

# **CROSSHALL INFANT SCHOOL**

## **Academy Trust**

# **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP POLICY (PSHCE)**

## INTRODUCTION

Personal, Social, Health and Citizenship Education (PSHCE) forms part of the school curriculum policy to provide a broad and balanced education to all children and enables them to become healthy, independent and responsible members of society. As a school we believe that all children in our care must feel that they belong, are fairly treated, are valued and are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing we develop their sense of self-worth. We encourage warm and considerate relationships with effective communication between staff, parents and society. We ensure that they experience the process of democracy in school through the School Council and have opportunities to take on classroom responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. The school promotes fundamental British values through the children's spiritual, moral, social and cultural development. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

### AIMS

These are the main aims in teaching PSHCE at Crosshall Infant School:

#### Personal

- (i) To enable each child to feel valued, respected and cared for helping to develop a positive self-image.
- (ii) To increase self-awareness.
- (iii) To enhance self-esteem.
- (iv) To enable each child to be aware of their feelings and be able to express them.
- (v) To enable each child to experience success.
- (vi) To create a secure atmosphere where each child can learn to overcome problems and difficulties.
- (vii) To make informed choices regarding personal safety and social issues including internet safety.



- (viii) To develop an understanding of financial capability and economic wellbeing.

### **Social**

- (i) To encourage co-operation, sharing and caring and understand what makes for good relationships with others;
- (ii) To encourage mutual respect.
- (iii) To encourage children to listen and respond.
- (iv) To encourage children to be friendly to each other and welcoming to newcomers.
- (v) To help children appreciate and accept differences between each other - sex, race, creed, language or ability.

### **Moral**

- (i) To provide opportunities for children to make choices in everyday situations.
- (ii) To develop techniques with children for resolving conflict situations.
- (iii) To encourage the children to be aware of the effect that their actions and words have on others.
- (iv) To provide opportunities for children to exercise responsibility and trust.

### **Health**

- (i) To know and understand what constitutes a healthy lifestyle.
- (ii) To recognise the value of P.E. and regular exercise and know a little about its effect upon the heart and circulation.
- (iii) To know what foods make up a healthy meal and to know about some of the problems and consequences of a poor or inadequate diet. For Example:
  - a) too much fat, too much sugar, too much salt;
  - b) the causes of tooth decay;
  - c) the importance of drinking water regularly;
  - d) the importance of fruit and vegetables in their daily diet;



- (iv) To develop personal hygiene skills and to be aware of the need for hygiene when handling and preparing food.
- (v) To reinforce healthy eating. We have a policy of allowing only fruit, vegetables and cheese to be eaten at break times. (Read in conjunction with the Whole School Food Policy)
- (vi) To know about keeping safe in the environment - home; road; water; fire; railway; internet.

### **Citizenship**

- (v) To be independent and responsible members of the school community.
- (ii) To be positive and active members in the life of their school and wider community.
- (iii) To develop good relationships with other members of the school and the wider community.
- (iv) To learn basic rules for behaving well.
- (v) To develop an awareness of the views, needs and rights of others.

Throughout the school we enforce a no smoking policy, with which all members of staff are familiar.

### **Teaching and Learning Styles**

Personal, Social, Health and Citizenship Education is implicit within all aspects of learning and school life and is therefore developed through a range of teaching and learning styles. It is central to the development of our whole school ethos.

We encourage all children to participate in Brain Gym type activities prior to a learning session and brain breaks where necessary throughout the day.

We use a range of teaching and learning styles to promote our curriculum. There is a great emphasis placed on active learning where children are included in discussions, investigations and problem-solving activities. We encourage children to take part in a range of special events that promote active citizenship, e.g. charity fundraising, showing people around on Open Day and being involved in activities to help other individuals or groups less fortunate than themselves. School Council children are been actively engaged in the interview process for prospective teachers. Classes are organised in such a way that pupils are able to participate in discussion to resolve conflicts and set an agreed classroom charter. There are also opportunities to hear visiting speakers, such

as health workers, emergency service workers, the parish vicar and representatives from local charities, whom we invite into the school to talk about their role in the community.

