

Queensbridge **Primary School:** **PSHCE Policy**

The Queensbridge Vision:

Creating future stars...

Queensbridge Primary School is a safe, positive, stimulating and welcoming environment that offers all a sense of belonging.

We give everyone an enjoyable experience of learning so that our children leave Queensbridge as happy, confident, inspired and motivated lifelong learners.

We achieve our full potential through...

- **challenge**
- **mutual respect and responsibility**
- **high expectations**
- **inspiration and motivation**
- **being independent thinkers**

Queensbridge Primary School is a culturally rich and diverse community where all voices are heard. We are all valued. We encourage a healthy attitude towards life and learning.

January 2009

Aims & objectives of PSHCE

Personal, social and health education (PSHE) and citizenship enable 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 this way we help develop their sense of self worth. The diversity of cultures at Queensbridge Primary School is celebrated and every person is valued regardless of age, colour, gender, ethnicity, heritage, religion or disability. We teach children what it means to be a positive member of a diverse multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the school council.

The aims of personal, social, health and citizenship education are to enable the children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure
- learn to live and enjoy a healthy lifestyle
- develop an active role as a member of a family and of the community
- understand the principles of our society and democracy
- value their role as a contributing member of a democratic society
- respect the letter of the law and encourage others to do so

Personal, social and health education (PSHE) and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

Teaching and learning and inclusion

In PSHE and Citizenship our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Our children learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion.

PSHE & Citizenship is delivered in a cross-curricular way and through a discrete lesson to deliver a Programme of Study through a variety of planned schemes of work, based on SEAL, Miss Dorothy and Young London Matters. To view the Programme of Study please look at shared drive under PSHCE.

SEAL (Social and Emotional Aspects of Learning):

Each theme of SEAL starts with a whole school assembly a story followed by weekly PSHE lessons throughout the school based on the themes. At the

end of each theme there is a follow up assembly. There are also cross curricular follow up activities in literacy, maths, science, history, geography, ICT, D & T, Art & Design, Music and RE.

Miss Dorothy

This learning programme uses missdorothy.com, a cartoon character, and her friends to communicate messages to 7-11 year olds about safety, disability, self value and poverty. The work is done in a Miss Dorothy workbook throughout the year according to the Programme of Study.

Young London Matters

Young London Matters (YLM) is a partnership initiative and a London approach to Every Child Matters. It is about tackling London's deep-seated problems so that some of the most vulnerable young people in the capital can be supported to achieve their potential.

PSHE & Citizenship is taught for 45mins which is timetabled throughout the school. This lesson provides opportunities for class discussion through circle time activities which are a teaching strategy for behaviour management and enables the children and the teacher to communicate with each other about issues which promote self-esteem and positive behaviour. Role-play, group work and the use of visitors and outside agencies are also used.

Differentiation & Additional Educational Needs

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented and those children who need additional support with EAL.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's Individual Education Plans (IEPs) relate to their personal development we ensure that opportunities are planned to support children in achieving these.

Equal Opportunities

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged.

Children with English as an additional language have equal access to develop their learning and knowledge with support from the HLS staff who often provide resources with mother tongue support. Children's religious beliefs and cultural differences are always respected.

Assessment

Teachers assess the children in PSHE and Citizenship by making informal judgements as they observe them during lessons and by carrying out formal assessment of their work based on specific learning intentions and objectives set out in the National Curriculum. Information to do this is found in the Purple Assessment book, copies of which can be found on the shared drive under PSHCE.

We have clear expectations of what the pupils will achieve and know or the skills they will acquire by the end of each Key Stage. Teachers note the achievements of the pupils in PSHE and Citizenship and these achievements are reported to parents each year in children's reports and parents evenings. Special achievements and instances of good citizenship through Word of the Week are celebrated and rewarded in merit assemblies once a week.

Resources

Resources for PSHE and Citizenship are kept in each classroom with appropriate SEAL material and are available on the shared drive under PSHCE. Miss Dorothy workbooks are provided to each class. Opportunities are given for the use of ICT within PSHE and Citizenship lessons through MissDorothy.com as well as with various websites and espresso.

