

PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION (PSHEE) AND CITIZENSHIP

Legal Status:

- Complies with Part 2, paragraph 5. Of the Education (Independent School Standards) (England) Regulations 2015

Applies to:

- Whole School including the Early Years Foundation Stage (EYFS)

PSHEE provides the pupils with the skills, confidence and ability to make the right choices and encourages them to stay safe and healthy by taking part in:

- extra-curricular activities;
- sex and relationships education;
- drug and alcohol education;
- safety education, including personal safety and risk awareness;
- careers and financial education.

Related Documents:

- The Teaching and Learning Policies
- The Safe Guarding Policies; Child Protection and Anti-Bullying
- Spiritual Moral Social and Cultural Policy
- Personal Social Health and Economic Education
- Sex and Relationship (SRE) Policy
- Equality and Diversity Policy
- Inclusion Policy
- Special Educational Needs Policy

Aims:

These are to:

- clarify staff accountability in a range of situations;
- ensure the safeguarding of pupils, staff and visitors in the college;
- ensure consistency of practice amongst staff and visitors;
- ensure that the college is in line with legal requirements regarding drugs education, SRE, confidentiality and drug misuse;
- to provide guidance in writing schemes of work and developing classroom practice in line with National Policies.

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor (who is also the Principal) undertakes a review of this policy and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2016

Principal and Proprietor

This policy reflects the values, ethos and philosophy of Pattison College in relation to the teaching and learning of Personal, Social, Health and Citizenship Education. It gives a structured frame work whereby all staff and children work together, it also provides a framework within which all staff and children work together by giving guidance on planning, teaching and assessment.

The general aims are as follows;

- To establish an entitlement for all children;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the subject;
- To state the School's approaches to this subject to promote understanding of the curriculum by interested groups.
- To enable pupils to be a positive member of a multicultural society.

Also, pupils should be:

- provided with information appropriate to their age/ maturity on key matters pertaining to their physical, mental and social development;
- made aware of and encouraged to consider health and personal issues related to sexual behaviour, drug use (including alcohol and tobacco), diet, personal hygiene and other aspects of lifestyle;
- encouraged to consider personal relationships (ie social, familial and, when appropriate, sexual) and the rights, responsibilities and obligations inherent in these;
- encouraged to consider lifestyle choices and their implications;
- informed about such matters as human reproduction, sexual behaviour, contraception and STDs;
- equipped with the skills and knowledge to enable them to make informed choices about matters pertaining to their own health and well-being;
- encouraged to consider their roles, obligations and responsibilities in society.

Specific aims;

- To express opinions or views that affect themselves and society.
- To face new challenges through responsible choices and actions.
- To manage successes and failures; to set simple goals and realise strengths.
- To appreciate diverse roles in society.
- To understand the properties of money, that it can come from different sources.
- To have an appreciation of rules and laws and their adherence.
- To recognise how behaviour affects other people.
- To appreciate that family and friends should care for each other.
- To understand that there are different types of teasing and bullying and the nature of consequences and how to ask for help.
- To debate and scrutinise topical issues.
- To resolve differences.
- To explore how the media presents information.
- To recognise risks and responsibilities.
- To understand peer pressure and to seek help and resist what is known to be wrong.
- To value school rules about health and safety.
- To see actions affect themselves and others and to care about other people's feelings and to see issues from the view point of another.
- To appreciate different types of relationships.
- To identify people who can support.
- To be aware of the place politics has and how people reach decisions.
- To understand that there can be different forms of government such as democracies and dictatorships.

