

# Personal, Social, Health, Education and Citizenship Portfolio

WEST HOVE  
INFANT SCHOOL  
.....  
A family of friends

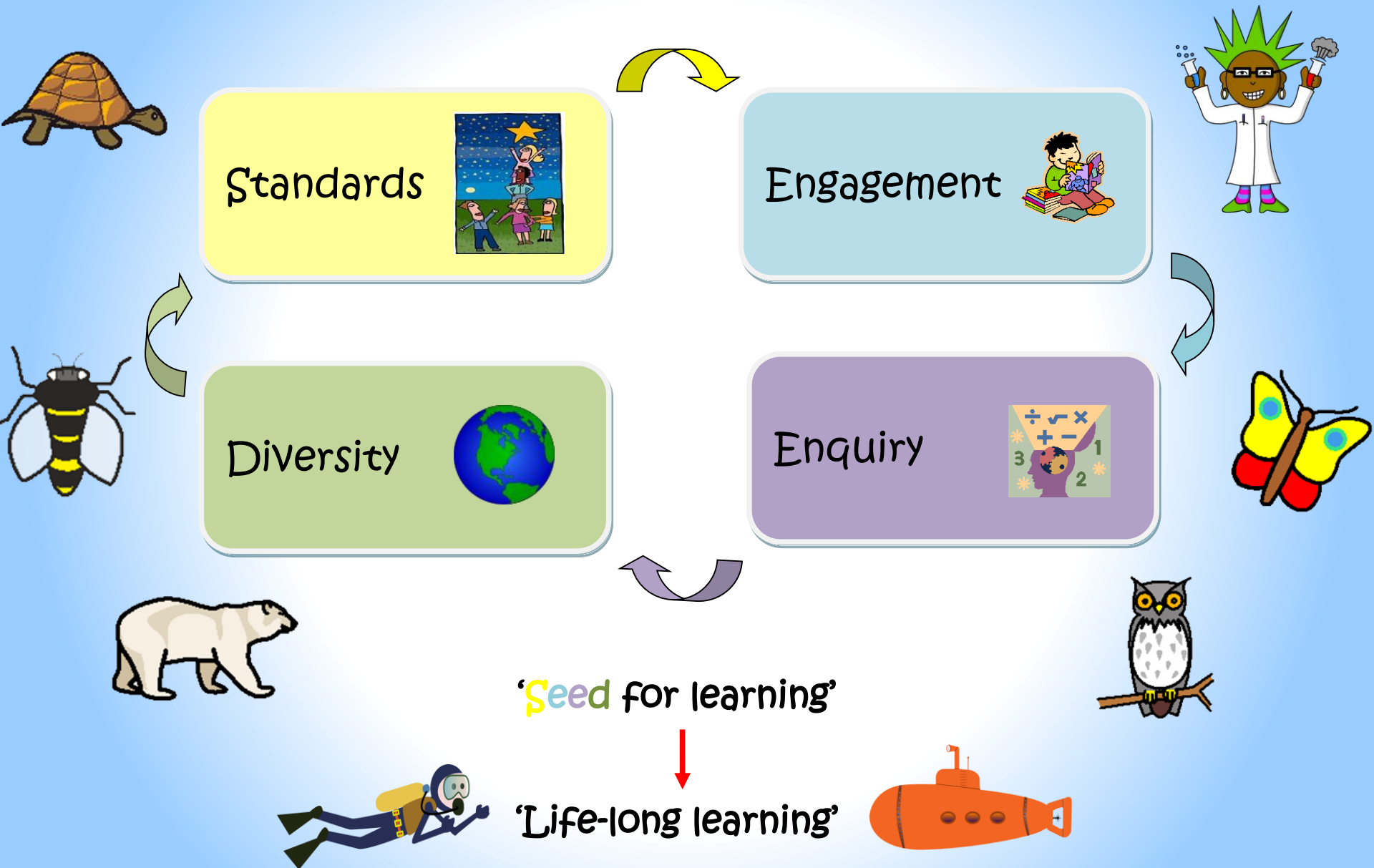


# PSHE&C at West Hove Infants

- PSHE&C is an integral part of our provision and ethos. It is firmly placed within the context of our aims, visions and values and encompasses our curriculum drivers of standards, engagement, enquiry and diversity.
- The school's philosophy is to provide a stimulating and caring environment in which each child will experience high standards of education and preparation for the future; working in partnership with parents, carers and the local community. The purpose of PSHE&C is to help children understand and value themselves as individuals and act as responsible and caring members of society.



