Walworth Primary School

PSHCE Policy

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Walworth PRIMARY SCHOOL  
PSHCE POLICY STATEMENT AND GUIDELINES  
A. POLICY STATEMENT

1. Introduction  
"Unless children - whatever their chronological age - are continually being helped to 'grow up', that is to make sense of themselves and their relationships with others, they cannot make best use of the education offered by their teachers. Above all the human child seeks to find reassurance and meaning in life". (Passport project, Gulbenkian Foundation P.5)
At Walworth we recognise that PSHCE is far more than a subject with allocated time. It encompasses range of opportunities for pupils to learn to: be healthy and stay safe, express their opinions, develop effective relationships, and learn to make a positive contribution. To this end, PSHCE can be found in all aspects of school life for example:—
Extra-curricular activities
Visits and trips
Collective worship etc.
Through provision for PSHCE, we also recognise the important role of Health Education (including Sex and Relationships Education and Drugs Education). Walworth Primary believes health education is vital if pupils are to make responsible and well-informed decisions about their lives. A successful health education programme supports pupils in their physical, emotional and moral development. It helps pupils to respect themselves and others, raises self-esteem and in the case of upper primary pupils, to move with confidence and knowledge from childhood into adolescence and beyond.

Ethos—characteristics which are evident in schools where the ethos successfully promotes the personal, social and health development of its pupils.

- A consistent approach to the way in which people are treated
- Everyone, adult and children, are valued equally
- Pupils are encouraged to be independent in thought and action
- An "open door" policy where parents are seen as partners in the education of their children
- Relationships with the wider community are positive and mutually beneficial

Curriculum characteristics which promotes children's personal and social development include planned opportunities for them to

- Develop and understanding of themselves
- Know their social responsibilities as citizens
- Develop an understanding of moral codes of behaviour
- Think, reflect and make sense of their experiences
- Consider wider issues in both their immediate community and the world
• Challenge/ examine values, beliefs and assumptions whilst respecting the viewpoint of others
• Engage in a wide variety of extracurricular activities i.e. not sport

Class organisation - characteristics of class organisation which contributes to children's personal and social development include
• Shared responsibility between the adults and the pupils of some aspects of class organisation e.g. use of job lists
• Accessible and clearly labelled resources
• An imaginative use of display materials
• Plants and/or pets which require particular care.
• Careful arrangement of furniture
• Clearly displayed, mutually agreed rules
• Routines which provide a framework for each day

Teaching - What teaching and learning methods contribute to children's personal, social and health development, teaching and learning should
• Build on pupils' current experiences e.g. home, membership of family groups, clubs and societies
• Extend pupils first hand experiences and encourage links and personal contacts e.g. Through trips, visits, speakers and mentors
• Emphasise, wherever appropriate, enquiry, investigation and practical exercise e.g. simulations, games, role play, surveys and problem solving exercises
• Provide opportunities for pupils to engage in critical thinking and debate, assess evidence, make informed decisions, negotiate, exercise responsibility, work in groups and independently express thoughts and apply the knowledge and understanding they are acquiring, to their lives
• Encourage participation, discussion and the challenging ideas

Entitlement

All pupils at Walworth School are of equal value and it is our aim to teach each pupil's individual talents and interests and enable them to develop them to the best of their ability into confident, informed and well-adjusted individuals. All pupils are entitled to fair and equal treatment and access to a planned programme of PHSCE (Family group sessions) irrespective of background, ability or gender. We therefore aim to create a climate, which respects individual differences and values the achievement of all. It will be the responsibility of all staff involved with pupil’s to promote their personal and social development.
Aims

- Help children to feel secure and to learn to value and respect themselves and others as individuals - the close relationship between learning and emotions creates such an atmosphere vital if children are to be ready and eager to explore and enjoy new experiences and to learn from them.

- Create opportunities for children to experience success and learning to respect and share their own work and that of others - the accompanying feeling of competence not only encourages steps towards independence, but through the acquisition of new skills, concepts and knowledge, enables children to progress from stage to stage of academic achievement.

We will help pupils to:-

- Know and understand what constitutes a healthy lifestyle
- Sustain worthwhile relationships
- Be aware of safety issues
- have respect for others
- Understand and manage their emotions
- Appreciate difference and diversity
- Be independent and responsible members of the school community
- Value themselves and respect others
- Participate actively in a democratic society
- Safeguard the environment
- Act in the wider world in a responsible way
- Develop self-confidence and self-esteem and make informed choices about a range of personal and social issues.

Objectives
The specific objectives of PSHCE will be achieved through a planned programme of work.

(Family Groups)

Generally however, all pupils will have opportunities to:-

- be responsive and achieve in a variety of situations
- Acquire the necessary skills for personal and social development, i.e. communication, decision making, collaborative learning.
- Increase their motivation and deepen their learning and understanding
- Develop and understanding of the importance of rules: - classroom, social, society.
- Consider right and wrong and make informed choices
• Consider ways of managing money
• Learn about their bodies and ways of keeping safe and healthy.

Inclusion

Inclusion is a complex concept and a way of thinking that embraces a wide range of beliefs and values about the importance of every individual and every role within an organisation. Walworth is committed to an inclusive ethos and always aims to develop policies and practices within an inclusive framework. Irrespective of definitions of inclusion, inclusive principles are well understood and are applicable to every aspect of school life for every person.

Inclusion at Walworth means that:

• every member of the school community is considered of equal importance and value and treated accordingly
• Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community
• Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
• Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
• Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded.