- To learn about the damage and good that can be done to the local environment.
- To understand about basic structures within the welfare state such as education, health, support for the unemployed, etc.
- To reflect on spiritual, moral, social and cultural issues at appropriate times.
- To understand principles of a healthy lifestyle:
- The importance of exercise in promoting good health;
- The association between diet and health; the nutritional-value of various foods; the importance of good food preparation and handling;
- The maintenance of good personal hygiene;
- How some diseases (e.g. bacteria and viruses) spread and can be controlled;
- To have strategies to manage situations.
- To appreciate how emotions impact our lives.
- To facilitate strategies for independence, e.g. homework, study skills, reading for information, reflection, listening skills, communication skills, and discussions skills.
- To promote self-awareness, including such qualities as stereotypes, loyalty, fairness and courtesy.
- To appreciate equal opportunities and the roles of men and women.

Some items will be incorporated into pastoral sessions, e.g. circle time. They may also be covered by RE, assemblies, aspects of English and Drama, or indeed across a range of our subjects.

Objectives:

We believe that education in PSHEE and Citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHEE and Citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

Objectives

We will promote the following:

- Fundamental British Values.
- The development of pupils' self-esteem.
- Pupils' awareness of themselves and others.
- Pupils' spiritual, moral and cultural awareness.
- A reflective, realistic and responsible attitude towards personal, social, health and citizenship issues.
- Pupils' abilities to make reasoned judgements and choices about lifestyles based on knowledge, understanding and self-awareness.
- An awareness of the importance of taking responsibility for personal health and lifestyle choices.
- An awareness of safety issues; to understand what makes for good relationships with others;
- Respect for others;
- Being thoughtful and responsible members of their community and their school;
- Becoming active members of our democratic society;
- Making informed choices regarding personal and social issues;
- Developing good relationships with other members of the community.

Teaching and learning style:

We use a range of teaching and learning styles to meet the PSHEE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-

solving activities. We encourage the children to take part in a range of tasks that promote active Citizenship e.g. charity fundraising, the planning of special school events (such as an assembly), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Our curriculum is delivered through assemblies, circle time and through other lessons such as RE and English.

Teaching PSHEE should, therefore aim to:

- Promote a positive sense of the self;
- Promote good relationships with others;
- Equip children with knowledge about the world in which we live;
- Encourage reflection about beliefs, choices and values.

Procedures for Personal Social Health and Economic Education (PSHEE) and Citizenship

- The scheme of work is based on both nationally and locally produced guidelines and takes into account issues which are particularly relevant to the college population.
- A range of teaching and learning strategies are incorporated to meet the different needs of the learners.
- In addition to the form tutors, sessions are also delivered by outside agencies and include sexual health education, drug education, bullying awareness education and emotional welfare and financial capability
- Some aspects of PSHEE are dealt with in other subject areas, such as English and Humanities.

PSHEE and Citizenship curriculum planning:

We teach PSHEE and Citizenship in a variety of ways. Sometimes e.g. when dealing with specific issues, we teach PSHEE and Citizenship as a discrete subject. On other occasions, we introduce PSHEE and Citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer children the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.

- The school makes use of the Curriculum units for teaching Citizenship at Key Stages 1 and 2.
- We also develop PSHEE and Citizenship through various activities and whole-school events e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stages 2, 3 & 4 where there is a particular focus on developing children's self-esteem and giving them opportunities to develop leadership skills and positive group work.

Citizenship Education

Rationale

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of the college, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the British values we share as citizens in the UK. Pupils begin to understand how society has changes and is changing in the UK, Europe and the wider world. Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills; consider a wide range of political, social, ethical and moral problems and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others

as well as themselves and speak out on issues of concern. Citizenship equips pupils with the knowledge and skills needed for effective democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

Citizenship education at Pattison College strives to strengthen a positive ethos, code of conduct and the individual's role as an effective member of the community. The College recognises this in terms of its contribution towards the social and personal development as a whole but also in encouraging pupils to become involved and providing opportunities to do so. The curriculum is developed so that they can learn about and reflect on their rights and responsibilities, using skills of critical thinking, discussion and decision-making in a reasoned and constructive way.

The Foundation Stage:

We use the document "Curriculum Guidance for the Foundation Stage" (DfE) to inform planning in the Nursery and Reception classes.