# Curriculum Drivers : S.E.E.D.





At West Hove Infant School, we aim to create an inclusive learning environment that will support the personal and social development of each child through both the formal and informal curriculum.

# CURRICULUM

*Happy, safe, responsible...*

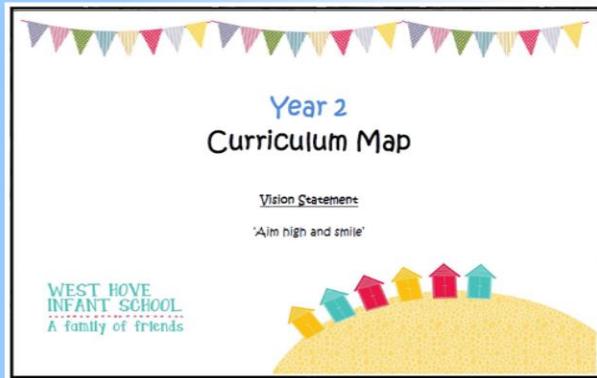
Please go to:

<http://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/>

to see our PSHE&C curriculum planning



# Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **PSHE&C** throughout each year.

Range of Opportunities	<ul style="list-style-type: none"> <li>Make connections on the basis of what has been read so far.</li> <li>Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.</li> </ul> <p>Pupils:</p> <ul style="list-style-type: none"> <li>Listen to a range of texts, including fiction and non-fiction.</li> <li>Read and listen to poetry and learn some poems by heart.</li> <li>Become familiar with a wide range of texts of different lengths.</li> <li>Discuss books.</li> <li>Frequently read with other year groups.</li> <li>Celebrate reading at events like World Book Day.</li> </ul>
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<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infants, Gold and Silver Standard books are used as an age-related expectations benchmark.  
<sup>2</sup> Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.  
<sup>3</sup> Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Learning Expectations	<ul style="list-style-type: none"> <li>Use co-ordinates (e.g. on / and / but) and some subordinate (e.g. when / if / that / because) to join clauses.</li> <li>Put letters spoken words into phonemes and represent these by brackets, spelling many of these words correctly and making phonics/visualise attempts at others.</li> <li>Spell many common exception words.</li> <li>Use cursive handwriting.</li> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Revise, evaluate and polish their writing.</li> <li>Publish and share work to celebrate their achievements.</li> </ul>						
Range of Opportunities	<table border="0"> <tr> <td>Non Fiction</td><td>Poetry</td><td>Fiction: Narrative</td></tr> <tr> <td>• Alien Fact File</td><td>• Rainforest description</td><td>• The Magic pebble</td></tr> </table>	Non Fiction	Poetry	Fiction: Narrative	• Alien Fact File	• Rainforest description	• The Magic pebble
Non Fiction	Poetry	Fiction: Narrative					
• Alien Fact File	• Rainforest description	• The Magic pebble					

\* These are details in the word lists within the writing appendix to the national curriculum (English Appendix 3). Teachers should refer to these to exemplify the words that pupils should be able to use.