Health and Safety

Walworth strives to provide a safe and healthy environment for everyone who uses the premises. Staff will take reasonable care of their own safety and that of pupils and will report all accidents and unsafe conditions to the Health and Safety Coordinator. They will teach pupils to recognise hazards in a range of equipment, activities and environments and take action to control the risk to themselves and others.

B. CURRICULUM GUIDELINES

1. Planning

Long term planning follows the Durham County Council Curriculum Guidance along with the guidelines within the Early Years Foundation Stage and the new National Curriculum Framework.

Medium and short term planning identifies the learning objectives for each topic and outlines activities which will enable these to be achieved. Medium Term Planning has been put in place by the PSHCE Co-ordinator. Short-term planning objectives are given by the PHSCE co-ordinator to be covered in our Family Groups. Throughout the planning process the cross-curricular links of PSHCE are both recognised and developed. These links extend to include Literacy, Geography and Science.
2. Delivery

Pupils will follow programmes of study delivered through a variety of teaching methods and opportunities. Pupils may work as a class, in a small group, in pairs or individually. The delivery of the PSHCE curriculum is enhanced through visits and visitors to the School. These vary but may include; healthcare professionals, members of the police force, and Anti Bullying teams.

At Walworth we teach PSHCE in a variety of ways:-
- As a discrete subject (we allocate a minimum of 30 minutes per week specifically for PSHCE within our class Family Groups)
- Through the use of Circle Time
- Through other subjects and curriculum areas (see cross curricular links)
- Visits and trips

3. Differentiation and S.E.N.

Differentiation is vital in the teaching and learning process in Walworth primary School. This involves providing activities and experiences that are appropriate for each child and which enable each child to make progress. Medium and short term planning will take account of the wide range of abilities within each class.

We should take specific action to respond to pupils' diverse needs by:
- Providing differentiated work for those pupils whose particular needs require it.
- Creating effective learning environments.
- Securing pupils' motivation and concentration.
- Providing equality of opportunity through a variety of teaching approaches.
- Careful planning of activities so that all pupils are provided with suitable learning situations.

4. Continuity and Progression

Continuity and progression are built into the long-term and medium-term planning across and between both key stages. The schemes of work provide opportunities to consolidate and reinforce prior learning and establish a framework for future learning. Progress in PSHCE will be characterised by:
- An increase in breadth of studies: the gradual extension of content from themselves to the dealing with the outside world.
- An increasing depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, as individuals and groups, building better relationships.
- A continuing development of skills: including thinking, discussing, investigating, evaluating which reflect the children's developing cognitive abilities;
- Increasing opportunities for children to examine social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

5. Assessment, Recording and Reporting
Assessment is as central to PSHCE as it is to any other learning process. We acknowledge that assessment in PSHCE is difficult. Pupils must not be deemed to fail. All teachers should understand that certain aspects of PSHCE are not linear, for example, self esteem can rise and fall through a combination of events at any stage in life. Successful assessment in PSHCE therefore, consists of:

- Teachers' informal judgements as they observe and listen to pupils during PSHCE lessons, in other lessons and around school. Teachers can encourage pupils own self assessment by allotting regular time for reflection and by teachers and pupils working together to identify areas for development and setting personal goals.
- Teachers may formally assess (if appropriate) pupils factual knowledge and understanding. Non threatening approaches such as quizzes, word searches and games work best.
- Within Early Years Foundation Stage, PSHCE is assessed as part of the foundation stage profile under 'Personal, Social and Emotional Development'.

Teachers and pupils must know what progress is being made in PSHCE. The subject consists of many different activities, which contribute to the curriculum; these in turn generate opportunities to record learning and progress in different ways.

It is important that children's successes in PSHE and Citizenship are acknowledged and celebrated throughout the school. We report these successes during a weekly celebration assembly. We celebrate: Pupil of the Week, our Impact system (class/individual successes), certificates, stickers or rewards achieved both in and out of school.

6. Monitoring and Evaluation

One of the key roles of the PSHCE co-ordinator is to monitor and evaluate the quality of teaching and learning at Walworth primary School. This is to ensure that it is in line with the current requirements of the Early Years Foundation Stage and National Curriculum. This will include:

- Programme planning and schemes of work - taking the needs of all pupils, school and the community into account;
- Ensuring progression and continuity between the year groups;
- Reviewing and ordering resources;
- Identifying staff INSET related needs;
- Attending courses and disseminating information and new developments;
- Develop and maintain effective links with a range of outside agencies and the community.

7. The Early Years Foundation Stage

We teach PSHCE in reception classes as an integral part of the topic work covered during the year. relating the PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, social, emotional and development as set out in the ELGs. Three main areas
of learning are covered within this; self-confidence and awareness, managing feelings and behaviours and making relationships.

8. Schemes of Work

The school follows medium term plans as laid out by the PSHCE co-ordinator. Guidance is taken from the Durham County Council Curriculum Guidance and is supplemented with other activities.

9. Resources

The resources for both Key Stage 1 and Key Stage 2 are stored in the relevant classrooms. Additional resources can be found with the PSHCE co-ordinator. I.C.T. plays an important part in the whole school curriculum at Walworth. PSHCE provides many opportunities for the use of I.C.T.

It is the responsibility of the PSHCE Co-ordinator to regularly update PSHCE resources. Such resources will be easily accessible for all teachers to use.

10. Review Date

This document will be reviewed on a regular basis, in line with Walworth primary School's Development Plan. There will be consultation with the staff, the head teacher and relevant support agencies. Any changes will be put to the School Governors for approval.