

PSHE & C Policy

National Curriculum Aims

By the end of Primary School, children should have knowledge of:

- Families and people who care
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Intent

At Abbey Meads, we believe that effective personal, social and health education, combined with citizenship education is essential if our pupils are to make responsible and well informed decisions about their lives. We believe that the school curriculum should provide opportunities for all pupils to learn and to achieve, and should also promote pupils spiritual, moral, social and cultural (SMSC) development and prepare pupils for the opportunities, responsibilities and experiences of life. AMCPS policies for SMSC and British Values also set the aim to encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in Britain. We give opportunities for children to acquire the skills that enable them to become positive and active members of a democratic society, learning how to lead a healthy lifestyle and manage risk in their own lives. The skills children develop are:

- respect and understanding of themselves and others;
- positive relationships;
- independence, self-discipline and responsibility;
- self-confidence and self-esteem.

Implementation	<p>Scheme of work and progression of skills</p>
	<p>At Abbey Meads we use the JIGSAW scheme of work to support our teaching of PSHE & C. There are six units, one for each term. Each year group plans out the unit on their MTP. The MTP includes 'I can' statements from the progression of skills document. Our progression of skills documents shows the key social and emotional skills and knowledge that is being taught across the school. This is in line with the DfE Statutory Relationships and Health Education outcomes.</p>
	<p>Planning</p>
	<p>Teachers plan a medium term plan each term, which provides detail of the main objectives as 'I can' statements. These reflect the progression of social and emotional skills and taught knowledge mapped onto the progression of skills documents. The MTP plan is supported by the Jigsaw scheme of work and refers to discussion points, vocabulary and outcomes for all. Resources vary from those within the Jigsaw scheme to online videos, picture books and references to first hand experiences.</p>
	<p>Teaching</p>
<p>During timetabled PSHE&C time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving. All activities aid in the development of vocabulary. Calm time is also used to help children reflect and focus. Children are encouraged to think about ideas themselves through self-reflection or moments of pause, use talk partners to discuss, feedback within small groups or in front of a class. Children may watch or look at visual stimulus, such as scenario cards or videos to promote thinking and discussion. In some lessons, there are short written or pictorial outcomes which reflect the learning and allow for children to revisit the knowledge and understanding gained, for example: bunting with personal goals or recipes for positive friendships. Class books are used to keep examples of the teaching and learning that has taken place. These may include copies of annotated flip charts, photographs, personal drawings, conversation or another recording that the year group feel evidences progression and the learning journey.</p> <p>All teachers provide a safe learning environment through the establishment of Golden Rules which are displayed in each classroom and reinforced consistently. The Jigsaw Charter is an additional resource which is used to support children during teaching sessions and help them to feel supported and positive when working. The charter provides clarity on respecting each other's ideas and lesson-specific expectations.</p> <p>Beyond timetabled PSHE&C lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school and class council meetings; recycling; and by taking on roles of responsibility for themselves, for others and for the school. Visits from community representatives e.g. the police, fire-brigade, local church, health workers and authors further support the values and vision of the school curriculum and contribute to the taught curriculum.</p> <p>Good behaviour, respect for others, development of self-esteem and a positive work ethic is encouraged through rewards such as House Points and Golden Time.</p>	
<p>Assessment</p>	

	<p>Ongoing assessment takes place during teaching by teachers. Teachers guide questioning and address misconceptions early. This informal information is used to ensure lessons are meeting the needs of every individual.</p> <p>Teachers complete an end of unit Foundation Assessment Sheet for their year group. This assessment documents provides quantifiable data, including percentages of those at ARE or not at ARE as well as providing specific information about individuals social and emotional strengths or needs where applicable. The Foundation Assessment Sheet shows the subject leader, SLT and the next teacher skill coverage over the year which aids future planning and allows knowledge gaps to be identified and targeted if necessary. From assessments and observations, teachers may flag concerns to our social and emotional support staff (JH) and DSL which may lead to other internal or external intervention (e.g. sessions with JH, Project Me (Trailblazer), Lighthouse support (Blue Kite).</p>
	<p>Cross curricular and school environment</p> <p>Every opportunity is taken to promote PSHE & C skills in other areas of the curriculum and throughout the school environment. Examples of this include dedicated displays to School Council and House Cup successes; celebrating achievement on the class positive recognition boards, silent debates within English; team-based problem solving in Forest School; exploring new cultures through MFL visitors; developing sharing and caring friendships when using outdoor play areas and challenging own goals on the trim trail.</p>
	<p>Home - School learning</p> <p>All year groups provide a topic web at the start of each term to ensure parents understand what topic will be covered within taught lessons. Family learning events provide further opportunities for children and parents to come together to learn a new skill or develop an existing one - strengthening community and sense of belonging for all. Events may include inspirational guests, such as authors or scientists to motivate and encourage.</p>
	<p>Monitoring</p> <p>The subject leader works alongside other subject leaders and SLT to monitor the subject across the school. We follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in PSHE & C.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p>
Impact	<p>Pupil/Parent/Staff voice</p> <p>Staff feel confident to teach objectives and know where to go for training or support. Staff have input into changes to the planning, teaching or learning expectations which evolve to ensure that children are receiving high-quality teaching and learning. Pupils feel that they are safe. Pupils feel that they are listened to and have space to share their views. Pupils know what to do if they are worried/upset/scared/unsure. Pupils know that we are a 'telling' school. Pupils can voice their concerns if they do not feel safe/listened to and these are reflected and acted upon appropriately. Parents feel that they are informed about the curriculum for PSHE. Parents know who to speak if they have questions or concerns. Parents know that parent forums are one way that they can find out and ask questions. Parents know where to get information about how to keep children safe, especially in relation to online safety.</p>
	<p>Data</p> <p>Data recognises specific children who are working below, at and above. Data shows that the majority of children are working inline or above. Data allows teachers to adapt planning for teaching and learning based on outcomes and needs of a cohort.</p>

Book looks

Show diverse ways to record work, without an overreliance on worksheets.
Show that children are given some choice in the way they choose to express their learning and ideas.
Show that outcomes and support are appropriate for age and ability.
Show that objectives and dates are clear.
Show that vocabulary is central to the curriculum and being used accurately by children.
Show that there is progression of skills within a unit, a year group and across the key stages.
Reflect planning and set objectives.

Planning audits

All year groups plan in line with the six units of the JIGSAW scheme of work, which is used to support our teaching and learning.
Planning ensures appropriate coverage of knowledge, skills and vocabulary.
Opportunities for asking questions, expressing ideas and making decisions are planned for all children.

Learning walks

Show children seeing, hearing and using topic vocabulary.
Show that objectives for lessons are clearly written/stated.
Show that all staff model high expectations for behaviour
Show that children are engaged in lessons by joining in discussion, showing active listening, responding to questions, interacting with peers and adults.
Show that classrooms display Golden Rules
Show that children show their learning through their behaviours, actions and words in all areas of school e.g. the playground, the lunch hall, in the corridor.
Show that poster/displays in corridors and/or classrooms celebrate, teach, remind and support teaching and learning.