<sup>4</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Learning Expectations	<p>Pupils:</p> <ul style="list-style-type: none"> <li>Use sentence stems to explain understanding.</li> <li>Ask questions based on discussions.</li> <li>Challenge each other to build on and explain ideas.</li> <li>Explain and discuss texts read to them and those they have read for themselves.</li> <li>Take turns and listen to others.</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>Continue to build, appreciate and recite a repertoire of stories and poems.</li> </ul>
Range of Opportunities	<p>Pupils:</p> <ul style="list-style-type: none"> <li>Engage in Chatterbox Partner, group and whole class discussions in all areas of the curriculum.</li> <li>Listen to and learn a wide range of subject specific vocabulary.</li> <li>Through reading identify vocabulary that enriches and enlivens stories.</li> </ul>



# Spiritual, Moral, Social and Cultural development..

## WEST HOVE INFANT SCHOOL A family of friends



Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
PSHE	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength through both of our restorative justice and protective behaviour programs and approaches.</p>	<p>By exploring what is right and wrong and to work out what we need to do in our school to make sure everyone is happy and able to learn and develop.</p> <p>By making explicit links to the school's Golden rules.</p> <p>Through our restorative justice and protective behaviours programs and approaches, we develop an understanding of what contributes towards a happy and safe school and class communities.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. Creating class expectations/rules, electing class representative for School Council. Children create a collective set of class learning rules.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of the School Council, annual pupil surveys and class discussions about whole school issues. <i>E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</i></p>	<p>By exploring how different cultures can offer insights into how we lead our lives.</p> <p>By celebrating similarities and differences in relation to our class and local communities.</p> <p>We recognise a variety of cultural celebrations and events each year.</p> <p>We take part in local area walks; celebrating our resources and environment in our local community.</p> <p>We invite parents to give talks and discussions on their specific culture to both classes and year groups.</p>

Please look at our website for further information

Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



## Standards: Achieved by...



Developing a positive attitude to the process of learning:

Learning Characteristics, Growth Mindset, Learning Model, Learning Ladders



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges

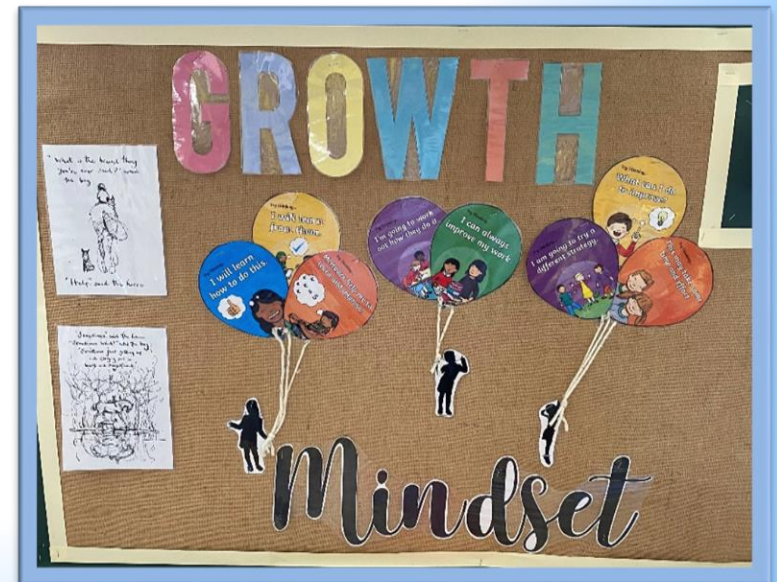






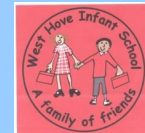
Our teaching and learning provides children with skills to aid them in their everyday lives, as well as a toolkit for facing challenging times. This supports both their emotional and mental well-being.

# STANDARDS





# Standards in YR



## Children in Reception work towards achieving the 'Early Learning Goals'

### Managing self

#### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Self Regulation

#### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



### Building relationships:

#### **ELG: Building Relationships**

Children at the expected level of development will:

