

Wyvern Federation



PSHCE Policy

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Updated on:	Changes made / notes:
22/01/10	Addition of objectives with more financial focus and planning for the future. SEAL resources as well as other resources added Teaching amended, for peer mediators as well as changes to assessment section. Some general re-wording.
02/15/12	Information regarding professional development sessions and team teaching added to Monitoring and Review Section
02/04/13	Checked and revised. Removal of Every Child Matters reference. Addition of drug education resources.
June 2013	Addition of commitment to events to highlight financial focus (E.g. Money Week) and events to highlight political involvement (E.g. Send my Friend)
Feb 2016	3.5 Convention on the Rights of the Child articles added 3.6 Aurora House curriculum

Policy on PSHCE

(see also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Sex and Relationship Education)

1 Aims and objectives

1.1 We at Wyvil Primary School, Aurora House and Vauxhall Primary School believe that education in PSHCE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. As part of Global Citizenship, they will learn to value themselves and the people of the world. 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. Through active Citizenship, they should be encouraged to work together to bring out the best in each other.

1.2 Our objectives in the teaching of PSHCE are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to understand what makes for good relationships with other members of the school and wider community, including respecting differences of opinion;
- have a greater understanding of finances and the value of money, cheques and 'plastic';
- to learn about career-related learning to develop their awareness of themselves and roles of gender, in preparation for later life.
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;

2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHCE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, role-play, investigations and problem-solving activities. Children are often invited to theatrical performances to develop decision making skills and to demonstrate consequences in different scenarios. 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 open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils 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 and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHCE - curriculum planning

3.1 We implemented the SEAL programme for teaching PSHCE across the School in September 2011.

SEAL themes will be used in conjunction with the PSHCE curriculum.

Autumn 1 New Beginnings

Autumn 2 Say No to Bullying (Link to Anti-Bullying Week)

Spring 1 Getting on and falling Out

Spring 2 Going for Goals

Summer 1 Good to be Me

Summer 2 Changes

Subjects not covered by this programme, such as Sex and Relationship Education and Drugs Education, are taught alongside this as reflected in our curriculum overview. When dealing with issues in drugs and sex and relationship education, we teach PSHCE and citizenship as a discrete subject (See policies on Drugs Education and SRE).

- 3.2 We may introduce PSHCE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. There is also an overlap between the programmes of study of religious education and PSHCE.
- 3.3 We also develop PSHCE and Citizenship through additional activities and whole-school services. School council representatives from each class meet regularly to discuss school matters and encourage pupil voice in making improvements and changes. Since September 2009 the PSHCE Leader and school mentor have been training 20 children from upper key-stage 2 to act as peer mediators for play-time disputes in Key-stage 1 and 2, equipping children with life skills as well as averting some incidences of bullying. Additionally, we offer residential visits to Year 6 children where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills, through team-building activities.
- 3.4 Whole school events are used to highlight aspects of PSHCE learning and will take place typically at least twice per year. Events include but are not limited to political involvement E.g. participation in the 'Send my Friend' to school for all initiative and a whole school 'Money Week'.
- 3.5 Curriculum links will be made to the UN Convention on the Rights of the Child eg **Article 12 (Respect for the views of the child)**: When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account *and* **Article 42 (Knowledge of rights)**: Governments should make the Convention known to adults and children.
- 3.6 **Aurora House Curriculum**
Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

4 The Foundation Stage

- 4.1 We teach PSHCE and citizenship in reception classes as an integral part of topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHCE aspects of the children's work to the objectives

set out in the Early Learning Goals (ELGs). Our teaching in PSHCE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 PSHCE and citizenship and inclusion

- 5.1 We teach PSHCE 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 PSHCE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHCE and citizenship targets.
- 5.2 For gifted and talented pupils, 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.

6 Assessment for learning

- 6.1 Our teachers assess the children's work in PSHCE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum 2014. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 6.2 Teachers are encouraged to needs test their children before a unit of work in the form of a brainstorm and after the completed unit (particularly drugs and emotional aspects of learning) so that progression in learning easily shown.
- 6.3 Children are encouraged to reflect on their own learning and indicate this in their books (traffic lights, smiley faces or a simple comment in Key Stage 2. This then enables teachers to assess learning more effectively.
- 6.4 Our teachers record in their mark books the achievements of pupils in PSHCE and citizenship. We report these achievements to parents each year.
- 6.4 We do not set formal examinations in PSHCE and citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

7 Resources

- 7.1 We keep resources for PSHCE and citizenship in a central store, in topic boxes for each unit of work. Resources include: puppets, videos, DVDs, books, decision making games, posters and much more.
- 7.2 Our PSHCE subject leader holds a selection of reference materials for teaching sensitive issues (bereavement and SRE story/ topic books).
- 7.3 There is a "blue" box for SRE with lesson plans and overviews in the PSHCE area, supplemented by the BBC "Living and Growing Unit". Additionally there is a "Green Resource box" for Drugs Education and supplementary lesson plans and resources electronically stored on the shared drive for drug education (developed by the Lambeth Health Education Links service).
- 7.4 Each phase leader has a "pink box" containing SEAL resources on every floor of the building that teachers can easily access and return when unit is complete. These are also available electronically on the teacher shared drive.

8 Monitoring and review

8.1 The planning and coordination of the teaching in PSHCE are the responsibility of the PSHCE subject leader, 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 PSHCE
- provides professional development meetings to all staff as required and agreed with the head teacher.
- engages in team teaching to support other staff as agreed with the professional development lead in the school
- gives the head teacher a termly summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- organises opportunities for outside agencies visiting or being visited, which support and enable children's learning
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHCE lessons across the school.

9.2 **This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.**