

LYDIARD MILLICENT CE PRIMARY SCHOOL
and
RIDGEWAY FARM CE ACADEMY

PSHE POLICY
(Personal, Social & Health Education)

Member of staff responsible	Alex George
Committee responsible	Performance Committee
Date agreed with staff	Oct 2017
Date discussed with pupils	N/A
Date agreed at Committee	Nov 17
Date approved at Governing Body	
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Review Level	Lead Governor Only

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	28.02.08	Front cover added
1.1	28.4.10	Changes include extra information about equal opportunities and resources now located in different area.
1.2	June 2013	Change to staff member responsible. Changes to wording.
1.3	September 2014	Change to staff member responsible.
1.4	June 2017	Change to staff member responsible. Changes to include Ridgeway Farm. Changes to include the Learn4Life scheme Addition of School Values Links made with e safety - radicalisation (Prevent) and grooming (CSE)

Lydiard Millicent CE Primary and Ridgeway Farm CE Academy

PSHE and Citizenship Policy

Rationale

Personal, social, and health education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum and beyond, contributing as fully as possible to the life of the school and the community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Aims

- To encourage children to reflect on experiences and understand their personal and social development. This should include spiritually, morally, culturally and socially.
- To develop the children's understanding of the influence of rules, regulations and governing bodies upon their lives.
- For children to know how to keep themselves safe.
- For children to realise and understand their responsibilities, rights and duties as individuals and as members of communities.
- Throughout activities to exercise great sensitivity towards others and their feelings and to encourage the children to share their ideas, listen and respond to one another in a thoughtful, sensitive way.
- To learn the common connection between all human beings, to appreciate their diversity and differences in order to form positive relationships with others throughout their lives.

Organisation of PSHE and Citizenship in Lydiard Millicent CE Primary and Ridgeway Farm CE Academy

Our children experience:

<p>EYFS and KS1 Taking and sharing responsibility by helping to make classroom rules and following them. Feeling positive about themselves e.g. by having their achievements recognised and being given positive feedback about themselves. Taking part in discussions. Making real choices. Meeting and talking with people e.g. religious leaders. Developing relationships through work and play. Considering social and moral dilemmas that they come across in everyday life. Asking for help.</p>	<p>KS2 Taking responsibility e.g. looking after the school environment. Feeling positive about themselves e.g. by having opportunity to show what they can do and how much responsibility they can take. Participating in the school decision-making process, relating it to democratic structures and processes such as councils and voting. Making real choices and decisions. Meeting and talking with people e.g. international aid organizations. Developing relationships through work and play. Considering social and moral dilemmas that they come across in life. Understanding e-safety and their cyber footprint. Finding information and advice. Preparing for change e.g. transferring to secondary school.</p>
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EYFS

During the Early Years, Personal, Social and Emotional Development is one area out of seven within the curriculum. Each area is as vital as the other, developing a well-rounded child. PSED is then split into three elements: Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour. As a prime area of learning, PSED is part of everyday learning within the classroom. Children learn to play co-operatively, taking turns with one another. They work towards developing the ability to take account of other people's ideas and show sensitivity to the need of others. Developing self-confidence is a key part of the curriculum and is embedded within everyday practice. Children learn what the behavioral expectations of being in school involve and work towards understanding and following the rules.

Key Stage 1

Pupils learn about themselves as developing individuals and as members of communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take responsibility for themselves and the environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people.

As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its wider community.

Key Stage 2

Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national and global issues and political and social institutions.

They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and the environment; to take more responsibility, individually and as a group, for their own learning, to resist bullying/cyber bullying, awareness and understanding of the absolute need to be safe online from peer pressure, grooming (CSE) and radicalisation.

Our School Values

Lydiard Millicent CE Primary

Generosity 	Compassion 	Courage 
Forgiveness 	Service 	Respect 
Thankfulness 	Trust 	Perseverance 
Justice 	Friendship 	Truthfulness 

Ridgeway Farm CE Academy

Generosity 	Compassion 	Courage 
Forgiveness 	Service 	Respect 
Thankfulness 	Trust 	Perseverance 
Justice 	Friendship 	Truthfulness 

One of our strongest PSHE strategies across both schools is our promotion of Christian values. We have a range of 12 Christian values and each half term the partnership picks a value to focus on. This is promoted through collective worship, classroom displays, gem points and through merit awards.