Provision for Staff Development

In service training is provided within school and Hackney offers courses in this area. The headteacher and co-ordinator are involved in conferences for Every Child Matters and SEAL development in school.

Monitoring and Review

The PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching and planning of PSHCE by giving them information about current developments in the subject. The co-ordinator is also responsible for giving the headteacher an annual summary evaluating strengths and weaknesses and indicating areas for future development. The co-ordinator is released from class teaching in order to fulfil their role and through PSHCE lesson observations.

Governors and staff will be given a copy of this policy and a named governor will be linked to this area. Copies are available to parents in the school office.

Healthy Schools Scheme

Queensbridge is part of the Healthy Schools Scheme and the whole school has been involved at all stages of the process. The following areas have been achieved for healthy school status:

- healthy schools targets and activities have been incorporated into the School Development Plan

- all policies and statements required by the Healthy Schools scheme are up to date and the review cycle is actively implemented
- there is strong commitment to the philosophy and implementation of Healthy Schools at senior management and governor level
- pupils, parents and carers are involved in policy development
- PSHCE has a high profile in the school
- Planning for PSHCE is detailed at all levels and delivery is monitored by the PSHCE co-ordinator
- A range of national and local resources is used such as the police, health professionals, road safety team.
- The school provides a secure and welcoming environment
- Pupils feel secure, supported and valued through circle time, the school council, the buddy stop in the playground
- Celebrating pupil achievement with merits, certificates, prizes and in assemblies
- Awareness and celebration of cultural and religious diversity
- The school is a no smoking site
- The school is well maintained
- Clean drinking water is available for all
- The lunchtime environment is clean, social and well organised
- The school is involved in environmental projects
- There is a well established School Council
- Pupils are involved in self-assessment in PSHCE
- Staffrooms and toilets are decorated and furnished to a high standard
- Staff promote healthy choices and respect for others
- Parents and community partners take part in school life
- There is good communication with parents/carers

Drugs, Alcohol and Tobacco

At Queensbridge School drugs, alcohol and tobacco education is incorporated into the curriculum from Early Years to Year 6. Any incident is individually assessed and recorded then reported to the headteacher. The headteacher will implement as necessary.

The school is a no smoking area.

At Queensbridge we provide drugs, alcohol and tobacco education as part of the PSHCE lessons to inform and educate pupils on the consequences of drug, alcohol and tobacco use and misuse and our aim is to develop an understanding of related health and social issues.

Please see separate Drugs Policy and Drugs Incident Policy.

Sex and Relationships Education

The DFES states that “At primary school, Sex and Relationships Education should contribute to the foundation of PSHE & Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships

- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty (DFEE 2000)

From Early Years to Year 5 children are taught about relationships, how to develop positive relationships with others and to ask for help and support where needed. In Year 6 Sex and Relationships Education is more direct, focussing on puberty and how babies are born, reproduction and the emotional aspects of relationships and puberty.

Parents are informed about this education and have the opportunity to ask questions and raise concerns with the class teacher and are encouraged to view resources.

We understand that much of a child's education about personal growth takes place at home therefore it is essential that parents/carers views are sought over Sex and Relationships Education, and training [Christopher Winter Project] is available to parents to aid them in talking more confidently to their children about SRE issues.

Please refer to separate SRE policy for more details.

Using Visitors and Outside Agencies

At Queensbridge we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the police, fire-fighters, school nurse, road safety team, drug education programme, sex and relationships programme, recycling team, healthy programme

Teachers using visitors always make sure that;

- pupils are involved through discussion about who would be an appropriate visitor to support the work
- the visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom
- the visitor's contribution complements the teacher's contribution

DATE: April 2010

POLICY REVIEW DATE: 2011

SIGNATURES

..... Head Teacher

..... School Governor

..... Policy Co-ordinator

..... Pupil Representative

A reference copy can be located: In the school office.