We teach PSHEE and Citizenship in the Foundation Stage classes as an integral part of our topic work. Our teaching in PSHEE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals. We also support Citizenship education in the Foundation Stage classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

PSHEE and Citizenship and ICT:

ICT makes a contribution to the teaching of PSHEE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global Citizenship by using the Internet and e-mail. We aim to develop a set of safe and discriminating behaviours for children to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

PSHEE and Citizenship and inclusion:

We teach PSHEE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHEE and Citizenship, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHEE and Citizenship targets.

For gifted and talented children, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment for learning

Our teachers assess the children's work in PSHEE and Citizenship by making informal judgements, as they observe them during lessons

- Our teachers record in their mark books the achievements of children in PSHEE and Citizenship. We report these achievements to parents each year.
- We encourage our children to keep records of their contribution to the life of the school and the community in their PSHEE exercise books.
- We do not set formal examinations in PSHEE and Citizenship. The assessments that we make of child achievement are positive and record achievement in its widest sense.

Resources:

We keep resources for PSHEE and Citizenship in the staff room. Our PSHEE and Citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

Involvement of Outside Agencies

Pattison College endeavours to use a range of expertise available from the health services and from health professional to assist in the delivery and planning of this programme. Outside agencies working in partnership with the College will be required to work within the remit of this policy. Ensuring discussions regarding their involvement, the visitors should:

- be clear about relevant legislation;
- know and understand the College policy;
- work within the explicit programme;
- support the methodology and approached identified;
- uses only materials and resources specified;
- show sensitivity in responding to pupils' questions;
- be aware of any particularly sensitive issues and the needs of pupils within the group;
- understand and work within the *Safeguarding - Child Protection Procedures*;
- recognise the constraints of working within the College setting.

Such discussions will take place between the visitor and the Principal or Head of Senior School. The visitor will be invited to take part in any planning meetings that develop the programme. Such liaison is essential if the visitor is to be involved in the delivery of the programme.

All class based activities, as part of the PSHEE and Citizenship programme include the presence of the class teacher. The visitor will need to be aware that working with children, without the presence of a teacher, requires undergoing a police check (enhanced CRB).

Drugs Education

Aims and Objectives

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

The objectives of our drugs education programme are:

- to provide children with knowledge and information about illegal drugs and the harmful effects they can have on people's lives;
- to enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas;
- to help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
- to let children know what they should do if they come across drugs, or are aware of other people misusing drugs;
- to help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse;
- to show that taking illegal drugs is a moral issue, and that choices about drugs are moral choices;
- to ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents and staff.

Organisation

We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine circle-time sessions, we encourage

children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. For example, if a child raises the issue of smoking, the teacher takes time to discuss its harmful effects with the whole class. In science lessons we teach children what a drug is, and how drugs are used in medicine. We also teach them the difference between legal and illegal drugs.

Drugs education is an important part of our school's personal, social and health education (PSHEE) curriculum. The main teaching about drugs takes place in Year 6, where the children are taught about illegal drugs, and the dangers involved to those who take them. In teaching this course we receive advice and support from the Local Health Authority. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

The children's class teacher teaches them drug education in normal lesson time. Sometimes the class teacher seeks support from the school nurse or another health professional. The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. Children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. We give children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others, and we ask them to explore why drugs are such a problem for society.

The role of the Principal

It is the responsibility of the Principal to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Principal's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Principal will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

The Principal will monitor the policy.

The role of Parents

The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- inform parents about the school drugs education policy and practice;
- invite parents to view the materials used to teach drugs education in our school;
- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers about this policy or the arrangements for drugs education in the school;
- inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy)

- We believe that every child should have the opportunity to achieve the highest possible standards. We ensure that all children, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning.
- The curriculum we offer in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
- We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities. We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.

