

WINGROVE PRIMARY SCHOOL



Policy Statement for Personal, Social and Health & Citizenship Education (PSHCE)

Subject leader: Beth Reynolds
Date formulated: June 2004
Approved by GB: Autumn 2004
Reviewed: December 2017

School Nurse: Nadine Reed
SLT Support: Jane Mullarkey
PSHE Governor: Joyce McCarty

Rationale

PSHCE education equips pupils with the knowledge, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices in achieving economic wellbeing. (PSHCE Association 2013)

Aims

Through the teaching of PSHCE, pupils learn to recognise their own worth and that of others. They learn to work co-operatively and become increasingly responsible for their own learning.

At Wingrove we aim to encourage children to reflect on their experiences and to understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up in our community.

We aim to help our pupils to find out about their responsibilities, rights and duties as individuals and as members of communities so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

The Curriculum

In the absence of a new programme of study from the DfE, the PSHCE Association has produced a revised programme of study based on the needs of today's pupils and schools. The programme of study identifies key concepts and skills that underpin PSHE education. It is based on 3 core themes:

1. Health and Wellbeing;
2. Relationships;
3. Living in the Wider World.

This programme of study has been adapted and enriched by Wingrove with learning allocated where appropriate to pupils' readiness or needs. It is a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage –appropriate contexts.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Years Foundation Stage. Children are provided with experiences and support to help them develop a positive sense of themselves; respect for others; social skills; and a positive disposition to learn.

Planning

Planning is undertaken at three levels:

Long term planning is based on our creative curriculum. It is supplemented with discrete PSHE education lessons.

Medium and short term planning is carried out half-termly in year group teams. Each phase follows a common theme that is differentiated by activities set out in files (in year groups). Teachers use the additional detail provided in the school's scheme to ensure a balanced curriculum. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources, key vocabulary, questions and assessment for learning.

Medium and short term planning is monitored by the Senior Management Team and the co-ordinator.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. Cross Curricular links are noted in the school's scheme of work.

Teaching Methods and Approaches

Lessons follow a flexible format in order to select the best approach to the chosen concept. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

PSHCE education can be taught in a variety of situations:

- Discrete lessons
- Alongside other subjects
- Class discussions
- Special Projects
- Guidance and support systems (Buddy Systems, School Council)
- Visits from members of the community
- School Nurse
- Educational Visits
- Whole school initiative

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs
- Whole class teaching
- Individual work

The pupils engage in:

- The development of mental skill and strategy
- Written recording
- Practical work
- Investigational work
- Problem solving
- Focussed discussion – including circle time
- Consolidation of basic skills and routines
- Evaluating own achievements

At Wingrove School we recognise the importance of establishing a secure foundation in PSHCE education and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Organisation

PSHCE education is delivered in class registration groups.

Guidance and Support Systems

Wingrove Buddies

There are 40 buddies in school who work during play and lunchtimes. They wear red caps. They support children at play and the position lasts for one year. There are regular meetings with DHT and Mrs Jones (anti bullying coordinator). All children can vote for a buddy of the week which is awarded during a Friday assembly. In addition children can express any concerns or feelings through a 'Thoughts and Feelings' box which is in the foundation stage corridor. This is emptied daily by Mrs Jones who aims to resolve any issues. However, it may be passed onto Mrs Reynolds if it is in relation to a school issue.

School Council

Each class has a councillor and a deputy. The council meet regularly. They collect suggestions from their class mates and then where possible make suggestions a reality. This encourages all pupils to be a responsible citizen; to be a productive member of the community and learn the importance of responsible behaviours and actions. All children have the opportunity to post any suggestions or concerns into our 'School Council' box which is placed in the school entrance. This is emptied daily by Mrs Reynolds and discussed with the children in the meetings if appropriate or with Mrs Mullarkey, if problems arise.

Kalmer Counselling

Wingrove provides a day's therapy and a day's counselling each week. Children are targeted specifically for this intensive support. This is managed by Diane Dick, our Pupil and Family Support Officer. There is also a 'drop-in' service provided by Kalmer each week on Tuesday lunchtime. This is available to all pupils on an independent basis.

Fruit Scheme

Foundation and Key Stage 1 children have designated fruit time every day where they are given the opportunity to talk to friends and teachers alike.

Key stage 2 children are encouraged to bring a piece of fruit for morning break. This teaches all what is meant by a healthy lifestyle and how to maintain it.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Display has an important role in helping children to understand, respect and celebrate our common humanity, diversity and differences whilst raising self esteem.

Assessment and Record Keeping

At Wingrove opportunities for assessment are built into the provision. Assessment should encompass teacher, peer and self-assessment.

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessment outcomes are analysed by SLT and provide the focus for any specific developments within the subject for the coming year.

Pupils are encouraged to evaluate their learning at the end of a block of work enabling them to grow into happy healthy productive young people.

At Wingrove we are continually assessing our pupils and recording their progress in each child's individual passport detailing their skills, at the end of each unit.

(See Skills Passport). This is also linked to British Values Policy (Wingrove Values).

Reporting

All parents receive an annual written report which includes a summary of their child's progress in PSHCE education over the year.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in PSHCE education. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

All pupils are entitled to good PSHCE education to help them develop into happy healthy productive members of society. Where ever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist Inclusion Manager, devise an individual plan for the child. Where appropriate children may work on an Individual programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children are taught within the appropriate peer group. They are extended through differentiated work.

Partnership with parents

Good PSHCE education is a partnership between home and school. Parents and carers are welcome to look at our programme of study for PSHCE education and our resources. We will work with parents to continue the learning from home at school and vice versa. If parents have any queries about our programme they are welcome to contact Beth Reynolds, subject lead for PSHCE and or Nadine Reed, our school nurse on the telephone number 0191 282 3263.