

P.H.S.C.E. POLICY



The Valley Community School

Reviewed: Autumn 2016

Reviewed by: J Leonard

To be reviewed: Autumn 2017

Attached committee: Curriculum

The Valley Community School

Our Vision Statement

“A world class centre of outstanding learning”

To achieve this we:

- are embracing the principles of lifelong learning, best use of new technology and “visible learning”
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014

School Mission Statement

“Together we’re better”

Our guiding principles are:

- we work closely with our community
- we broaden our pupils’ perspectives
- we teach understanding and respect for others
- we value everyone’s abilities and support each other

Meeting requirements:

Since September 2014 the school has been meeting the requirements of the National Curriculum 2014 in core specific year groups. All other years have been meeting the requirements of National Curriculum 2014 since September 2015.

Assessment:

Within key foundation subjects, assessment will be twofold and based not only on key learning milestones, as set out within the International Primary Curriculum (IPC) and also the mastery of expectations specific to each year group, as exemplified within the National Curriculum and its subsidiary guidance.

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship. This encompasses;

- a sense of fair play
- tolerance
- duty and remembrance
- respect
- values
- ethics
- belonging
- contributing to and supporting all our local communities
- perseverance.

In upper Keystage 2, a sense of “Britishness” is embodied in the strong links between the school and the Pre-Duke of Edinburgh-Adventure Service Challenge (ASC) projects, which help pupils, see their role in the community, where the curriculum overlaps in these areas opportunities are seized.

THE VALLEY COMMUNITY SCHOOL

Personal, Social and Health Education (PHSCE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy in school.

Aims

- The aims of PHSCE and citizenship are to enable the children to:-
- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical disability.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self confidence and self esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

Framework

- PHSCE and Citizenship in our school will follow the Framework for PHSCE and Citizenship, given as non-statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies. Planning for PHSCE should be through other subject including the Creative Curriculum, Literacy and other subjects. It may also be appropriate to deliver some aspects of PHSCE Curriculum through other areas of the curriculum and key events eg anti-bullying week, Walk to school week, etc.
- It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances),
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy and Race Equality Policy. In following the framework our pupils will be taught the four key components.

Equal Opportunities and Inclusion statement

“The school is committed to ensuring every child irrespective of race, gender, ability and disability, culture and religion achieves the absolute maximum potential.”

Community Cohesion

“The school sees community cohesion as being implicit in everything that the school does in developing well rounded and knowledgeable individuals who not only tolerate the views of others but value the importance of diversity”

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In following the framework our pupils will be taught the four key components of PHSCE knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities.

- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

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In following the framework for Citizenship our pupils will be taught:

- Social and moral responsibility.
- Community involvement.

Learning and Teaching

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PHSCE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject: There will be a regular specific curriculum session, in order to develop themes and share ideas eg circle time.

Opportunities will be found within other curriculum areas eg links with drama and roleplay, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.

- Activities will be provided as group, class or school events and initiatives eg community projects.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school.
- The School council play an active role.
- In the Foundation Stage of the national curriculum PHSCE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.
- Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a

variety of mediums including books, CD Roms, internet, specific adults eg medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

Special Needs

We teach PHSCE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Diversity

The school is consciously seeking views of our most vulnerable pupils. We recognize those as being our new arrivals, Free School Meal pupils (FMS), Pakistani heritage and Black African pupils.

Resources

We have in school a wide range of resources for PHSCE, which includes big books, C. D.'s, story books, teacher's books, videos, posters, photocopiable resources etc. Resources are kept for both KS1 are based in Green zone and additional resources for KS1 and all for KS2 are located in J. Barker's classroom.

Health Promoting Schools Award (the National Healthy School Standard)

We recognise the Health Promoting Schools Award as an effective vehicle to promote PHSCE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense.

Our school is working with local partners and agencies to develop PHSCE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

Assessment, Recording and Reporting

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Discussions with pupils across both key stages form part of the assessment process for PHSCE

Monitoring and Review

The Head Teacher and PSHE co-ordinator is responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head Teacher and Co-ordinator supports colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a

strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. This policy will be reviewed as part of our ongoing review cycle.