The children are involved in democratic voting opportunities to find class representatives for the School Council and Eco Warriors. Other opportunities to vote may arise in individual classes.

### **PSHCE Curriculum Planning**

We teach PSHCE in a variety of ways. It is quite often developed within a cross-curricular approach. For example, when teaching about the human body, we offer pupils the opportunity to explore healthy eating and the make-up of a balanced meal; or a topic on transport will include road/rail safety teaching.

It is also taught within a weekly PSHCE session where issues and skills are met during circle time, role-play or problem-solving activities. All year groups follow a comprehensive scheme of work the Cambridgeshire Personal Development Programme. This encompasses personal safety, citizenship, relationships and healthy lifestyles.

There is a large overlap between the programme of study for Religious Education and the aims of PSHCE. We teach a considerable amount of PSHCE through our religious education lessons and assemblies.

We also develop PSHCE through activities and whole school events. For example, the School Council representatives from each class meet on a regular basis to discuss school matters and will collect information from the rest of their class to feed back to meetings. They have also been involved in holding assemblies to launch initiatives, interviewing prospective teachers, ordering new toys and wall games for the playground, fundraising activities and reminding children of agreed whole-school policies such as the use of the Friendship Stop. We frequently organise whole school initiatives such as Healthy Week. These involve all members of the school community and develop specific strands of PSHCE over a focused period.

In the Foundation Stage PSHCE forms an integral part of the whole curriculum covered during the year. We relate aspects of this curriculum area to the objectives set out in the Early Learning Goals (ELGs). Our teaching matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education when we teach knowledge and understanding of the world.

An overview of all the units of work covered as part of the PSHCE curriculum is available for parents to view on the school's website.

## **Assessment and Recording**

Teachers assess the children's work in PSHCE by making formal and informal judgements through observational assessment. We have clear expectations of what the pupils will know, understand and be able to do by the end of the Foundation Stage and Key Stage 1. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

Teacher's will also take into account the children's own view of their learning through 'self assessment' to ascertain the children's own feelings about what they have learnt.

Teachers record the achievements of the children on their class record sheets and will report these to parents each year. An assessment grid for skills taught and observed during circle time is also available to inform teacher's planning and assessment as part of the Cambridgeshire Personal Development Programme toolkit. All Team Leaders have a copy of this in their planning folders.

## **Resources**

We keep books for use in PSHCE in a central store in the corridor by the staff work room. These are organised into the different units that are taught. Online resources are also available on the school's General Drive. Each member of staff has access to a copy of the school's policy for PSHCE online. The PSHCE subject leader also has a collection of specialist resources, which are available for use throughout the school, including bereavement resources. Some children benefit from Social Skills groups and other such programmes which are led by our Inclusion Workers.

The PSHCE Leader is responsible for the online interactive planning tool that maps out the programme of study for all year groups which is part of the school's subscription to the Cambridgeshire Personal Development Programme.

## **Monitoring and Review**

The PSHCE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable them to fulfil this role by visiting classes to observe teaching in the subject. A Governor responsible for PSHCE makes a visit annually to meet with the subject leader to review practice and discuss new initiatives.

## Pupils' Activities and Experiences

There are three strands, which are necessary for effective PSHCE teaching. These strands being KNOWLEDGE, SKILLS and ATTITUDES

An example of these three strands being used in education on Friendship would be:-

- KNOWLEDGE - Children would be taught what a friend is and the qualities needed to be a good friend.
- SKILLS - Through drama or class discussion the children would be asked to role-play these qualities in different scenarios and say what they would do and how they would solve any issues that may arise without adult support.
- ATTITUDES - They are now asked to reflect on their actions and their own friends, and how they behave towards other children.