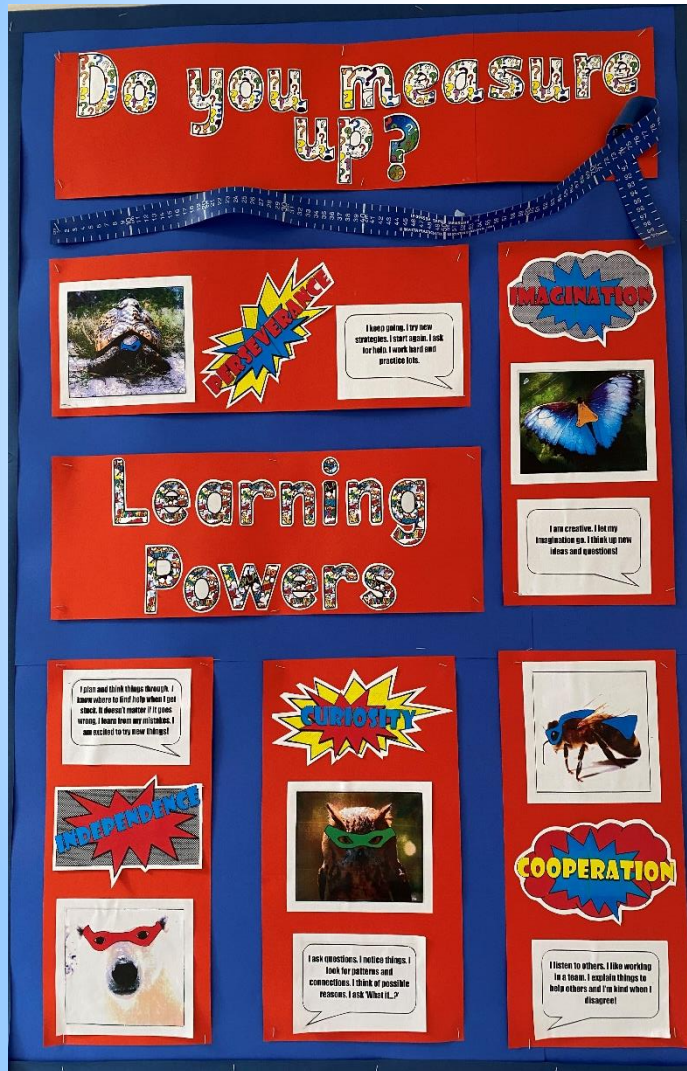
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Journal Pre-proof

[illegible]



# Displays in YR



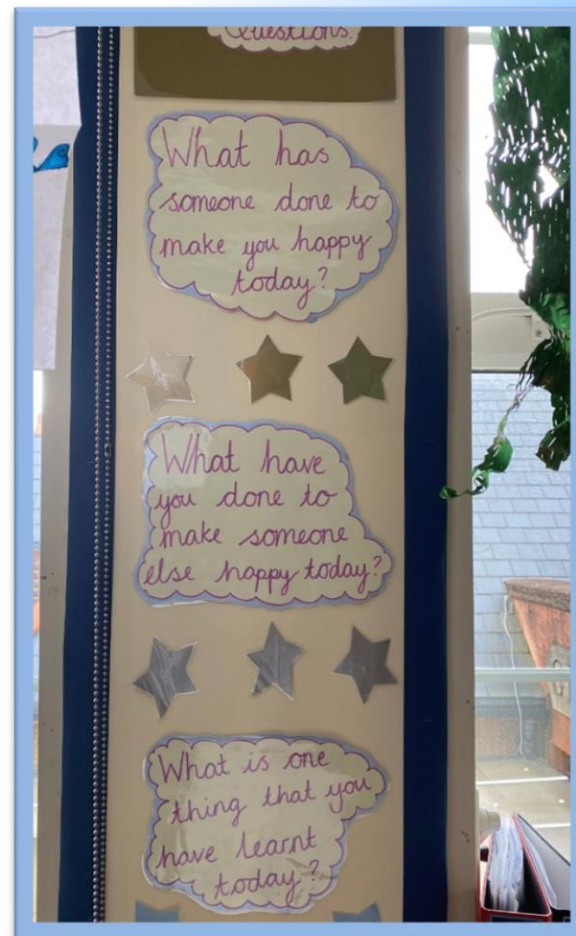
We celebrate children's achievements and successes throughout our school environment. High quality displays in classrooms and around the school environment celebrate our PSHE development.