Each school has a 'Jewels', a cuddly toy owl that they can gain through nominations. Every child in the school has the ability to nominate people that have been demonstrating the focused value. In each collective worship a new name is picked out of the box and the nominee receives Jewels for the day. This is a fun, positive way of celebrating the children's adoption of our values.

We also make sure that these values are promoted and celebrated in class. Each week for the Friday Merit Assembly the class teacher presents two merit awards, one to a child for the value of the term and one to another child for any other value that's been seen in class. The Principal also hands out merit awards for good examples of the values that have been seen around the whole school.

We have 6 Gem Powers that represent the learning behaviours that are needed for good learners. These are promoted heavily in class through gem points, bonus stickers, actual gems and bracelets. We link these Gem Powers to our Christian values through the use of colour to show that there is a connection between them. Some staff have had CPD on Gem Powers through observing Dr Tom Robson, a professional

speaker and motivator who runs sessions with classes. This is a valuable way to learn the importance of gem powers and ways to promote them in class.

In class, teachers give out gem points based on children showing positive learning behaviours. These are tallied up and put on a whole school totalizer during the Friday Merit Assembly. Teachers also look for ways to target these gem powers and can run activities to boost them in class. For example, in a class with low Emerald Power a teacher would organise sessions where the children were challenged and proved wrong in order to build resilience.

These are constant, every day parts of school life that are used to promote positive learning and personal values. As a partnership we believe that positive values are a key element of making sure that a child is ready for the outside world. These values are a core part of our personality as a school - children and adults take pride in them.

Methods of Organising Teaching and Learning

PSHE is delivered across the curriculum through:-

- 1) Discrete PSHE time where the children will work from the Learn4Life scheme of work which is based on a different topic area for each term:
 - i. Our Happy School (New beginnings)
 - ii. Out and About (Getting on and falling out/Say no to bullying)
 - iii. Looking Forwards (Going for goals)
 - iv. My Friends and Family (relationships)
 - v. Healthy Bodies, Healthy Minds (Good to be me)
 - vi. Ready, Steady, Go (Changes)
- 2) Through other curriculum areas such as Science, Religious Education and Physical Education.
- 3) Involving children in a wide range of extra-curricular activities and school events.
- 4) The establishment and implementation of class and school councils.
- 5) The use of outside organisations such as the Life Education Caravan.

The Scheme of Work is based upon the Wiltshire Trust scheme Learn4Life, SEAL resources and Living and Growing (SRE).

The scheme includes a range of experiences in a logical progression and gives ideas for differentiated activities structured into loose lesson plans. Each teacher will include appropriate activities for their cohort in their medium term planning and is free to change given lesson plans to suit their cohort.

Assessment

Assessment activities do not rely upon recorded written methods to demonstrate understanding of key skills and concepts. In planning creatively, a range of strategies are employed to assess the level of children's knowledge and understanding of the topic area and the key skills being developed.

Standards in PSHE

Annually, and across both sites, the member of staff responsible audits PSHE using the evidence gained throughout the year (including the monitoring of planning and teaching, comments, observing assessments, talking to colleagues and interviewing children).

This influences the decisions that are made on the following areas:

- Training that has been given or undertaken.
- Evaluating standards of PSHE with evidence.
- Subject strengths, justified with evidence.
- Subject weaknesses related to monitoring and observations.
- Release time received and the impact that it has made upon standards in PSHE.
- Reviewing targets in the previous School Development plan, evaluating the progress and impact which the actions have had upon standards in PSHE.
- Future School Development targets for PSHE based upon evidence collected through the audit process.

Such a process ensures that the member of staff responsible understands the position of PSHE within the partnership. It shows what is working well and also provides a clear focus for how standards can be challenged and raised further.

Equal Opportunities

We provide activities for all pupils in which quality of opportunity is supported, irrespective of gender, race, creed and disability and taking into account the individual needs of the children.

In teaching PSHE, teachers take specific action to respond to pupil's diverse needs by:

- Creating effective learning environments.
- Securing motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.

Resources

All Learning4Life resources are located on the Staff Share section for each site.

Other resources such as Living and Growing are located in the PSHE cupboard by Class 2.