PSHCE skills will be developed through regular activities. These activities include the playing of co-operative games, Circle Time sessions, story and picture books, drama and assemblies.

These activities will run alongside the PSHCE curriculum as laid out in the scheme of work.

Circle Time is an activity, which is intended to develop a child's self-esteem, as well as their powers of self-expression. Ideas can be found in our PSHCE resources of circle time activities. The parachute may be used as part of co-operative games and again, ideas can be found in our PSHCE guidelines.

PSHCE will also be addressed through the everyday occurrences in the classroom. Members of staff will cover certain areas as they become applicable to the development of individuals or class groups. All members of staff will strive to encourage reflection on attitudes and self-respect wherever possible. All of these expectations, i.e. behaviour etc. can be found in our PSHCE guidelines.

## Equal Opportunities

All children are entitled to a PSHCE curriculum which caters for their individual needs; offers equal access and opportunity and enables them to participate fully in all areas of the PSHCE curriculum.

Further reference should be made to the school's Equal Opportunities Policy.

## **Health and Safety**

The children will be taught to move around the school in a safe and considerate manner (see separate Health and Safety Policy).

## **Behaviour and Discipline**

We believe that good habits of work and behaviour are essential for effective teaching and learning. Individuals have a right to develop and work in an atmosphere of respect, trust, security and openness, where positive relationships are celebrated within the school and wider community. We recognise that good behaviour needs to be taught and that we need to develop good self-esteem in order to maximise children's potential to meet the learning and social challenges in the school environment (see separate Behaviour and Discipline policy).

## **Anti-bullying**

As a school we recognise that we may have some degree of bullying behaviour at some time, even if only slight or infrequent. It is recognised that bullying in its many manifestations as well as making children unhappy in school, can seriously affect their progress and well-being and that the impact of bullying can follow victims and perpetrators into adult life. We are therefore committed to dealing with such incidents positively and effectively whenever they occur (see separate Anti-Bullying policy).

The relationship between discipline and bullying is important. We believe that the effectiveness and regular evaluation of our Behaviour and Discipline policy will enhance our whole school stance against bullying. On discovering any bullying behaviour the procedures for monitoring and assisting behaviour will immediately come into effect (see Behaviour and Discipline policy).

## **Safeguarding and Child Protection**

Crosshall Infant School fully recognises the responsibility it has under section 175 of the Education Act 2002 and the latest Keeping Children Safe in Education document to have arrangements in place to safeguard and promote the welfare of children (see separate Safeguarding policy).

## **Healthy Eating Education**

We aim to ensure that all aspects of food and nutrition in school promote health and wellbeing of pupils, staff and visitors to our school (see separate Whole School Food policy).

## **Sex and Relationships Education**

Sex and Relationships Education will contribute to:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- Preparing pupils to understand and develop their relationships and responsibilities with one another.

Sex and Relationships Education in this school is a foundation for further work in Key Stage 2. The school works towards this aim in partnership with parents (see separate Sex and Relationships Education policy).

## **Drug Education**

We have a Drug Education policy (Section 2 of the school Drug Policy) which is consistent with current national legislation.

## **Growth Mindset**

In every class, a growth mindset ethos is promoted. The children are taught about our five growth mindset characters that link to the 5 Crosshall values: Cooperation, Caring, Confidence, Curiosity and Creativity. These are shown on displays in each class. Teachers regularly share stories about each character to help reinforce the message of growth mindset. Children are regularly reminded about and encouraged to adopt a growth mindset and are rewarded with stickers when they show the behaviours associated with each character or Dojo's in Key Stage 1.

## **Colour Monsters**

The Colour Monster story is introduced to children in Nursery and Wraparound Care to help the children develop their emotional literacy. Each Reception class has their own story and physical characters. The Rainbow Room also has their own Colour Monster books, display and physical characters. The children are able to refer to the Colour Monsters via the display board within the Nest when they enter Year 1.

