

*Lanchester E.P. (Cont.) Primary School*

A Caring Community  
where all can flourish



*PHSCE Policy*

## **Lanchester E.P. (Controlled) Policy on PSHE and Citizenship**

### **1. Introduction**

“Unless children – whatever their chronological age – are continually being helped to ‘grow up’, that is to make sense of themselves and their relationships with others, they cannot make best use of the education offered by their teachers. Above all the human child seeks to find reassurance and meaning in life”. (Passport project, Gulbenkian Foundation P.5)

At Lanchester E.P. (Controlled) Primary School we recognise that PSHE is far more than a subject with allocated time. It encompasses range of opportunities for pupils to learn to: be healthy and stay safe, express their opinions, develop effective relationships, and learn to make a positive contribution. To this end, PSHE can be found in all aspects of school life for example:-

- Extra-curricular activities
- Visits and trips
- Collective worship etc

Through provision for PSHE, we also recognise the important role of Health Education (including Sex and Relationships Education and Drugs Education). Lanchester E.P. (Cont) Primary School believes health education is vital if pupils are to make responsible and well-informed decisions about their lives. A successful health education programme supports pupils in their physical, emotional and moral development. It helps pupils to respect themselves and others, raises self-esteem and in the case of upper primary pupils, to move with confidence and knowledge from childhood into adolescence and beyond.

As a church school we recognise that all relationships should be founded on Jesus’ call to love our neighbour as ourselves and that we give glory to God by the way our lives reflect his love. We affirm the unique value of each person as God’s child and wish to reflect the church’s vision that all people, regardless of background, gender, ethnicity, sexuality and disability is precious in God’s sight, worthy of respect and called through Jesus to life in all its fullness.

### **2. Aims**

- Help children to feel secure and to learn to value and respect themselves and others as individuals – the close relationship between learning and emotions creates such an atmosphere vital if children are to be ready and eager to explore and enjoy new experiences and to learn from them.
- Create opportunities for children to experience success and learning to respect and share their own work and that of others – the accompanying feeling of competence not only encourages steps towards independence, but through the acquisition of new skills, concepts and knowledge, enables children to progress from stage to stage of academic achievement.

We will help pupils to:-

- Know and understand what constitutes a healthy lifestyle
- Sustain worthwhile relationships
- Be aware of safety issues
- Have respect for others
- Understand and manage their emotions
- Appreciate difference and diversity
- Be independent and responsible members of the school community
- Value themselves and respect others
- Participate actively in a democratic society
- Safeguard the environment
- Act in the wider world in a responsible way
- Develop self-confidence and self-esteem and make informed choices about a range of personal and social issues.
- Understand that for Christians human relationships are founded on the call to love our neighbour as ourselves and the recognition that all people are precious in God's sight
- Understand the role the Christian values of love, compassion, trust, justice and forgiveness play in the development of healthy and positive relationships

### **3. Objectives**

The specific objectives of PSHCE will be achieved through a planned programme of work.

Generally however, all pupils will have opportunities to:-

- Be responsive and achieve in a variety of situations
- Acquire the necessary skills for personal and social development, i.e. communication, decision making, collaborative learning.
- Increase their motivation and deepen their learning and understanding
- Develop and understanding of the importance of rules: - classroom, social, society.

### **4. Inclusion**

Inclusion is a complex concept and a way of thinking that embraces a wide range of beliefs and values about the importance of every individual and every role within an organisation.

Lanchester E.P. School is committed to an inclusive ethos and always aims to develop policies and practices within an inclusive framework. Our belief in inclusion is inspired by the vision of radical hospitality displayed by Jesus.

Irrespective of definitions of inclusion, inclusive principles are well understood and are applicable to every aspect of school life for every person.

**Inclusion at Lanchester E.P. School means that:**

- Every member of the school community is considered of equal importance and value and treated accordingly . Each person is viewed as a uniquely precious child of God.
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community. The call to love our neighbour should shape all our relationships.
- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded.

**5. Health and Safety**

The school strives to provide a safe and healthy environment for everyone who uses the premises. Staff will take reasonable care of their own safety and that of pupils and will report all accidents and unsafe conditions to the Health and Safety Coordinator. They will teach pupils to recognise hazards in a range of equipment, activities and environments and take action to control the risk to themselves and others.

**6. Planning**

Long term planning follows the Durham County Council Curriculum Guidance along with the guidelines within the Early Years Foundation Stage and the new National Curriculum Framework.

