

## PSHCE POLICY



***“A love of learning in a Christian environment”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2020

Next review September 2022

At Tankersley our vision is to promote: 'A love of learning developed in a Christian environment' including our aims of aiming high & self-belief, community spirit, enterprise, enquiry and respect for others. These aims underpin development of the history curriculum.

## **Intent**

Our PSHCE curriculum combines best practice from the 2020 statutory guidelines and statutory requirements for PSHE including Sex and Relationships education, the updated advice from the PSHE association. The school uses the 1Decision scheme of work to deliver the requirements of the curriculum. British Values features within the 'A World Without Judgement' Darlee module for students aged 8-11.

Revised curriculum for 2014 states two broad aims for PSHCE education:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- ② promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- ② prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

This policy links closely with school policies on:

- Sex and Relationships education statement
- Collective Worship/Religious Education
- Behaviour
- Anti-Bullying
- Equal Opportunities
- Confidentiality Policy
- Global Learning
- Internet Safety
- British Values

The overarching intent for PSHCE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding and opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Our whole school vision and ethos alongside our PSHCE curriculum ensures we actively promote the Spiritual, Moral, Social and Cultural (SMSC) development of all our pupils and endeavour to provide them with key skills to be successful and happy lifelong learners.

## **Implementation**

A range of teaching strategies are used to deliver the 1 Decision curriculum as appropriate. These include: Videos, role-play, visitors into school and trips (e.g. PCSOs, Fire Brigade, Crucial crew the Red Cross and Healthy eating workshops, Road safety and modeshift events etc.)

Philosophy For Children strategies are used in each class to promote sustained shared thinking across a range of age appropriate issues. We actively encourage our children to be reflective and ask questions. We have thinking books and boxes in classrooms for children to post questions, thoughts and worries to be shared with the teacher or in circle time sessions where appropriate.

There are whole school weekly Friday afternoon PHSCE timetabled sessions across the EYFS, KS1 and KS2. The sessions involve specific events and activities, being supported by a range of age appropriate '1 Decision' scheme planning and resources. PHSCE also permeates other subjects across the EYFS and National Curriculum.

Enquiry topic questions allow many opportunities for PSHCE learning across the school. There are also opportunities during Collective Worship e.g. stories and discussions. In the Sparkle and Shine PSHCE Subject Spotlight Assembly, there is a whole school Anti-Bullying presentation with school community evaluation.

### **Cross Curricular links**

Links are made with PSHE and Citizenship in other curriculum areas, as appropriate, through topic/enquiry planning.

Class stories and curriculum learning (e.g. exploring behaviour of characters), creative activities, and pupil initiated activities also link to the PHSCE curriculum. Whole school worship explores themes linked to PHSCE e.g. through our Picture News initiative and 'Picture News at Home' where parents have the opportunity to discuss wider issues with their child. Anti-bullying week is also celebrated to highlight our school ethos and our key aim of respect for others.

Global links and sustainability are also a key part of our PHSE and a strong part of our ethos and curriculum— e.g. Fairtrade fortnight and Operation Christmas Child. Global learning opportunities are hugely important to our school as we have embarked on E twinning links with other European partner schools and beyond. These provide pupils with rich opportunities to explore relationships with others in real, practical and relevant contexts, as global citizens.

Our Christian attribute beads also encourage positive personal qualities and attributes, for example being kind, patient, having self-control. The beads contribute to the whole school jars located in the school hall. Our certificates and post cards home, promote our school ethos and celebrate children's successes.

The elected school council and Worship council are actively involved in promoting PSHE and Citizenship issues as are our Playground Buddies (BOTS-Buddies of Tankersley School).

Pupils can also apply for specific jobs in school, such as Head Teacher Assistant, Office , Early Years or P.E Assistant to name a few. Mini interviews are given and duties discussed with pupils. These activities develop children's self-esteem, confidence, responsibility, and both economic and social awareness.