**Approved:** April 2025

**Next Review Due:** April 2026

## Appendix A

### PSHCE - YEAR PLAN

### NURSERY

These aspects are integral to all teaching and learning in the Foundation Stage, and will constantly be reinforced throughout the year.

#### **Self Esteem, Feelings & Relationships**

##### Self-awareness/self-esteem

- What makes me feel good.
- What I like/don't like/need.
- Valuing myself/I'm special.
- Developing self-confidence.
- Trying new activities, initiating ideas.
- Responsibility - for myself, independence.

##### Relationships

- Who are my special people?
- How do they help me?
- Who are all the adults in school - forming relationships.
- Making friends.
- Talking and listening - to adults/friends.
- How are we the same, how are we different?
- Value and respect for a range of people.
- Caring for others and their needs.
- Working and playing with others.

##### Being part of bigger group/community

- Understanding rules, expectations, routines.
- Sharing - property, attention, people.
- Taking turns.
- Listening, following instructions.
- Asking for help, skills of telling.
- Understanding what is right, wrong and why.
- Consider consequences of words and actions.
- Be interested, excited and motivated to learn.
- Maintain attention, concentrate.
- Choosing activities and resources appropriately.

#### **Feelings and emotions**

- Basic awareness/feelings vocabulary.
- Recognising, expressing feelings.
- Responding to experiences - showing feelings.

#### **Hygiene and practical skills**

- Toileting, dressing.
- Keeping myself clean - washing hands.
- Brushing my teeth.
- Independence in practical tasks tidiness.

#### **Personal Safety**

- Feeling safe.
- Safe people, safe places.
- Secrets, good and bad.

#### **Safety skills**

- Basic, in different contexts.
- Asking for help.
- Telling an adult.
- Responsibility for myself where appropriate.
- Letting adults be responsible for me as appropriate.
- Able to say 'no' when appropriate.

## Appendix B

Units of work for PSHCE all come from the Cambridgeshire Personal Development Programme. 2023-2024 = Year A, 2024-2025 = Year B. This plan will then be reviewed. Year 1 and Year 2 will be completing the same units of work simultaneously at an age appropriate level.

PSHCE Long Term Planning.						
Year A	Autumn		Spring		Summer	
Reception	Myself & My Relationships 1 - Beginning & Belonging.	Myself & My Relationships 2 - My Family & Friends  Individual targets	Health & Safer Lifestyles 1 - My Body & Growing Up.  Individual targets	Citizenship 1- Identities & Diversity  Citizenship 2- Me & My World.	Health & Safer Lifestyles 2 - Keeping Safe  Individual targets	Myself & My Relationships 3 - My Emotions.  Health & Safer Lifestyles 3 - Healthy Lifestyles (Healthy Week)
Key Stage 1	Myself & My Relationships 4 - Beginning & Belonging.  School Council elections/ Individual targets/ Golden Rules.	Health & Safer Lifestyles 9 - Personal Safety  Enrichment unit - E-Safety	Citizenship 4- Diversity & Community  Individual targets	Myself & My Relationships 5 - Me & My Emotions.	Health & Safer Lifestyles 6 - Managing Risk  Health & Safer Lifestyles 5 - Safety Contexts  Individual targets	Health & Safer Lifestyles 7 - Healthy Lifestyles (Healthy Week)  Health & Safer Lifestyles 8 - Drug Education (Healthy Week) Myself & My Relationships 7 - Antbullying. (Healthy Week)  Myself & My Relationships 8 - Managing Change.

