



At Thakeham Primary School, we believe that PSHCE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. These are all key elements of our school vision:

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

PSHCE is involved in all aspects of daily life in our society and consequently has an important part to play in the education of our pupils. Our approach to PSHCE incorporates children’s rights, school values, global citizenship, SEAL, SMSC, British values and our Thakeham Values.

### **Aims and Objectives:**

Our children will be guided, encouraged and taught to:

- Develop confidence and responsibility and make the most of their abilities
- Develop a healthy, safe lifestyle
- Develop good relationships and respect the differences between people
- Develop their own voice and opinions
- Learn to play an active role as citizens of the world
- Make the most of their own and others abilities

We achieve these aims through:

- Discrete curriculum time
- Teaching PSHCE in and through other subject areas (including RE and collective worship)
- Participation in activities and social events.
- Our school values system- Super Learning Hero characteristics and assemblies.
- Knowing how to stay as healthy as possible
- Knowing how to keep themselves and others safe
- Being able to form worthwhile and fulfilling relationships
- Respecting the differences between people
- Developing independence and responsibility
- Playing an active role as members of our democratic society

We place an emphasis on active learning by including the children in discussions, investigations, problem solving activities and making decisions.

We encourage children to take responsibility and reflect on experiences, e.g. children organising charity fundraising, planning of special events, involvement in activities to help groups or individuals less fortunate than themselves, e.g. our individual class charity sponsorship, appeals.

We invite visitors to share expertise, skills and experiences. These provide added value to the school’s work and link with our Curriculum Driver ‘Learning for Life’. These include: Police liaison officer - Authors - Artists - School nurses – Athletes. Other members of the local community, e.g.

parent with a new baby or pet, life when small (grandparents – a long time ago), parents sharing their career or areas of interest.

Children are encouraged to relate positively to their local community by developing links e.g. Ambulance, Library, Fire Station, Village Preschool, local residential homes, through visits and related work. We also attend flower festivals, country dancing, village days, Christmas and Easter services, and Harvest, when food is distributed to the local community.

Residential experiences, visits and special days or weeks in school provide opportunities for children to work and plan together, and develop and maintain relationships under different circumstances, reflecting on new experiences.

### **Classroom organisation and management:**

We teach PSHCE as an integral part of topic work covered during each year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals.

At KS1 & 2 opportunities are planned as discrete, whole school or cross curricular through the topic cycle to ensure effective provision of PSHCE and citizenship. These are detailed in long term/medium term plans. Children with special needs, including the most able, have learning opportunities matched to individual needs. We also take into account targets set for children in ILP's (Individual Learning Plans), e.g. self-esteem, behaviour needs. We deliver the PSHCE and citizenship curriculum through discrete PSHCE lessons, circle time, assemblies and RE lessons.

Opportunities for more able children are provided through activities encouraging higher order thinking skills.

### **Roles and responsibilities:**

The role of the coordinator is to:

- take the lead in policy development and monitor planning to ensure continuity and progression
- ensure values and ethos are shared by all staff members
- take responsibility for purchase of resources and keep updated on current developments
- represent school at inset courses and meetings and disseminate information to colleagues as appropriate
- liaise with other agencies including advisers, police liaison etc.

Governors

- support business links with PSHCE and citizenship where applicable
- ensure curriculum provision is monitored.

### **Assessment and recording:**

Staff assess the children's work in PSHCE and citizenship both by making informal judgements as they observe them.

We report achievements to parents annually in the child's annual report. Assessment does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of a child or family. This is particularly important when working with children with emotional

or behavioural difficulties. Children's achievements are acknowledged within school through our school reward system.

### **Resources:**

We have resources for each topic, including PSHCE and citizenship aspects. We have additional resources in the library. Reference material for teaching issues such as health and drug education is held in the staff room.

Other policies to consider in relation to PSHCE and citizenship: Behaviour Policy, RSE Policy, Drug Education Policy, Child Protection Policy, Collective Worship Policy.

### **SMSC & Promoting British Values:**

The DfE reinforce the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."* The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. British Values form part of our work on SMSC which are documented in our SMSC/British Values Long term plan.

### **Specific Issues within PSHCE:**

- Confidentiality- If a child discloses information that could relate to child protection the adult will inform the Designated Safeguarding Lead for Child Protection. The child concerned will be informed that confidentiality is being breached and reasons why. (See Safeguarding and Child Protection Policy).
- Controversial and Sensitive Issues- Staff are aware that views around some PSHCE related issues are varied. However, while personal views are respected, all PSHCE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.
- Equal opportunities- We will aim to ensure that all children will have an equal opportunity to explore their potential regardless of gender, ability, cultural or religious background with reference to our school's equal opportunities policy.