Parents/Carers are invited to join in with events in school, including celebration assemblies and workshops on relevant themes. Class blogs and tweets also feature the children's learning. We work closely with the local church and Canon Hale delivers regular whole school worship assemblies which cover wider themes on development of spirituality and a sense of self and fulfilment. There are also links with local businesses and councillors, as part of the work in Citizenship. We involve outside agencies e.g. School Health Advisers, School Police liaison officers, dental health advisers etc. as much as possible to deliver aspects of the curriculum.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, Personal, Social and Emotional Development, Understanding the World: People and Communities, Physical Development: Health + Self-care plus other areas of the curriculum provide holistic learning opportunities for pupils. The Characteristics of Effective Learning also

describe the ways in which pupils approach their learning, often linked to dispositions and attitudes such as 'having a go,' 'keep on trying,' 'bouncing back after difficulties.'

### **Equal opportunities and inclusion**

We ensure equal access for all children to the curriculum. Staff will plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject. This may include adapting teaching, objective outcomes and content in the lessons to suit different learning styles and abilities. Our curriculum will meet the current learners in the cohort and adaptations are made where necessary. Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment and other learning prompts are planned in where needed.

We recognise that children have a wide range of abilities and ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- sometimes grouping children by ability and setting different tasks for each ability group
- providing resources of different complexity, matched to the ability of the child
- using resources and aids to support the work of individual children or groups of children

### **Impact and Assessment, Recording and Reporting**

At Tankersley feedback and assessment for learning (AFL) is integrated into all parts of the teaching and learning process. Summative assessment in history is carried out at the end of each unit of work. Assessment provides teachers and pupils with the knowledge of what has been learnt and address any gaps in learning – knowledge and skills. Assessments are used for reporting to parents at the end of the school year and to update NC individual records.

Children's understanding, knowledge and skills are assessed through feedback from work, discussion, questioning and participation in groups. Individual assessment sheets link to each 1Decision theme, where children self-assess their learning own learning and responses to each unit. Children will be involved in self and peer assessment e.g. talking about their own experiences, making comments and in special assemblies, celebrating their achievements.

PHSE Learning portfolios are kept by each pupil in school and these are passed up so children can make links year on year.

### **Developing and Monitoring and Subject in the Spotlight**

As part of the school's drive to ensure all subjects are given equal status and to provide a broad and balanced curriculum the school has a 3 year subject overview as part of the **Subject in the spotlight**. This involves each subject lead developing a 3 year action plan for their subject area and monitoring the subject across school through work scrutiny, developing policy, keeping a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

PHSCE is developed and monitored through: staff development and training, book and work scrutiny, lesson observations, learning walks and paired enquiry. These are carried out by the Senior Leadership Team and subject lead.

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE lead on a termly basis, to be kept in the PSHE and Citizenship portfolio. The portfolio will also include contributions from pupils. Foundation Stage pupils will be assessed in line with baseline assessments, observations and parental contributions, culminating in the Foundation Stage profiles. Class blogs and tweets also feature the impact of children's learning.

Our Inclusion team and all school staff have responsibility for pupil welfare. This whole school team works closely to ensure that aims are being met. The lead will pass on to staff any further information as it becomes available and will attend any future training courses for PHSCE, disseminating information as appropriate. The PSHCE lead will attend LEA drop-in sessions for co-ordinators.

Provision for PSHE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources and displays are sensitive to the needs and backgrounds of children and both reflect and celebrate our rich diversity. This is monitored regularly to ensure sensitivity.

Tankersley St. Peter's Primary school believes that partnerships with parents/carers and the community enables us to receive specialist support and information to plan the best possible PSHCE curriculum for our children. We consult regularly and train our staff and parents. Workshops have taken place with parents around delivery of Sex and Relationships education including LGBTQ+ and how this is implemented in our curriculum. The school has had training with Barnardos and Stonewall on SRE. Staff have also been trained in First Aid and mental health. We have a member of our teaching staff who has undertaken a certified chaplaincy course to support work in school and a TA who is our trained mental health champion.