# Displays in Y1





# Displays in Y2





'Stunning Starts',  
'Fabulous Finishes'

Local  
environment:  
walks, beach visit,  
Wish park



Visits and visitors:  
e.g. Zoolab, Space  
Dome



Challenge for all:  
Challenge Partners,  
Professor Prove it, 'Deep  
Dive' challenges



## Engagement



Theme days:  
Superhero Day,  
Art Day, French  
week



Learning outside.  
Active Learning.  
Sports & PE

Using children's ideas as  
starting points.  
Wonderful World of  
Me. Home Learning  
Projects



First hand  
experiences.  
Investigations.  
Problem Solving.  
Mastery &  
Challenge. Cross  
curricular links



Clubs:  
Storybones, Lego  
club, Science,  
Art & Craft etc!



Are you  
ready to  
learn?





*active  
learning*

*first hand  
experiences*

*visits and  
visitors*

# ENGAGEMENT

Skills are developed and nurtured through explicit teaching and are incorporated into all aspects of school life.



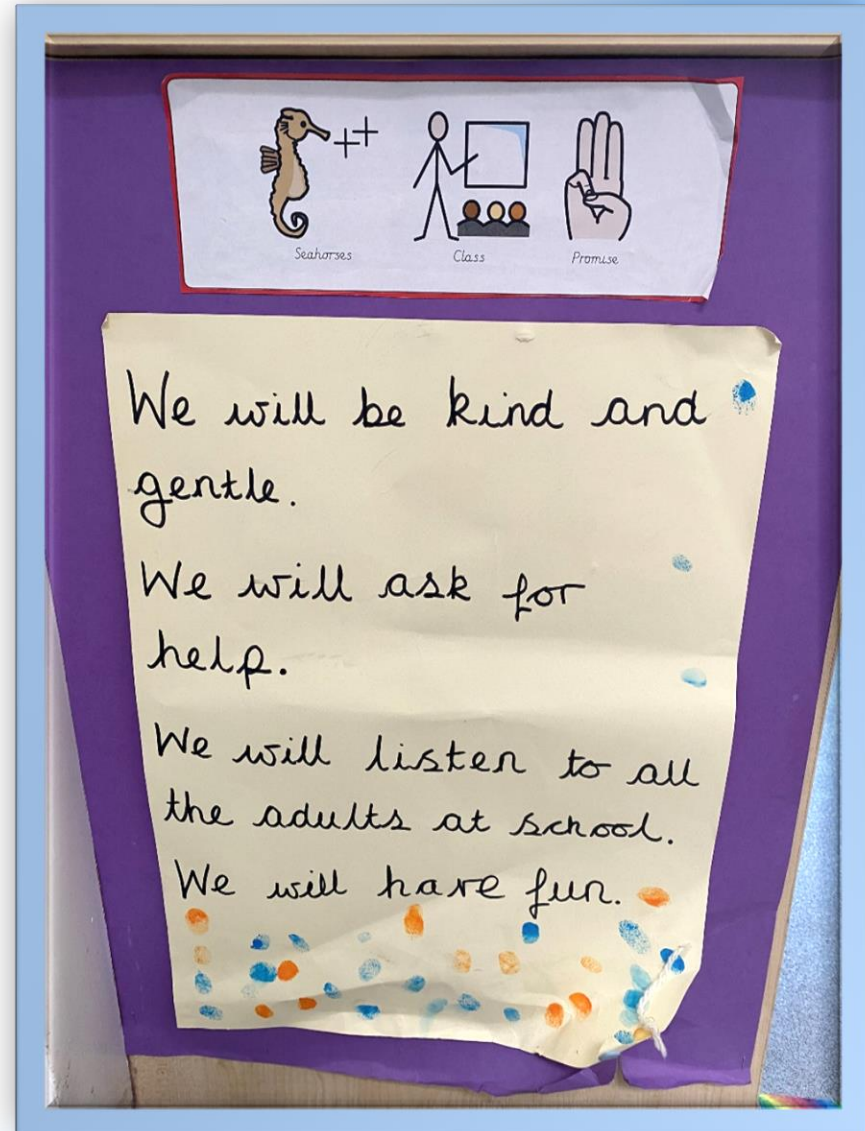


# PSHE opportunities...

Golden rules and class agreements

All children develop an understanding of British Values and morality through our school's Golden Rules as well as individual class agreements.