# PSHCE Long Term Planning.

Year B	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Reception	Myself & My Relationships 1 - Beginning & Belonging.	Myself & My Relationships 2 - My Family & Friends.  Individual targets	Health & Safer Lifestyles 1 - My Body & Growing Up.  Individual targets	Citizenship 1- Identities & Diversity  Citizenship 2- Me & My World.	Health & Safer Lifestyles 2 - Keeping Safe  Individual targets	Myself & My Relationships 3 - My Emotions.  Health & Safer Lifestyles 3 - Healthy Lifestyles (Healthy Week)
Key Stage 1	Citizenship 5- Rights, Rules & Responsibilities  School Council elections/ Individual targets/ Golden Rules.	Myself & My Relationships 6 - Family & Friends.	Citizenship 3- Working together  Individual targets	Economic Wellbeing 1 - Financial Capability.	Health & Safer Lifestyles 6 & 10 Sex & Relationships Education  Individual targets	Myself & My Relationships 8 - Managing Change  Health & Safer Lifestyles 7 - Healthy Lifestyles (Healthy Week)  Health & Safer Lifestyles 8 - Drug Education (Healthy Week)  Myself & My Relationships 7 - Antibullying. (Healthy Week)

## Appendix C

### CIRCLE GAMES

Initially you need to consider which skill or skills you wish to develop with the children e.g. co-operation, trust building, confidence or self-esteem building etc.

Then select the appropriate activity or activities. You may wish to plan single activities to do three or four times a week or a selection for a planned session, this will depend on the age and ability of the children.

After selecting a game or games, have everybody sitting at the same level, including yourself in a circle. Then ground rules need to be established. A typical starter list might be:-

- (i) We listen when someone is talking.
- (ii) No disagreeing with other people's opinions.
- (iii) One person talking at a time.
- (iv) Always look at the person who is talking.

You may find it useful to provide a prop such as a teddy, which is held by the speaker. This encourages listening and turn taking especially with younger children or children who tend to call out.

All classes have a Racoon Circle tape that can be used in various ways to play games and unite the group. Teachers and teaching assistants have had training in how to use this technique with groups of children.

### LEARNING GAMES

Name games - to enable children to get to know everyone better, warm up atmosphere, reduce anxiety levels and build a feeling of fun and team work e.g.

On the spot	Use a bean bag or soft ball to throw to someone in the circle who says their name and then throws it to someone else. Eye contact is required e.g. Jane to Peter, they change places.
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A variation	Red jumper to yellow jumper or Black hair to blonde hair
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Warm up Activities/ Energisers	To use at beginning of a session, or to liven things up
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**Showing my Feelings** Children to walk around the room showing how they are feeling - cheerfully, angrily, thoughtfully and so on.

**The Magic Box** Put an imaginary 'magic box' in the centre of the circle. Ask the children in turn to take something out of the box and mime what it is for the others to guess.

**Hedgehogs** The children walk around the circle area and when the teacher calls out 'Hedgehogs' all the children curl up like a hedgehog. One child is selected by the teacher and then covered with a cloth or asked to quietly leave the room. The rest of the class then stand up and have to work out who is missing from the group. They then have to say at least one nice thing about that person.

**Co-operation games** - to promote co-operation and encourage children to work together e.g. apparatus needed, mats, hoops or pieces of newspaper.

The equipment represents islands, the floor the sea. Villages are out fishing in the sea when there is a storm warning so they make home to the island. Unfortunately some islands have been flooded so they have to live on another (hoops are removed). Islands get overcrowded so they have to protect each other from falling in the sea! Continue to end of islands.

