

West Town Lane Academy
Where learning is an adventure
PSHE Policy



Articles:

Article 6 (survival and development) - Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Article 12 (respect for the views of the child) - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression) - Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 15 (freedom of association) - Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28 (right to education) - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 31 (leisure, play and culture) - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 33 (drug abuse) - Governments must protect children from the use of illegal drugs.

Article 34 (sexual exploitation) - Governments must protect children from sexual abuse and exploitation.

Article 42 (knowledge of rights) - Governments must make the Convention known to children and adults.

Rationale:

Personal, social and health education (PSHE) and citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed and responsible members of the community.

Aims:

- We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help them learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- They reflect on their experiences and understand how they are developing personally and socially, learning many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to respect and understand our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives:

- To develop a personal identity and an "I can" attitude
- To know and understand what constitutes a healthy, safe lifestyle
- To understand what makes for good relationships with others
- To be independent and responsible members of the school community
- To develop the ability to be a positive and active citizen
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- To respect the differences between themselves and others
- To use thinking skills and feelings together to guide their behaviour
- To think about themselves, learn from their experiences and recognise what they are good at (self assessment opportunities)
- To recognise how their behaviour affects other people
- To recognise, name and deal with their feelings in a positive way

Implementation

Foundation Stage

PSHE and citizenship is taught in reception as an integral part of the foundation stage curriculum throughout the year. Personal, social and emotional development underpins all learning experiences.

Key Stage 1 & 2

PSHE and citizenship will be taught according to the requirements of the National Curriculum programmes of study.

SEAL (social and emotional aspects of learning) will be incorporated into these PSHE sessions in both the foundation stage and Key Stages One and Two to further the children's learning in these five broad aspects:

- Self awareness, Managing feelings, Motivation, Empathy, Social skills

Sessions will also involve learning about children's rights and responsibilities through integrating the RRS scheme of work into PSHE teaching and learning.

Teaching and Learning Styles

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions and problem-solving activities. We offer children the opportunity to hear visiting speakers, such as fire fighters, road safety officers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Special Needs

All children have access to the PSHE and citizenship curriculum and learning opportunities are provided to enable all pupils to make progress. Pupils who are not achieving as expected receive support from small group teaching.

Assessment

Staff assess the children's learning in PSHE and citizenship by making informal judgements as they observe them during lessons. Each lesson has a clear learning objective and outcome with which to assess what the pupils will know, understand and be able to do. As pupils become more aware of their learning they begin to self assess and set themselves targets to achieve. Within years 1 and 2, classes can record work, activities or discussions in their class 'Reflection book' and then refer to these throughout the year. In years 3-6 pupils can record their work in their curriculum books. The majority of lessons will have a written reflection in their appropriate book.

Resources

All the relevant SEAL resources are available online and on the server. A selection of resources such as emotions puppets can be found in the resources room.

Monitoring

The PSHE coordinator monitors the standards of children's work and quality of teaching through work samples from every class during the academic year, pupil conferencing and lesson observations (where possible).

Impact

The PSHE coordinator analyses feedback across the school to measure the impact of PSHE and SEAL on our children's learning. An increase in the results of this evidence will show the positive effect SEAL has had, and will suggest the aims and objectives for this policy are being achieved.