

Brize Norton Primary School

PSHCE Policy

Philosophy

Promoting positive attitudes, healthy lifestyles, citizenship and self-esteem are significant areas of development for every child. We aim to provide a broad and balanced curriculum which promotes spiritual, moral, mental, emotional, social and physical development of pupils at school and in society. This prepares children for the opportunities, responsibilities and experiences of adult life.

Children are entitled to receive advice about keeping healthy and safe, emotionally and physically.

Aims and Objectives

Through the teaching of PSCHCE we expect our children to:

- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups
- Develop understanding and tolerance
- Encourage the development of informed and responsible healthy life choices
- Develop positive attitudes towards health
- Foster self-respect and self-esteem among all members of the community
- Give children opportunities to experience awe and wonder
- Prepare children for the opportunities, responsibilities and experiences of adult life
- Know the difference between right and wrong and to make appropriate decisions
- Help children to be considerate and caring towards others
- Know that they can tell an adult their opinions/experiences but know if that adult is concerned that they have the right to tell someone else

To enable our children to achieve these aims we plan to develop the following skills:

Using the SEAL and Smile Again program – ensuring children have a weekly circle time to discuss a variety of PSHCE areas. These include:

- During circle times, listening, retrieving, investigating and questioning a variety of issues
- To give children the opportunity to discuss their ideas but also have the right to say “Pass” so that they can keep personal things to themselves
- To listen to the experiences of other children and adults
- To express their own personal opinions and experiences from school and home life
- To record ideas through a range of media, considering the children’s age
- To engage with professional people who are able to teach the children about physical, spiritual, moral and social issues

We aim to create a positive attitude to PSHCE by:

- Promoting an enthusiastic and enquiring approach to PSHCE
- Developing confidence when discussing physical, social, health, cultural emotional issues
- Working cooperatively and independently

Planning

Teachers plan from the SEAL program and the county's PSHCE Framework 'Smile Again!' using the health for life books 1 and 2. These two schemes cover the programs of study from the National Curriculum. Planning is done at three levels:

- Whole school (long term) – Each class will be covering the same topic at the same time.
- Class –Medium term plans
- Individual teacher's weekly planning (short term)

PSHCE is taught mainly by topic but is continually taught on a day to day basis when issues arise. Each class has a weekly 'circle time'. These sessions are planned using the SEAL framework which consists of the following units:

Autumn	New beginnings Getting on and falling out Say no to bullying
Spring	Going for goals Good to be me
Summer	Relationships Changes

Each term the whole school focuses on health issues for one week following the 'Smile Again' scheme.

Whole school or Key Stage assemblies are held daily and are planned to introduce or consolidate the PSHCE themes each term.

Teaching and learning

In the Foundation Stage PSHCE is taught in the context of the Early Learning Goals: promoting moral, social and emotional development.

At Key Stage 1 children will cover areas listed above. During this they will be encouraged to listen to one another and express opinions. They also have the right to be able to opt out when sharing experiences/opinions if they do not feel confident to discuss these. Children are encouraged to take part in a range of practical activities that promote active citizenship such as fundraising, the planning of school special events or involvement in activities to help other individuals or groups less fortunate than themselves. We offer termly day visits and biannual residential visits to a variety of locations where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

At Key Stage 2, we continue to develop what is listed in Key Stage 1 but the children are entitled to lessons on Sex Education. For this we have visits from the school nurse and the head teacher and class teacher work with groups of children. These areas are discussed in a sensitive and informative manner. Parents are informed before hand and have the right to withdraw their children. (See Sex and Relationships Policy)

A range of teaching strategies and learning styles will be used in the delivery of lessons. These include:

- Circle time and class discussion
- Imaginative writing

- Reflection
- Role-play and drama
- The use of the IWB for short films, word processing and images
- Visits and visitors where appropriate
- Peer work
- Structured group work
- Play and games
- Collective worship enhancing pupil's spiritual, moral, social and cultural development
- School council
- Eco-schools group
- Healthy school competitions

Resources

- Each teacher has their own copies of the SEAL framework and Smile Again planning for their year groups
- A box of PSHCE objects for circle times are stored in the staffroom
- The internet
- A variety of fiction and non-fiction books in the library
- Espresso

Assessment

Assessment of children's work and progress is ongoing by the class teacher and informs future planning. Parent/teacher discussions are held each term and parents receive an annual report at the end of the year. Teachers record progress against key skills each term in all subjects. Children are encouraged to self evaluate their progress in a range of PSHCE skills using the SEAL assessment records.

Special Educational needs and Equal opportunities

All children have access to the National Curriculum at a level that is appropriate to their individual needs. Teachers plan differentiated learning experiences in all curriculum subjects. At times small groups of children or individuals require additional support in issues related to personal, social or emotional development. Where this is the case, support is given in a sensitive way and parents are informed. (See Special Needs Policy)

More able, Gifted and talented

Work in all lessons is differentiated to meet the needs within the class. Teachers use assessment for learning to give each child challenge. Differentiation may be by outcome, support, resource or sometimes by the lesson input that is given to different groups by the teacher or a teaching assistant. Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem solving, investigation, research and open ended activities. We create possibilities for them to work independently and with others to develop higher order thinking skills. In all subjects success criteria are set and questioning used to broaden children's knowledge and understanding whilst extending and challenging them, children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level.

Homework

Each term a piece of PSHCE homework will be sent home relating to the topic covered that term. This is a discussion activity or game that encourages parents to work with their child.

Roles and Responsibilities

The role of the head teacher:

The overall responsibility for each subject rests with the senior management of the school. The head, in consultation with the staff:

- Plan the PSHCE curriculum and assemblies that support the agreed themes
- Determines a curriculum that is inclusive to all
- Decides the provision and allocation of resources
- Decides ways in which progress can be assessed, and records maintained.
- Ensures that each subject is used in a way to achieve the aims and objectives of the school
- Ensures that there is a subject policy, and identifies a subject co-ordinator.

The role of the subject co-ordinator:

- Ensure the development of subject resources and the curriculum
- Supports the staff in planning for and teaching their subject
- Monitors that quality of teaching and learning through observation of lessons, reviews of teacher's plans and scrutiny of children's work.
- Goes on courses and promotes staff inset

The role of the class teacher:

- To plan appropriately using differentiation.
- To ensure they are sensitive to the children in their class
- To inform the head teacher if they feel an issue is serious and needs adult intervention
- To produce fun and exciting lessons, inspiring each child.
- To organise visitors where appropriate.

Review and Evaluation

This policy was drawn up by the PSHCE co-ordinator in consultation with the staff.
October 2008