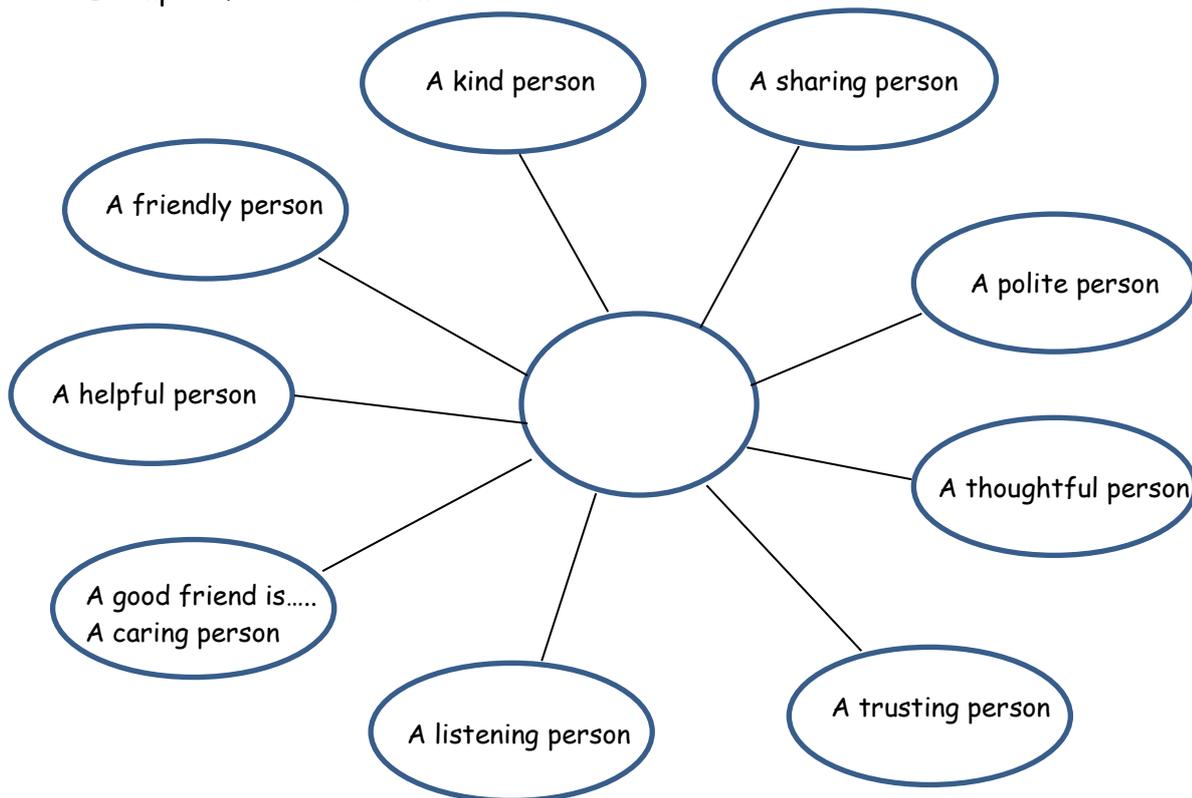
**Trust building activities** - to increase children's trust of each other and build inter-dependence and cohesion within the group.

**Guessing the Face.**

Children move around the room with eyes shut, stop explore the face of a person near them and try and guess who it is.

**Brainstorming** - children are asked to call out any words or phrases they associate with a particular topic. All contributions are accepted without comment and recorded on a large sheet of paper. Then discuss and explore ideas and vote on each category. (Useful strategy for exploring conflicts and other problems).

Example of a brain storm



Round/Circle time - start off sharing news or views or completing a sentence such as "I am happy when .....". Each child then follows with their contribution. This can be done using props such as a shell or teddy. Statements should be kept short and children given the right to use the word PASS if they wish. Particularly useful when sharing sensitive issues.

e.g. I am worried when .....  
I get cross when .....

Role play enables children to practise skills, explore ideas and feelings, step inside someone else's shoes in a safe and supportive environment. Young children do not have the skills to deal with conflict situations. Acting out the situation and responses enables them to internalise what they might do.

These are just a few of the available games. Many more can be found in a card index box in the staffroom and each year group's unit cupboard.

"Skills for the Primary School Child" TACADE/RESOURCES

"Games for Everyone" David Booth

"Personal & Social Education in the Primary School" Frankie Galloway.