Our Golden Rules permeate all aspects of school life and are upheld by all members of the school community.





# PSHE&C opportunities...

## Break and Lunchtime Nurture group

Break times can be challenging for some children. As such we have a nurture group for those times for our most vulnerable children. Games and activities are played indoors for the first part of play times, whilst the second half takes place on the playground with staff helping children to integrate with guided games and play. This group aims to build children's confidence and social interaction skills and has proved to be in very high demand due to the welcoming and caring nature of it.



# PSHE&C opportunities...

## Protective Behaviours

Protective Behaviours is a safety awareness and resilience building programme. It fits within the PSHE curriculum and helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied, threatened etc. It explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen to and help us. The programme is titled 'Feeling Good, Feeling Safe' and delivers four lessons to each year group. The lessons are taught once a week, over four consecutive weeks each Summer Term.



# PSHE&C opportunities...

## Wonderful World of Me

Every child has the opportunity to design and create their own personal collection called the 'Wonderful World of Me', to share with their class for a week.

Each class, in all year groups, will have a designated display area and children will be allocated a week throughout the year. We would ask that they think carefully about what is special to them and unique about their family life, whilst thinking of how to reflect this in the items they choose to bring in. This could involve sharing their involvement in a club or group, family photographs, a postcard from a holiday, or something entirely different!



## Wonderful World of Me



# PSHE opportunities...

## Restorative Justice

Restorative Justice is known to our children at West Hove as 'Keep it fair with 5 squares'. The five steps are designed to help children resolve conflict. They aim to help children understand what has happened, how they think and feel about it, to put right any mistakes and finally, put strategies in place to help prevent the situation from happening again. The children may be guided through the steps by an adult, or used independently by the children themselves.



What happened?



What were you thinking when it happened?



How do you feel about it?



What needs to happen to put it right?



How could we make sure this doesn't happen again?





# PSHE opportunities...

## Whole School Assemblies

Historically, all children attended assemblies held by either the Executive Head teacher or Heads of school of our two sites. Since COVID, our beloved assemblies have had a makeover and are now delivered through our online learning platform, Seesaw. These videos cover a wide range of content focussing around equality, diversity and morality. We draw on stories, songs and current events to provide the children with opportunity to think about and explore various themes. These new style assemblies are an opportunity for reflection and celebration and are enjoyed by staff, children and parents alike!



# PSHE opportunities...

## School Council

At West Hove Infants we have a school council made up of two children from each of our year groups.

We meet at least once a half-term with Miss Hann (CR) or Mrs Pond (SR) to discuss all aspects of school life with the pupils.

This gives them a sense of ownership as the most vital part of our school community and has seen real change happen within our school, such as becoming more eco-friendly and looking at playground equipment.





# PSHE opportunities...

## Awards

At West Hove Infants we are consistently driving forwards to improve standards at our school.

Recently we have been awarded 'School of Sanctuary' status, showing our commitment to including and supporting refugee families in our community.

We have also been awarded a 'Sun Safe' accreditation, showing that we not only teach children how to stay safe in the sun, but actively promote this during outside play in sunnier months of the year.



# PSHE&C opportunities...

## Whole school well-being

We are celebrating over four years of mindfulness practise within West Hove Infants. Following a Educational Psychology approach, we follow a weekly programme of mindfulness activities that include guided meditations, Yoga and grounding skills. From our youngest learners in Reception, learning to sit in stillness and appreciate the environment around them, to our Year Two's, who engage in discussions around their well-being, we all participate in grounding ourselves for a few moments in the bustle of each busy learning week.





# PSHE&C opportunities...

## Mental well-being

Now, more than ever we are aware of the duty to promote conversation about caring for emotional and mental well-being. As such, our PSHE curriculum focuses on this in discrete units of teaching, as well as our mindfulness practise being woven through the year.

