

## **Bilton Grange CP School PSHCE Policy**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>May 14</b>	<b>May 2016</b>	<b>Mrs Chipp</b>	<b>Mrs Bayne</b>

PSHCE comprises all that our school undertakes to support and promote the personal and social development and well-being of its learners. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realize their own worth to the community and the world at large.

PSHCE is a statutory element within the basic subject specific curriculum for pupils undertaking the National Curriculum. The school ensures it provides a balanced PSHCE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

### **Aims**

- To develop learners' self-esteem and a sense of personal responsibility.
- To promote self-respect, respect for others and celebrate diversity.
- To equip learners to live safe, healthy lives.
- To prepare learners for the choices and opportunities of lifelong learning.
- To empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally.
- To foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship.
- To prepare learners for the challenges, choices and responsibilities of work and adult life.

## Teaching and Learning

PSHCE is regarded as an integral part of the curriculum, 5-11. It partly comprises what used to be called the “hidden” curriculum. We ensure that our pupils are treated with the respect that we demand from others, and in turn ensure that they treat one another with respect. We ensure fair play among our pupils and endeavour to act fairly ourselves at all times. We expect appropriate behaviour from our children and encourage their social and physical development in all classroom and extra-curricular activities.

In addition to this PSHCE is included discretely in long term/ medium planning and in the planning of the daily and weekly curriculum. Circle time can support personal and emotional development and underpins our behaviour policy. It is fair to say that PSHCE in our school forms the basis of what we do and how we work; how we treat each other and how we treat ourselves. Health and happiness in our pupils is of paramount importance.

## Curriculum Planning

The curriculum for PSHCE is planned in three stages:

**Long Term Planning** is based on the New Entitlement Frameworks for PSHCE, which details what is to be taught over the Key Stages and provides the topic basis for planning PSHCE activities for each year group. This is undertaken by the PSHCE coordinator and varies little from year to year, unless there are changes. It is structured into six themes Me and My Relationships, Keeping Myself Safe, My Healthy Lifestyle, Me and My Future, Becoming an Active Citizen and Moving On. It is monitored and evaluated regularly.

**Medium Term Planning** takes the long term plan and organizes the teaching of PSHCE into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. The six Empowering Learning targets are covered every year in different ways. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. Intended learning outcomes are provided for each year group. The learning outcomes comprise of the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives.

**Short Term Planning** details the PSHCE activities that take place. Lessons are planned in detail and specific class objectives can be set in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

## **Role of the School Council**

The School Council will be involved in;

- Identifying any priorities arising in school
- Identifying any priorities after data collection from Yr2 and Yr6
- discussing improvements to this policy during the school year;

## **Monitoring and Evaluation**

The PSHCE curriculum is monitored on a regular basis by the PSE coordinator, who examines planning and ensures parity of entitlement for all pupils across the school. She identifies the training needs of the staff. She also attends training for PSHCE coordinators run by the local authority and other providers. The PSHCE policy is reviewed every two years by the staff and the governing body.

There is no legal requirement for assessment against the end of key stage levels until the end of each key stage.

More important to the school are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future activities.

## **Additional Educational Needs (AEN)**

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organization.

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often within the classroom, during the lessons. The Local Authority Psychological service (EPS) may be called upon to provide guidance on the forms of assistance given by the support workers

## **Effectiveness**

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