Monitoring and review

- The planning and coordination of the teaching in PSHEE is the responsibility of the PSHEE subject leader in the Senior School, who also:
- Supports colleagues in their teaching, by keeping informed about current developments in the subject and by providing a strategic lead and direction for PSHEE;

CITIZENSHIP POLICY

This policy has been informed by National Curriculum non-statutory guidance

Aim

- The school curriculum provides opportunities for all pupils to learn and to achieve.
- To actively promote British values.
- The school curriculum should also aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- To allow pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Teaching this aspect across the key stages can help pupils to

- Develop a positive self-image
- Explore, express and communicate their needs, feelings and opinions
- Take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

Teaching this aspect across the key stages can help pupils to

- Make choices
- Take part in group activities and discussions
- Realise that all individuals are important in their own right
- Recognise differences and similarities in people.
- Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Teaching and Learning

Citizenship taught at Pattison College comprises three parts

- Social and moral responsibility.
- Community involvement.
- Political literacy

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification

- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council (preparatory activities).
- Drama and role-play

Assessment, Recording and Reporting

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Evidence of personal and social learning and development can come from

Self-assessment	Checklist Friday Diary Display
Peers	Observation of role-play Reflection in pairs or small groups
The group	Reflection on a group activity
Teacher	Checklist Observation of role-play Written records
Teacher and pupil	One to one reflection based on evidence
Other adults	E.g. work experience report
Documentation	Certificates of achievements

Personal goals and action plans

Pupils need a chance to reflect on what they have achieved as a result of all the different experiences which have had an impact on their personal and social learning. They can then identify areas for development. This process of personal goal setting and action planning is normally carried out in discussion with class teachers or with tutors and is essential to raising levels of achievement and encouraging pupils to take more responsibility for their own learning.

Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHEE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

Ground Rules and Distancing Techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHEE/Citizenship. To this end ground rules have been agreed to provide a common values framework within

which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils could be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Principal should be informed and the usual child protection procedures followed.

The importance of Citizenship to pupils with learning difficulties

Learning Citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, citizenship offers pupils with learning difficulties opportunities to

- Make choices and decisions;
- Develop personal autonomy by having a degree of responsibility and control over their lives;
- Make a difference or make changes by their individual or collective actions;
- Find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in Citizenship by:

- Moving from contact with others in class and school to community involvement;
- Developing greater control and choice;
- Adapting to change as they grow and develop, physically and emotionally;
- Moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and Consideration of other people's point of view)
- Moving from an immediate time perspective to thinking about the future and reflecting on the past.

Staff can make Citizenship more accessible by focusing on the senses. They can improve access by:

- Using materials and resources that pupils can understand through sight, touch, sound, taste or smell;
- Organising a range of activities to compensate for a lack of first hand experiences;
- Giving first-hand and direct experiences through play, visits, drama, puppets.

Staff can also improve access by:

- Using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world;
- Using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary;
- Encouraging support from adults or other pupils, whilst giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities;
- Being aware of the pace at which pupils work and of the physical effort required;
- Balancing consistency and challenge, according to individual needs;
- Giving opportunities to make choices and have control in all activities.

Reporting

Schools are required to keep records on all aspects of pupils' development, so it is appropriate for the pupils' annual school report to include a commentary on personal and social learning in the same manner as academic reporting.

The Early Years Foundation Stage (EYFS)

We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our pupils learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We relate the PSHE aspects of the pupils work to the objectives set out in the EYFS Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five.

The EYFS develops this area through the prime learning area of Personal, Social and Emotional Development and corresponding learning goals:

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Teacher led Circle Time sessions are held daily to explore these issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Spontaneous learning opportunities, both indoor and outdoor, are planned through Enhanced Provision on a daily basis.

The EYFS focuses specifically on Spiritual, Moral, Social, and Cultural issues through the inclusion of PSHE and RE activities in accordance with the Early Learning Goals set by the Foundation Stage Profile and explored in Development Matters.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult The EYFS Policy, the *“Statutory Framework for the Early Years Foundation Stage”* 2017, and *“Development Matters in the Early Years Foundation Stage”* British Association for Early Childhood Education 2012