The SMILE project, developed with Brighton and Hove council, introduces children to ways they can look after their bodies and brains. Our PSHE leads helped develop this and it is a key unit in our EYFS year.



## What are the '6 ways to smile'?

### The 6 ways to smile are

**S**peak and **S**ign

**M**ove

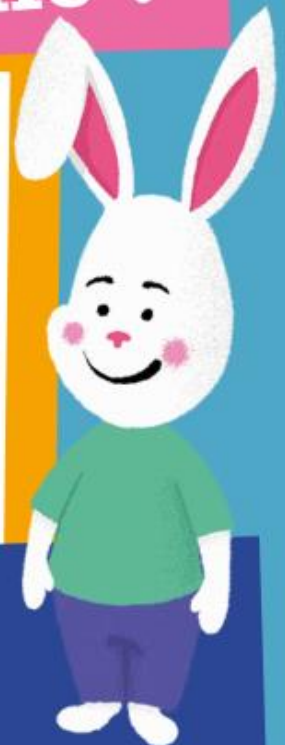
**I**magine and play

**L**earn

**E**njoy

**H**elp someone else smile

The 'Ways to smile' are based around the '5 ways to wellbeing', which are 5 steps you can take to improve your mental health and wellbeing. The '5 ways to wellbeing' are: Connect, Be active, Take notice, Keep learning, Give. Trying these things can help you feel more positive and able to get the most out of life.



Creative and Critical  
thinking: Growth Mindset,  
Learning Characters



Expressing opinions.  
Listening to and  
respecting other's  
opinions



Investigations &  
Problem solving.  
Exploring maths  
and science  
concepts: Lego  
club, Science  
club



Team work:

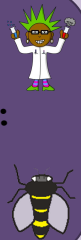
Discussion and  
Negotiation



Enquiry:  
Developed  
through:



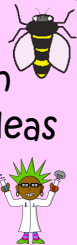
Reasoning and  
Reflecting Justifying:  
'Professor Prove It'



Challenge Partners



Questions which  
promote exploration  
and discussion of ideas  
– no right or wrong  
answers



Generating own  
questions.



Mastery – Depth  
of Understanding



Learning through Play:  
Active Learning,  
Exploring, Innovating,  
Creating





*generate  
own ideas*

*reflecting  
thoughts*

*feedback  
opinions*

# ENQUIRY

From Reception, children are encouraged to reflect critically and express their own thoughts and ideas freely.





Festivals: Eid, Diwali,  
Christmas, Chinese  
New Year



Respect: Challenging stereotypes,  
Behaviour and Anti-Bullying,  
Restorative Justice, Refugee Week



Local community:  
Children's  
Parade, Let's  
Dance



Diversity of  
language: Sharing  
home languages,  
French



Diversity:  
Through  
celebration and  
awareness of...



British  
Values:  
preparation  
for life in  
modern  
Britain



A PSHCE curriculum  
that explores  
the diversity of gender  
representation, race,  
religion and family units  
in our community



Awareness of  
others:  
Displays,  
Wonderful  
World of Me!



Knowledge of other  
cultures and  
communities both in  
school and further  
afield: Around the  
World, Rainforests,  
French Week, people  
from different cultures/  
countries



From the start of Reception, all children are exposed to an environment where play is a key driver. Through this we aim to develop skills to think creatively and flexibly, solve problems and link ideas. We establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.