Medium and short term planning identifies the learning objectives for each topic and outlines activities which will enable these to be achieved. Medium Term Planning has been put in place by the PSHCE Co-ordinator. Short-term planning for parallel classes is carried out collaboratively by year group staff on a weekly basis.

Throughout the planning process the cross-curricular links of PSHCE are both recognised and developed. These links extend to include Literacy, Geography and Science.

**7. Delivery**

Pupils will follow programmes of study delivered through a variety of teaching methods and opportunities. Pupils may work as a class, in a small group, in pairs or individually.

The delivery of the PSHCE curriculum is enhanced through visit and visitors to the School. These vary but may include; healthcare professionals, members of the police force, and Anti Bullying teams.

At Lanchester E.P. School we teach PSHCE in a variety of ways:-

- As a discrete subject ( we allocate a minimum of 30 minutes per week specifically for PSHCE)

- Through the use of Circle Time
- Buddies
- Through other subjects and curriculum areas
- Visits and trips
- Through collective worship

## **8. Differentiation and S.E.N.**

Differentiation is vital in the teaching and learning process at Lanchester E.P. This involves providing activities and experiences that are appropriate for each child and which enable each child to make progress. Medium and short term planning will take account of the wide range of abilities within each class.

We should take specific action to respond to pupils' diverse needs by:

- Providing differentiated work for those pupils whose particular needs require it.
- Creating effective learning environments.
- Securing pupils' motivation and concentration.
- Providing equality of opportunity through a variety of teaching approaches.
- Careful planning of activities so that all pupils are provided with suitable learning situations.

## **9. Continuity and Progression**

Continuity and progression are built into the long-term and medium-term planning across and between all key stages. The schemes of work provide opportunities to consolidate and reinforce prior learning and establish a framework for future learning.

Progress in PSHCE will be characterised by:

- An increase in breadth of studies: the gradual extension of content from themselves to the dealing with the outside world.
- An increasing depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, as individuals and groups, building better relationships.
- A continuing development of skills: including thinking, discussing, investigating, evaluating which reflect the children's developing cognitive abilities;
- Increasing opportunities for children to examine social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

## **10. Assessment, Recording and Reporting**

Assessment is as central to PSHCE as it is to any other learning process. We acknowledge that assessment in PSHCE is difficult. Pupils **must not** be deemed to fail. All teachers should understand that certain aspects of PSHCE are not linear, for example, self-esteem can rise and fall through a combination of events at any stage in life.

Successful assessment in PSHCE therefore, consists of:-

- Teachers' informal judgements as they observe and listen to pupils during PSHCE lessons, in other lessons and around school.
- Teachers can encourage pupils own self-assessment by allotting regular time for reflection and by teachers and pupils working together to identify areas for development and setting personal goals.
- Teachers may formally assess (if appropriate) pupils factual knowledge and understanding. Non-threatening approaches such as quizzes, word searches and games work best.

Within Early Years Foundation Stage, PSHCE is assessed as part of the foundation stage profile under 'Personal, Social and Emotional Development'.

Teachers and pupils must know what progress is being made in PSHCE. The subject consists of many different activities, which contribute to the curriculum; these in turn generate opportunities to record learning and progress in different ways.

Pupil's progress in PSHCE is reported annually to parents under the section of their report entitled General Progress. Similarly teachers and pupils negotiate statements and targets from the earliest years.

It is important that children's successes in PSHE and Citizenship are acknowledged and celebrated throughout the school. We report these successes during a weekly celebration assembly. We celebrate: our merit point system (class/individual successes), certificates, stickers or rewards achieved both in and out of school.

## **11. Monitoring and Evaluation**

One of the key roles of the PSHCE co-ordinator is to monitor and evaluate the quality of teaching and learning at Lanchester E.P. School. This is to ensure that it is in line with the current requirements of the Early Years Foundation Stage and National Curriculum.

This will include:

- Programme planning and schemes of work – taking the needs of all pupils, school and the community into account;
- Ensuring progression and continuity between the year groups;
- Reviewing and ordering resources;
- Identifying staff INSET related needs;
- Attending courses and disseminating information and new developments;
- Develop and maintain effective links with a range of outside agencies and the community.

## **12. The Early Years Foundation Stage**

We teach PSHCE in reception classes as an integral part of the topic work covered during the year, relating the PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, social, emotional and development as set out in the ELGs. Three main areas of learning are covered within this; self-confidence and awareness, managing feelings and behaviours and making relationships.

## **13. Schemes of Work**

The school follows medium term plans as laid out by the PSHCE co-ordinator. Guidance is taken from the Durham County Council Curriculum Guidance and is supplemented with other activities.