

## **Langmoor Primary School - PSHCE Policy**

At Langmoor, we believe a positive, self-enhancing atmosphere is essential to educational success. This important dimension is delivered in our school through PSHCE within the whole school environment. Children are encouraged to grow, learn and succeed together within a safe, friendly, caring and stimulating learning environment. Governors and staff ensure that an appropriate and relevant curriculum is delivered, to maintain positive relationships, personal safety and a fair discipline system for all children and adults. This also helps to promote independence and responsibility, make the most of children's own abilities and those of others. PSHCE is very closely linked with Every Child Matters and encompasses our work within Citizenship, S.E.A.L and towards National Healthy School Status.

### **Aims and objectives:**

PSHCE and Citizenship is non-statutory, however through our program of PSHCE it is our aim to provide a variety of opportunities for pupils to:

- ◆ Stay as healthy as possible;
- ◆ Keep themselves and others safe;
- ◆ Have worthwhile and fulfilling relationships; respecting the differences between people; developing skills to work out conflicts;
- ◆ Develop independence and responsibility;
- ◆ Play an active role as members of a democratic society;
- ◆ Make the most of their own, and others' abilities.
- ◆ Become confident learners.

### **PSHE:**

Personal Social Health Education (PSHE) is the planned provision for pupils' personal, social development (PSD). It helps to give children and young people the skills, knowledge and attitudes and values they need to lead confident, healthy and independent lives. It helps them to understand how they are developing personally and socially, and addresses many of the moral, social and cultural issues that are part of growing up.

### **It has 3 main outcomes:**

- Development of personal and social skills essential to effective communication, working with others, taking responsibility for oneself, learning and achievement, and management of health and wellbeing.
- Acquisition of relevant information on a range of topics including emotional health and wellbeing, relationships, healthy eating and exercise, sexual health and substance misuse.
- Clarification and development of attitudes and values that support self esteem, are positive to health and wellbeing and encourage active participation.

### **Explicit and coherent provision of PSHCE in schools' will help a school achieve 2 broad aims:**

- To provide opportunities for all pupils to learn and achieve.
- To prepare all pupils for the opportunities, responsibilities and experiences of adult life.

## **Citizenship:**

The purpose of citizenship is to help children develop the skills, aptitudes, knowledge and understanding of democratic organisations, to enable them to become active citizens' in their class, school and community.

Citizenship develops self-confidence and responsible behaviour, enabling children to learn about their community and the way in which they can become involved in the school and community. It begins to prepare them to play their full part in a democratic society.

### **Knowledge, skills and understanding in citizenship will be covered in the following strands:**

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

## **Teaching and Learning:**

PSHCE and Citizenship is not just designed to equip children with the skills, knowledge, understanding and aptitude they will need at Langmoor School. It also represents a response to the particular needs of our society and the decisions, dilemmas and life choices which our children will face as they grow.

Provision will be made for specific events, routine and discussion times to support a focused and planned programme of study. SEAL (social and emotional aspects of learning) units will lead themes for assembly times, however be used alongside other teaching materials. All year group will follow the 'Cambridgeshire Primary Personal Development Programme'. In term one children learn a unit from the 'Myself and my relationships' theme, in term two a 'Citizenship' unit followed by a final unit of 'Healthy and safer lifestyles'. All children will learn and share ideas including circle time and directed tasks. Langmoor's curriculum for PSHCE follows a spiral curriculum with new activities reflecting back on children's earlier experiences and preparing the ground for the future learning in keeping with the OFSTED recommendation that children should have access to the broadest range of teaching and learning styles.

## **R-Time:**

All staff have been trained by the creator and author of R-Time, Mr Harvey. Children follow a structured relationship programme for children from Early Years Foundation Stage to the end of Primary School. Mr Harvey also visits the school regularly to work with specific groups of children who need further nurture. R-Time is timetabled for classes regularly in early years and KS1 then lessened in KS2 if necessary.

## **Assessment:**

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular assessments are undertaken using the Langmoor's assessment grids which are updated at the end of each term to review children's progress against key objectives. This is then passed onto the next teacher, and will follow children throughout their time at Langmoor. Overall progress made is monitored by the co-ordinator and individual children in each year will be tracked across the ability range.

### **Mentoring:**

As a school we use mentoring to develop and support children's self-esteem and relationships. Book Buddies, playground buddies and individual buddies are used regularly to enable the children to take part in the process themselves. A nurture room is available for small group work or quiet times. It is used by LSA's when appropriate to enable children to work through issues that may be affecting their learning and enable them to access the curriculum in order to become confident learners. LSA's also provide support in classrooms and on the playground to meet and greet children with specific needs.

### **Provision for SEND:**

PSHCE is available to all children, regardless of their Special Needs. Teachers will ensure that pupils who have SEN have equal access. This will be developed through supporting them with differentiated activities, a range of teaching styles and appropriate resources. More Able children will be given opportunities to broaden their understanding, and undertake independent study and investigations. Peer buddies are also used to support less able children in their provision.

### **School Council:**

Langmoor has a school council which meet fortnightly with the coordinator. Children report directly back to their peers and the head teacher regularly with their own initiatives, directed and guided by the PSHCE co-ordinator. The school council also consists of Eco members, Anti bullying ambassadors and Healthy school members.

### **Cross curricular links:**

These elements of PSHCE will be provided in teaching and learning opportunities across the whole curriculum:

- *English*. Skills in enquiry and communication; stories that illustrate aspects of personal and social development.
- *Mathematics*. Aspects of financial capability; counting and sharing
- *Science*. Drugs (including medicines); health; safety and the environment.
- *Design and Technology*. Health and safety; healthy eating; realising that people have needs as they generate designs; use of technology.
- *ICT*. Communicating with others via E-mail; finding information on the Internet and checking its relevance.
- *History*. Use of sources; reasons for and results of historical events, situations and changes; significant people, events and ideas from the past.
- *Geography*. Topical issues concerning environment, development and land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*. Reflecting on and responding to ideas and experiences communicated through works of art from different times and cultures.
- *Music*. Making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression.
- *Physical Education*. Teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports.
- *Religious Education*. Religious and moral beliefs, values and practices that underpin influence personal and social issues and relationships.

### **Provision through school events and citizenship activities:**

These will be used to provide both formal and informal opportunities to develop many fundamental PSHCE concepts and skills. This will be initiated through example and personal experience. Such events will include:

- *Awards Assemblies*
- *Class Assemblies*
- *R-Time*
- *Circle Time*
- *Use of SEAL materials*
- *Charity fundraising events*
- *Food for Life award*
- *Seasonal events and celebrations with the village community*
- *Sports day*
- *Theme and Open days*
- *Residential experiences*
- *Educational visits*
- *Visiting speakers*

### **Collective Worship and Assemblies:**

Opportunities are created for the enhancement of pupil's spiritual, moral, social and cultural development. Included in this will be the identification, promotion and celebration of the school's ethos and values. Children's successes and achievements are celebrated regularly. British Values is also addressed in this time.

### **Resources:**

A range of resources are available and kept in a shared area. Including:

- Books
- Circle time prompt cards
- Posters
- Photographs
- R-Time teaching books
- Videos
- SEAL plans and resources (photo packs)
- Cambridgeshire SOW

**Updated on:** September 2016

**Written By:** Co-Ordinator - Kim Mayer-Gibb

**Review date:** September 2019