamwork

Healthy Me- healthy, choices, motivation, relaxed, stressed, medicines, dangerous, safe, drugs

Jigsaw Piece 4/5/6 removed as covered in other subjects

Summer Term

Relationships- Family, Differences, Similarities, Unique, Relationship, Touch, Like, Dislike, Friends, Unkind, Kind, Point of View, Problem Solve, Secret, Good Secret, Worry Secret, Trust, Tell, Honesty, Appreciate, Safe, Compliment, Celebrate

Revisit body parts taught in Year 1

Relationships 2- Change, Grow, Life Cycle, Old, Young, Baby, Toddler, Child, Teenager, Adult, Independent, Male, Female, Vagina, Penis, Testicles, Anus, Private, Breasts, Touch, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking Forward, Excited, Nervous, Anxious, Happy

September	Positivity	Respect
October	Tolerance	Unity
November	Peace	Friendship
December	Resilience	Responsibility
January	Democracy	Determination
February	Love	Thoughtfulness
March	Forgiveness	Appreciation
April	Freedom	Patience
May	Honesty	Trust
June	Humour	Harmony
July	Charity	Courage

Appendix 3:
British Values

Democracy- At our school, we respect, listen to and act on pupil’s voice. Pupils are involved in making class rules and they are expected to contribute and co-operate with them, taking into account the views of others.

The rule of law- At our school, we consistently reinforce our high expectations of pupils. Pupils are taught the value and reasons behind our expectations (rules); that they are there to protect us; that everyone has a responsibility and that there are consequences when rules are broken. The school’s behaviour policy aims to teach pupils to behave in socially acceptable ways and to understand the rights and needs of others. We use positive strategies to address any conflict and praise and acknowledge desirable behaviours. We document all incidents of behaviour that is deemed in breach of this policy and the fundamental British values principles. Incidents are monitored and preventative action taken where necessary.

Individual liberty- Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a nursery and infants’ school, we educate pupils and provide boundaries for them to make choices and to manage risks through our provision of

a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms. They are given opportunities to resolve conflicts effectively.

Mutual respect- At our school, we value all pupils and families. We celebrate our rich cultural and religious diversity and promote mutual respect. Pupils and adults model respect through caring, sharing and listening to others. Adults help pupils to understand how their actions and words affect others. All pupils, including those with special educational needs and disabilities are valued for their individuality and supported to achieve their best. Pupils are taught that life is not the same for everyone and we support charities such as 'Red Nose Day' and 'Children in Need.'. We have a link school in Ghana and the pupils learn to appreciate how different life can be for others. We have enjoyed celebrating the Queen's Diamond Jubilee, Royal Weddings and Remembrance Day.

Tolerance of those of different faiths and beliefs- At our school, we aim to enhance pupils' understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Pupils have the opportunity to dress-up in clothes and try different foods from other cultures. We encourage parents/carers to participate and support our multi-cultural events. Each summer we take part in One World Week and celebrate the richness and diversity of our world. We ensure that posters, displays and messages of welcome reflect the wide range of languages and cultures that we are fortunate to have in our school family. We monitor all forms of bullying and harassment and actively promote courtesy and good manners towards all. We help the pupils to develop skills of empathy and tolerance to make everyone at our setting feel valued and respected.