## Appendix D

### ACTIVITIES TO PROMOTE SELF-ESTEEM

Activities - Special Days when an individual is thought about by the whole class. Child leaves the room while remainder of class write down a positive statement on a card about that child e.g. "we think you are a good friend". Could be given a name e.g. "Star of the day" or "Star-time" especially if the card is star-shaped.

The card is then presented to the child to keep.

Helping Hand for the day - wearing the badge and sitting in a special seat.

Spin the Bottle - children sit in a circle. One child spins the bottle in centre of the circle. The child then says a positive statement to the child that the bottle is opposite. That child then spins the bottle.

There are potentially lots of occasions during the school day when children may receive a boost to their self-image.

Your best friend has upset you. What would you do?

- find another friend
  - Warn people that you will not want to be with them if they carry on
  - Walk away
  - Try and make friends again
  - Talk to your friends about what they are doing and how you feel
- 
- Think positively about each child, to look for the best, to help them become aware of their assets.
  - Talk about the good points (even when it is much more tempting to talk about the bad) and talk to the children individually about the strengths they have.
  - Work to establish a warm, caring atmosphere in the classroom in which all the children are valued and listened to and have opportunities to contribute and share in taking genuine responsibilities.
  - Help the children to feel capable through love, encouragement and support. Praise them whenever possible - but not in a contrived way or when praise is inappropriate.
  - Allow the children freedom to express themselves openly, to talk about their feelings, but always with due consideration for others.



- Draw in the isolated or shy child while always recognising the need for some children to be on their own. Use group activities and provide opportunities for the child to succeed.
- Encourage a sense of community, of belonging in the classroom and encourage children to develop friendships through, for example, sharing times, interest groups?
- Encourage children to develop a network of support for each other, to be willing to help others in difficulty and to go to others for help.
- Provide children with opportunities to carry out tasks and to do things when success is guaranteed. Try to avoid situations when failure is inevitable.
- Encourage children to take responsibility increasingly for themselves and their own actions. Give them tasks to complete which require greater responsibility.
- Be fair and consistent and try to avoid double standards. Provide a structure for the classroom and limits which are reasonable and understandable. Where possible, encourage children to draw up their own rules and respect for others as a central theme. Attempt to establish a consistent approach from all staff.
- Be ready to acknowledge the fact when you, as the teacher, fall short of your ideals. Don't be afraid to apologise. Children understand signs of fallibility and often welcome them. Let them know that it is acceptable to fail. We all make mistakes!
- As far as possible, admonish or discipline a child away from the others.
- Work as closely as possible with parents and people at home.
- Look after yourself as the teacher. When possible build a staff support group and nourish your own self-esteem. Share successes and talk through the less successful occasions. Build together as a team.
- Parents are given the following communication about party invitations:-

The distribution of party invitations and replies is becoming increasingly onerous and difficult. I would like to ask parents to understand that teaching staff cannot be asked to distribute invitations or find lost ones! There are several important social problems attached to this which we as a school need to be very aware of. I do not in any way wish to ban party

invitations from coming into school and therefore would ask for your co-operation in doing the following:-

- 1) Parents or children are responsible for distributing the invitations and returning replies preferably outside the classroom.
- 2) If a child brings them into school he/she is responsible for putting them in the appropriate class tray or handing them out personally if they are able to read the recipient's name.
- 3) At **no** time will a teacher deal with invitations in a class session.
- 4) It is not the school's responsibility to find lost invitations or replies.

### **Children with low self-esteem**

1. Rarely raise their hands or volunteer.
  2. Focus on their fears and worries.
  3. Are often extremely shy and withdrawn.
- OR
4. Are rude and lack compassion.
  5. Are unable to make decisions.
  6. Are unwilling to take responsibility.
  7. Engage in a variety of defence mechanisms - being ill, late, absent, lying and cheating.
  8. Skilfully procrastinate and make excuses.

