

Our Policies Overview

It is our intention that our curriculum should be exciting and inspiring. We want children to develop the skills and knowledge we believe to be essential for them to master whilst with us and then build upon and extend in the future. The curriculum should be accessible to all, whatever a child's age and stage of development and where possible, link to their interests and needs. The curriculum should enable all children to feel successful, proud and unique. This should be reflected in the way we support children to understand and develop these qualities in their time at Arden Grove. This is within the range of opportunities we give the children to respond creatively and individually to the skills and knowledge we teach. We understand that all children are individuals and will naturally respond to opportunities from their own perspectives. We nurture children's learning in a positive environment and where they can experience learning that is relevant to them. This intention has shaped the content of our curriculum subjects, the development of curriculum policies and how we deliver the curriculum across the whole school.

Arden Grove's Personal, Social & Health Education Policy (PSHE)

We are very aware that children enter school with a very varied levels of confidence, skill and knowledge in relation to their social, emotional and personal development and as a result, our approach to PSHE reflects this. Our long term aim is for children to transition to junior school feeling successful because they have made the best possible progress in relation to their personal development and well-being. We believe secure and well developed personal, social and emotional skills, the ability to self-regulate and having a good level of self-confidence are fundamental to enabling any effective academic learning to take place, therefore, this curriculum area is a priority and one that is embedded throughout all we do.

Objectives

Underpinning the provision is our wish for children to:

- Feel safe and secure; confident to communicate when things make them unhappy
- Understand their own and others feelings, know how they can stay calm and get along with others
- Build rewarding and caring relationships, an essential part of life and learning
- Understand the consequences of their actions and how to put things right
- Develop self-awareness, value themselves and others, whilst understanding and respecting differences
- Persevere; never giving up, always trying and learning from mistakes
- Become responsible for their own learning and be proud of their achievements
- Understand how their bodies work and what is needed for a healthy, safe lifestyle
- Become independent, responsible and polite members of the school community
- Understand they can have a say in the community and play an active role as members of a democratic society
- Be aware of their role in world issues, making the most of their own and other's strengths

Coverage

PSHE is embedded across school, throughout the school day and is taught in a cross-curricular way. Assemblies are linked to a theme and this is supported back in class in discrete sessions and during less structured times such a playtime. We use the Jigsaw Programme, a mindful approach to PSHE. This has a common theme across all year groups and builds up skills and knowledge at a developmentally appropriate pace. PSHE skills are also taught in other subjects such as science, PE, Online Safety, R.E and Geography.

Evidence

From reception, each child has an 'All About Me' book. This documents 2 or 3 activities, every half term to show the children progress in this curriculum area. This book is handed up each year to enable teachers to build on prior experiences and extend the children's learning and skills. Across school, we also capture this curriculum area through Tapestry online entries, which is a resource that parents and carers can access and contribute to.

Assessment

In EYFS (Early Years Foundation Stage) this is measured against Development Matters during the year and against the Early Learning Goals, linked to PSED, at the end of the year. Throughout Year 1 and Year 2 we generally informally assess children's progress in this curriculum area. The extended transition at the start of the school year is intentionally built in to ensure teachers and teaching assistants get to know the children as individuals, which then enables them to identify individual personal and social development as well as being able to identify and address any short or longer term support a child might need in relation to their PSHE development and well-being. Jigsaw offers assessment opportunities and we also use the Wensum Wellbeing profile to help track pupils who make smaller steps of progress in relation to PSHE development. We have also designed our school reports to reflect our focus on this.

Staff

This curriculum area is one all staff are responsible for and respond to; to acknowledge and celebrate personal development as well as taking action to support children who may need additional help at any point in time. We ensure we keep staff updated with relevant training and information that underpins our school ethos and Our Code.

Impact

We monitor this through the responses from parent / carer questionnaires. We also use questionnaires to ask the children about their perspectives about school and how they feel about themselves. We also work closely with our main feeder junior schools and respond to comments regarding the level of PSHE skills the children enter their new school with.