**CREATIVE AND CRITICAL  
THINKING**

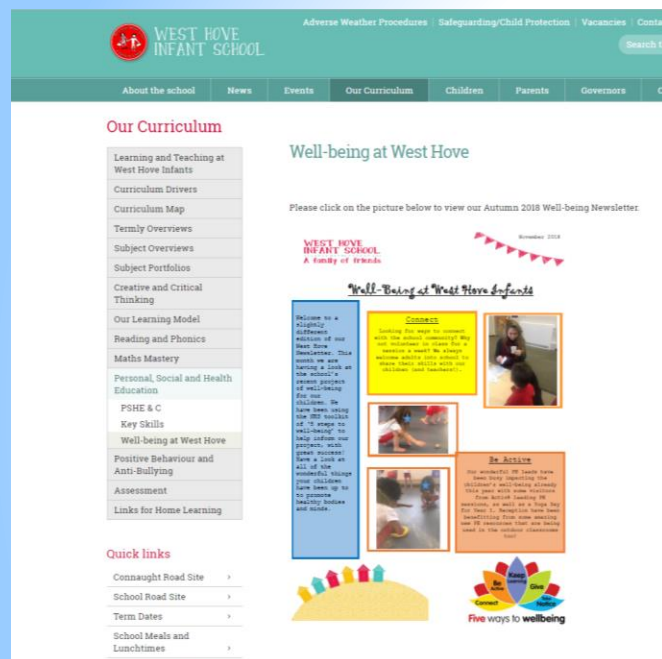


Reception  
children's  
first  
portraits,  
celebratin  
g who we  
are and  
our new  
communit  
y of  
friends.





# How to support your child's PSHE&C development at home...



Have a look on our website for ideas about your family's well-being

We also have links to teacher approved websites to support your child's development.

## Resources and Links

There are so many resources for PSHE & C online, It can be tricky to know where to begin! Below are some links to key websites where you can learn more ways to support learning at home.

[Feelings](#)

[Anti-Bullying](#)

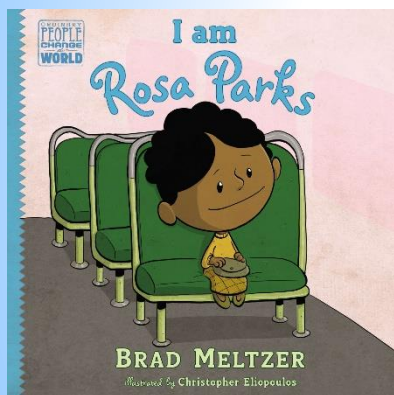
[Hygiene](#)

[Protective Behaviours](#)

[Global Citizenship](#)

# How to support your child's PSHE&C development at home...

Share stories, discussing the character's feelings throughout to develop emotional awareness



Aim to have a meal a week together as a family, with phones away and sharing your experiences of the week as a focus



Visit free museum exhibits or Brighton Festival events to learn more about our community



Explore the council website for the 'SMILE' project, developed in conjunction with our school!

Do also have a look at our 'My Little Book of Fun Things to Do' for more ideas. These have been sent home but are also available on our website:

[www.westhoveinfants.co.uk](http://www.westhoveinfants.co.uk)



Please  
Insert child's  
photo  
Or  
drawing of  
themselves  
here

Look at the fun things to do in your year group and see how many activities you can tick and date to say you have done!

We hope that you have fun completing your list ©



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Well done for completing all your fun activities!

Please let us know below any more fun things that you like to do...

Year R		
Activity	✓	Date
Make mud pies		
Stroke a small animal		
Blow bubbles		
Roll down hills		
Splash in puddles		
Dance like no one is watching		
Make a den		
Pick fruit and eat it		
Play in the snow		
Visit a farm		
Plant a bulb and watch it grow		
Go on a crunchy leaf walk		
Fly a kite		
Post a letter		

Year 1		
Activity	✓	Date
Build a sand castle		
Make some biscuits & eat whilst warm		
Make a puppet		
Put on a puppet show		
Borrow a book from the library		
Go on a trip to the seaside		
Carve a pumpkin		
Make a daisy chain		
Dance like no one is watching		
Go on a winter walk		
Look up at the stars on a clear night		
Walk barefoot in the sand		
Collect shells and pebbles to decorate a plant pot		
Keep a collection of some sort		

Year 2		
Activity	✓	Date
Play a musical instrument		
Go on a picnic		
Plant a seed and eat what grows		
Visit a museum		
See live music		
Perform a dance		
Collect snails and race them (put them back once you've finished)		
Have a water fight		
Play in the snow		
Join an extra-curricular club		
See a butterfly hatch		
Talk to an old person		
Make your own ice lolly and eat it		
Take a selfie		