### **Children with high self-esteem**

1. Work co-operatively with others.
2. Usually have a wide circle of friends.
3. Are open to the ideas of others.
4. Are not overly concerned with what others think about them.
5. Often set high standards for themselves; they work towards goals.
6. Take pride in their accomplishments and are creative.
7. Take responsibility for their actions.
8. Are generally aware of their strengths and weaknesses.
9. Attribute their success to their own abilities and efforts.
10. Are not afraid to express opinions.
11. Tend to be selected as leaders.
12. Generally have an optimistic view of life.

## Appendix E

### Working as a Group

Everyone is born into a group situation and is influenced throughout life in a variety of ways by their own experiences of being in a group.

We believe that all children should have opportunities to work in both, small and large groups, as well as individually. Children should be grouped according to a variety of criteria such as friendships, interests, personalities, abilities etc., on a variety of occasions.

Working as a group:

- promotes co-operations;
- promotes communication skills i.e. drawing out shy ones;
- enables children to get to know each other better and extend their relationships to those normally outside their circle of friends;
- helps children develop leadership skills, delegation and taking responsibility;
- enable children to learn how to make choices and decisions within a group situation;
- encourages need to share, tolerate and understand the needs of individuals;
- opportunities for children to care for and support each other;
- enables the teacher to observe and monitor the inter-actions between children and the way they behave.

### Activities for Dividing Children in Pairs

You can:

- count children off in twos;
- line the children up according to birth months, initial of first names, height and count off;
- distribute pairs of cards at random e.g. 'King' and 'Queen', 'Tom' and 'Jerry', sum cards - one with the sum and the other with the answer, matching letter, spot, shape, pattern cards, animal cards to match up, old greeting cards cut in two, or find partners by making appropriate animal noises;
- ask the children to find someone who, e.g. has the same colour eyes, clothes, hair;
- scatter pieces of string of different lengths, two of each, around the room for partners to match;
- count around the circle and ask the children to find one person whose number when added to their own makes one more than

the number in the group;

- ask the children to choose a partner or work with someone they have not worked with before.

### Activities for Dividing Children into Threes/Small Groups

You can:

- use most of the strategies listed above;
- distribute shape families, e.g. triangles, circles, for groups to match up;
- prepare jigsaws from old greeting cards for groups to complete;
- ask the children to mill around the room until you call out the number you want in a group and children form the groups;
- go around the circle naming children with salad ingredients - they then have to make salads with one of each ingredient;
- distribute cards with names of songs on them - children to hum or sing the tune to find the group;
- use cards with letters to make up three, four etc., letter words.

Some points to consider when observing children working as part of a group:-

- (i) How are the children sitting? e.g. leaning forward or back, any outsiders.
- (ii) How are children participating? e.g. who is doing the most talking and then least, taking turns.
- (iii) How are they taking care of each other? e.g. listening, any put downs.
- (iv) How are they feeling and behaving? e.g. happy, enthusiastic warmth.
- (v) Are they working well on the task in hand? e.g. who is leading everyone involved.

## Appendix F

### Lunchtime

Lunchtime is seen as an important part of the day where social skills can be developed.

The following list outlines our expectations of the children:

- to use a knife, fork and spoon properly
- quiet conversation with the children on their table
- appropriate use of manners, when selecting lunch, asking others at the table for bread or the water jug etc.
- sitting on the chair correctly
- clearing/scrapping away plates as expected
- independent attempts to cut up food, remove yoghurt pot lids, eat around apple core etc.

The role of all staff eating a meal and the lunchtime supervisors is to support the children in achieving the skills.

### Friendship Stop

The Friendship Stop is attached to the wall of Otters. It is everyone's (both staff and children) responsibility to monitor it and ensure that children are alright. Children may stand there if they have lost their friend, have no-one to play with, have fallen out with their friends, etc. Children will not be left to stand at it, they will be immediately re-engaged with their peers in an appropriate game or activity.